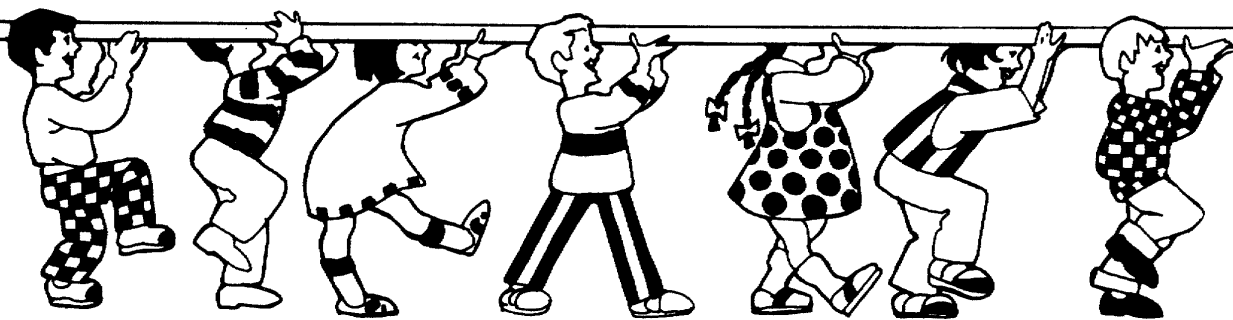


The Public Schools of Mansfield, Connecticut

(<http://www.mansfieldct.gov/mboe>)

PARENT HANDBOOK

2011-2012





THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

Frederick A. Baruzzi., Superintendent of Schools

Audrey P. Beck Building
Four South Eagleville Road
Mansfield, Connecticut 06268
(860) 429-3350 Telephone
(860) 429-3379 Facsimile

Dear Mansfield Families:

I wish to take this opportunity to welcome you to the Mansfield Public Schools for the 2011-2012 school year. Our staff and facilities are ready to provide your child with an exciting and challenging instructional program.

The following pages contain information shared by all four of our schools, organized in a way we hope will help you be an informed participant in your child's learning process. The table of contents will serve as an easy guide to specific policies, procedures and programs. The first section of the guide contains information for which a parent/guardian signature is required. Your child should return these forms to school during the first week.

I would like to remind you that the main door of each school building has a two-way intercom and one-way video camera. We have included limited video coverage of elementary school playground areas. During the school day, visitors can use the intercom to request entry into the building. This procedure only pertains to entering the building; the door will *never* be locked to exit the building. We follow this procedure because we believe it provides us with an unobtrusive, proactive approach to monitoring each school's main door. We will continue to have designated entrances unlocked during the daily morning drop-off and afternoon pick-up times. In addition to our long standing practice of conducting fire drills, we will continue to implement a crisis response drill once every three months as required by Public Act No. 09-131, General Statute Section 1. Section 10-231. We have also included information regarding revisions to bullying behavior in the schools including future requirements for a safe school climate plan.

We hope you will please take a few minutes to review this handbook, noting specifically the schedule for professional development days, parent-teacher conferences and school vacations. Keep this booklet handy as a reference for the school year. The content of this book is also available at www.mansfieldct.org/mboe/information/index.php.

Please take a few moments to review the forms listed in the box below. Note that three of them require your signature and must be returned to the building principal in a timely manner. In addition, there are 5 optional forms for other programs or services.

Sincerely,

Frederick A. Baruzzi

FORMS

Signature Required: Your signature is required on the following forms. These forms must be returned by **September 3, 2010.**

- Lunch Eligibility Status/Free or Reduced Lunch Application
- Field Experience Permission Form
- Acquired Immune Deficiency Syndrome (AIDS) Prevention Education Permission Form

Optional: Refer to individual sections of handbook for detailed information for each form, including return dates.

- Race and Ethnicity Form
- Monthly Pre-Purchased Meal Plan
- Authorization for the Administration of Medicines by School Personnel
- Permission to Walk or Ride to Mansfield Middle School
- Suzuki Violin/Cello Program Enrollment Form

REQUIRED FORM FOR ALL STUDENTS – SECTIONS 1 & 2 MUST BE COMPLETED

**2012-2013 MANSFIELD & REGION #19 SCHOOL LUNCH AND BREAKFAST PROGRAM
APPLICATION FOR FREE OR REDUCED PRICE MEALS OR FREE MILK FOR ½ DAY KINDERGARTEN STUDENTS**

Parents/Guardians: Complete only one application for each household. To apply for free or reduced price meals or free milk for your children, you must list the names of all members of the household in Part 5. Return the application to the school office.

1. (Print) Student Information: (Make sure you list each child below **AND** in section 5a.)

Name	Grade	Name of School	Does this child receive SNAP (formerly known as Food Stamps) or TFA or WIC? (circle)	If yes, provide client ID/case number
_____	_____	_____	yes / no	_____
_____	_____	_____	yes / no	_____
_____	_____	_____	yes / no	_____
_____	_____	_____	yes / no	_____

2. The children listed above: May Qualify (Continue to complete the application).

Do not Qualify (Please initial _____ and return the form).

3. If the child you are applying for is a foster child, homeless or a runaway, check the appropriate box (See back of form for more details).

Foster - child's name & personal use income: _____ \$ _____

Homeless Runaway

4. I would like to be eligible to participate in the 2012 Summer Food Subsidy Program for my child(ren).

5. Household Members and Monthly Income: If you are receiving only medical benefits, you must report an income and complete Part 5. If you gave a client ID number for SNAP (formerly known as Food Stamps) or TFA, skip part 5.

a. Name (List everyone in household (HH) including all children in Section 1, including foster children if desired, and HH members in Section 4.)	b. Gross Income and how often it was received (Indicate if income was received monthly, twice a month, every other week, weekly, or annually.) You MUST list frequency of income. <i>Example: \$100/monthly \$100/twice a month \$100/every two weeks \$100/weekly \$28,000/annually</i>				c. Check if NO income
	Earnings from work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security	All other Income	
<i>(Example): Jane Smith</i>	\$ 22,278 /annually	\$ 50.00 / weekly	\$ 100.59 / monthly	\$ _____ / _____	<input type="checkbox"/>
1	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
2	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
3	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
4	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
5	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
6	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>

6. RACIAL AND ETHNIC IDENTITY: You are not required to complete Section 6. This section is optional.

Ethnicity: Hispanic/ Latino Not Hispanic/Latino Choose one or More (Regardless of Ethnicity): American Indian or Alaska Native Asian White Native Hawaiian or other Pacific Islander Black or African American

7. Signature and Social Security Number: I certify (promise) that all information is true and that all income is reported. I understand that the school will get federal funds based on the information I give. I understand that school officials may verify (check the information). I understand that if I purposely give false information, my children may lose meals benefits, and I may be prosecuted.

X _____ X _____ (List the last four digits only) OR I don't have a social security number.
Signature of Adult Household Member Social Security Number

Home Telephone No. _____ Work Telephone No. _____ Printed Name _____
Street/Apt. No. _____ City/State/Zip _____ Date _____

Privacy Act Statement: This explains how we will use the information you give us. The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Family Assistance (TFA) Program case number for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the federal relay service at (800) 877-8339; or (800) 845-6136. USDA is an equal opportunity provider and employer."

For School Use Only – Do Not Write Below This Line

Determining Officials for the Local Education Agency MUST complete this section.

Annual Income Conversion: Weekly X 52 ♦ Every 2 weeks X 26 ♦ Twice a Month X 24 ♦ Monthly X 12

(Only convert to annual income if there are different frequencies of income listed in the columns under Section 5b.)

SNAP (Food Stamp)/TFA Household Foster Child
 Income Household: Total household income: _____ per _____ Household Size: _____

Application approved for: Free Meals **Application denied because:** Income over allowed amount Incomplete/missing Other
 Reduced-Price Meals

Temporary approved for: Free Meals, Expires: _____ Reduced-Price Meals, Expires: _____

Date Notice Sent: _____ Signature of Determining Official: _____ Date: _____

APPLICATION INSTRUCTIONS

To apply for free and reduced price meals or free milk, complete this application using the instructions below, sign your name and return the application to the school. If you need help, contact Dr. Beth Gankofskie (860) 429-7824.

Part 1-STUDENT INFORMATION: List each child's name, grade and school. Indicate if your child(ren) are receiving SNAP: Supplemental Nutrition Assistance Program (formerly the Food Stamp Program) or Temporary Family Assistance (TFA). If your children are receiving SNAP or TFA, provide the Client ID Number/Case Number for each child. An adult household member must sign the application in Part 7, but do not complete Part 5. (**Note: If you are receiving only medical benefits for your children, you must report all household income in Part 5.**) *If a child is a foster child, complete Part 3. A separate application is no longer required for each foster child.*

Part 2 – Indicate your children's potential eligibility or ineligibility to qualify for free or reduced price meal or free milk benefits.

Part 3 – Indicate if the child you are applying for is a foster child, homeless or a runaway. If the child is a foster child, list the child's name and personal use income here. **A FOSTER CHILD** who is a legal ward of the State may get free meals regardless of your household income. You must contact the school (or homeless liaison) to notify them of the child's status.

Also, **complete this Part 3 and Part 7. If a licensed foster home has their own children (non-foster), complete Part 5 to apply for Free or Reduced price meals based on income eligibility. Note subsidized adoptions and/or guardianships require you to provide all household income documentation in Part 5. These children are not considered legal wards of the state and therefore, are considered part of your household and all household income must be listed.**

FOSTER CHILD INCOME: Write each child's *personal use income and how often it is received (such as weekly, every two weeks, twice a month, or monthly). Write "0" if the child has no personal use income. **An Adult household member must sign Part 7.**

***Personal use income includes:** Funds provided by the welfare agency that are specifically identified by category for the personal use of the child, such as for clothing, school fees and allowances. Welfare funds paid to the foster parents identified by category for shelter and care, and those identified as special needs funds, such as those for medical and therapeutic needs are not considered as income. Where welfare funds cannot be identified by category, no portion of the provided funds is considered as income. Personal use income also includes other funds received by the child, including any income the child earns for full-time or regular part-time employment, and money provided by the child's family for personal use.

Part 4 –**Summer Food Subsidy Program:** Indicate if you would like to be eligible to participate in a new summer subsidy program that provides \$60.00 per month to eligible children from June 15-Sept 1, 2012. Participation is on a CT-SDE selection of participants.

Part 5- **ALL OTHER HOUSEHOLDS: Complete Part 5 if:** You did not give a SNAP/TFA Client ID Number; you are receiving only medical benefits; each child is not a legal ward of the state; or if each child is a subsidized adoption or you have subsidized guardianship. **Note:** An adult household member **must** sign the application in Part 7.

- a. **HOUSEHOLD NAMES:** Write the names of everyone (related or unrelated) who live in your household. Include yourself and each child listed above, your spouse, all other children, grandparents, other relatives and unrelated people in your household. Use a separate sheet of paper if you do not have enough space. Include foster children if you want them to be part of the household when determining the eligibility of your children.
- b. **CURRENT INCOME:** Write the amount of income each person now receives on the same row as his or her name in the column that corresponds with the income source. **Also, indicate if income was received monthly, twice a month, every two weeks, weekly, or annually.** Income is all money before taxes or anything else is taken out. **If the amount received most recently is higher or lower than usual, write instead that person's usual income.** Note: If you are in the Military Housing Privatization Initiative, do not include this housing allowance.
- c. **NO INCOME:** Check the box if the person has no income. (**Note:** "Person" includes adults and children in the household.)

Part 6- **RACIAL/ETHNIC IDENTITY:** Put a check mark next to the racial/ethnic group of your child. This information helps us to be sure everyone gets benefits on a fair basis. *You do not have to complete this section to get free or reduced meals or free milk.*

Part 7 - **SIGNATURE:** An adult household member must sign the application or it cannot be approved. The last four digits only of the social security number of the adult signer must be included unless otherwise noted. If the adult household member signing the application does not have a social security number, check the box "No Social Security Number." *Reminder:* The last four digits of a social security number are not needed if you have listed a SNAP Client Number, TFA Client Number or if the children are foster children.

INCOME TO REPORT

Earnings from Work

Wages/salaries/tips
Strike benefits
Unemployment compensation
Workmen's compensation
Net income from self-owned business or farm

Pensions/Retirement/Social Security

Pensions
Retirement income
Social Security
Veteran payments
Supplemental Security income

Other Income

Earnings from second job
Disability benefits
Interest/dividends
Cash withdrawn from savings
Income from Estates/Trust/Investments
Regular Contributions from persons not living in the household
Royalties/Annuities/Rental Income
Any other monies that may be available to pay for the child's meals or milk

Child Support/Alimony

Alimony payments
Child Support payments

"In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the federal relay service at (800) 877-8339; or (800) 845-6136. USDA is an equal opportunity provider and employer."

Child Support payments

child's meals or milk

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

**FIELD EXPERIENCE PERMISSION FORM
2011-2012**

Dear Mansfield Families:

Please complete and return the Field Experience Permission Form provided below. All field experiences will be made on school buses and you will be informed as to the nature, time and date of such trips.

If you have any questions, please feel free to call your child's school.



**MANSFIELD PUBLIC SCHOOLS
FIELD EXPERIENCE PERMISSION FORM**

CHILD'S NAME: _____

CLASSROOM TEACHER'S NAME: _____

My child has permission to participate in field experiences planned by the school.

It is understood that my permission is to remain effective for the entire school year, September 2011 to June 2012.

_____ A form has been/will be submitted for my child to have medication at school. This medication should be available on field experiences as well.

The name of the medication is: _____

SIGNATURE

DATE

Please note that the school district does not give permission or authorize you to transport any child other than your own on a school-sponsored field experience.

AIDS / HIV PREVENTION EDUCATION PERMISSION FORM

The Public Schools of Mansfield will be offering instruction related to Acquired Immune Deficiency Syndrome (AIDS) which will be part of the revised Human Development and Health Education Curriculum adopted by the Mansfield Board of Education on June 30, 2005.

We use a curriculum written by the St. Paul chapter of the American Red Cross, as well as material recommended by the National Association of State Boards of Education and the American Foundation of AIDS Research.

The unit provides basic, age-appropriate information. It is possible that many children have heard of AIDS and need to have clear, accurate facts to address their fears and possible misinformation about the topic.

Unfortunately, our children are growing up in a world where AIDS is now a fact of life. We want to make every effort to keep them safe from this disease. The curriculum starts them in the right direction by teaching simple concepts illustrating that we all need to be responsible for our own bodies, and providing information about things we can do to protect ourselves from many diseases. It is the goal of our program to strike a balance between calming unnecessary fears about AIDS while preparing the children for its potential impact.

The continuum of AIDS education throughout the school years is organized like building blocks. An early and important block is self-esteem. From the earliest age, children need to know that their health is important. Building on that concept, children learn how to take care of their own bodies. In early elementary school, that may mean washing hands or applying a bandage, but as children mature and learn more about their bodies and AIDS, the same principles will help protect them from the AIDS virus.

We encourage parent and family participation in our AIDS education program. To facilitate that process, we ask you to complete the parent/guardian permission form, and suggest you plan to visit our school to review the curriculum and become familiar with the goals and objectives.

If you would like to preview the materials and/or curriculum objectives related to this topic or have any questions or concerns, please feel free to call your school.

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) PERMISSION FORM

Please check off and return to your child's homeroom teacher. Thank you.

_____ I understand age-appropriate AIDS information will be part of the health education program this year and I wish my child to participate.

_____ I do **NOT** wish my child to participate in this component of the health education curriculum.

PARENT(S)/GUARDIAN(S) SIGNATURE

DATE

PRINT CHILD'S NAME

GRADE/CLASSROOM TEACHER

THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

FREDERICK A. BARUZZI, SUPERINTENDENT

AUDREY P. BECK BUILDING
FOUR SOUTH EAGLEVILLE ROAD
MANSFIELD, CT 06268
(860) 429-3350
Fax: (860) 429-3379

Dear Parents and Guardians:

I write to inform you about regulations from the U.S. Department of Education (USDE) regarding the mandated collection of data on race and ethnicity for public school students. Last year, The USDE developed a new way to collect and report race and ethnicity, which includes new racial and ethnic categories. If you need to change your information, please complete the form on the reverse side this letter.

These new categories were developed in order to provide a more accurate picture of the nation's ethnic and racial diversity. This will provide the opportunity for individuals to be more accurately identified in racial and ethnic classifications, and in more than one racial category. In the past, you were allowed to choose only one race for your child.

We are asking parents and guardians to complete the brief form on the reverse side of this letter in order to update the information on their child's/children's race and ethnicity and return to your child's teacher. These data will be used, as in the past, for example, to comply with federally-mandated reporting requirements. It is important to note however, your individual child's data will not be released.

If you have any questions about the collection of race and ethnicity data, please contact your building principal or me.

Sincerely,



Frederick A. Baruzzi

1. Annually, we are also required to report students by racial category. Please answer the following questions about your child in the table below:
 1) Is your child Hispanic/Latino, yes or no? and 2) What is your child's race? Check all that apply. Please note that you may refuse to answer these questions, but in this event, a school district staff member will need to make the identification for you.

Child's Name	Is this child Hispanic/Latino? (check only one)		What is the child's race? (Check one or more, even if you answered "yes" to the Hispanic/Latino questions)				
	YES	NO	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White

Parent/Guardian Signature: _____ Date _____

Print Name: _____

DEFINITIONS

Category	Definition
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black/African American	A person having origins in any of the black racial groups of Africa.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MONTHLY PRE-PURCHASED MEAL PLAN

For further information, please see page 46 of Parent Handbook.

Please note: Lunch prices include milk

June, 2012 The number of Lunch Days and total amount due may change due to snow days-(Elem 13 days, Middle 12 days)		ON SALE: May 23-May 30
Lunch: Elementary \$ 27.30 Milk: Elementary \$ 6.50 Student's Name: _____	Lunch: Middle School \$ 28.20 Milk: Middle School \$ 6.60 Student's ID # _____	
May, 2012 (22 days)		ON SALE: April 25-May 2
Lunch: Elementary \$ 46.20 Milk: Elementary \$ 11.00 Student's Name: _____	Lunch: Middle School \$ 51.70 Milk: Middle School \$ 12.10 Student's ID # _____	
April, 2012 (15 days)		ON SALE: March 21-March 28
Lunch: Elementary \$ 31.50 Milk: Elementary \$ 7.50 Student's Name: _____	Lunch: Middle School \$ 35.25 Milk: Middle School \$ 8.25 Student's ID # _____	
March, 2012 (21 days)		ON SALE: February 15-February 29
Lunch: Elementary \$ 44.10 Milk: Elementary \$ 10.50 Student's Name: _____	Lunch: Middle School \$ 49.35 Milk: Middle School \$ 11.55 Student's ID # _____	
February, 2012(16 days)		ON SALE: January 18-January 25
Lunch: Elementary \$ 33.60 Milk: Elementary \$ 8.00 Student's Name: _____	Lunch: Middle School \$ 37.60 Milk: Middle School \$ 8.80 Student's ID # _____	
January, 2012 (20 days)		ON SALE: December 14-Dec. 21
Lunch: Elementary \$ 42.00 Milk: Elementary \$ 10.00 Student's Name: _____	Lunch: Middle School \$ 47.00 Milk: Middle School \$ 11.00 Student's ID # _____	
December, 2011 (17 days)		ON SALE: Nov. 16-Nov.30
Lunch: Elementary \$ 35.70 Milk: Elementary \$ 8.50 Student's Name: _____	Lunch: Middle School \$ 39.95 Milk: Middle School \$ 9.35 Student's ID # _____	
November, 2011 (18 days)		ON SALE: October 19-October 26
Lunch: Elementary \$ 37.80 Milk: Elementary \$ 9.00 Student's Name: _____	Lunch: Middle School \$ 42.30 Milk: Middle School \$ 9.90 Student's ID # _____	
October, 2011 (19 days)		ON SALE: Sept. 21-Sept. 28
Lunch: Elementary \$ 39.90 Milk: Elementary \$ 9.50 Student's Name: _____	Lunch: Middle School \$ 44.65 Milk: Middle School \$ 10.45 Student's ID # _____	
August/Sept., 2011 (22 days)		ON SALE: August 31-September 7
Lunch: Elementary \$ 46.20 Milk: Elementary \$ 11.00 Student's Name: _____	Lunch: Middle School \$ 51.70 Milk: Middle School \$ 12.10 Student's ID # _____	

Authorization for the Administration of Medicine by School Personnel

Mansfield Public Schools

Connecticut State Law and Regulations 10-212(a) requires a written medication order of an authorized prescriber (physician, dentist, advanced practice registered nurse, optometrist, or physician's assistant and, for interscholastic and intramural athletic events only, a podiatrist) **and** parent/guardian written authorization for the nurse (or, in the absence of the nurse, other qualified personnel in accordance with state law and regulations) to administer medication in school. Coaches and licensed athletic trainers during intramural and interscholastic athletic events may administer medications, including inhalant and/or cartridge injector (i.e., Epi-pen) medications, for students. **Medications must be in the original properly labeled container and dispensed by a physician/pharmacist. A parent or responsible adult must bring the medication to the school nurse or principal. Medications to be administered by a coach or athletic trainer must be delivered by a parent or guardian directly to the coach or athletic trainer.** Please refer to the Board of Education Policy concerning the Administration of Medication in Schools for specific information regarding the administration of medication.

Prescriber's Authorization

Student Name: _____ DOB: _____

Medication/Food Allergies No Yes _____

Medication Name: _____ Generic Name: _____

Condition for which drug is being administered: _____

Dose: _____ Route of administration: _____

Frequency/Time of Administration: _____ If PRN, frequency: _____

Relevant side effects: None expected Specify: _____

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

Prescribers Name/Title: (type or print) _____

Telephone: _____ Fax: _____

Address: _____

Prescriber's signature: _____ Date: _____

Use for Prescriber's Stamp

PARENT / GUARDIAN AUTHORIZATION

I hereby request that the above ordered medication be administered by school personnel. **I understand that:** I must supply the school with no more than a three-month supply of medication; and this medication will be destroyed if not picked up within one week following termination of the order or the last day of school, whichever comes first. By signing below, I give my permission for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.

Parent/Guardian signature: _____ Date: _____

Parent/Guardian Home/Cell Phone #: _____ Work #: _____

SELF-ADMINISTRATION OF MEDICATION AUTHORIZATION/APPROVAL

Self-administration of medication may be authorized by the prescriber and parent/guardian and must be reviewed and/or approved by the school nurse in accordance with Board policy. For example, asthma inhalers and Epi-pens for sting or nut allergies may be self-carried. Controlled drugs may not be self-administered, except in extraordinary situations with the pre-approval of the medical advisor and nurse supervisor.

Prescriber's authorization for self-administration Yes No _____
Signature Date

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

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



THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

Frederick A. Baruzzi, Superintendent of Schools

AUDREY P. BECK BUILDING
FOUR SOUTH EAGLEVILLE ROAD
MANSFIELD, CONNECTICUT 06268
(860) 429-3350 TELEPHONE

Dear Mansfield Families:

Each year we have a few children who express a desire to walk or ride bikes to the Middle School. Naturally, the safety of your children is our first concern, and we wish to verify that you have given them permission to do this. We are happy to support your decision, but not without checking with you first. Please understand that you maintain responsibility for your child's safety if you elect to have your children walk or ride their bikes to school.

Please complete the form below and return it to Mrs. Morell, Assistant Principal at the Mansfield Middle School. We must have a written record indicating that you have given your child permission so that he/she can walk or ride a bike to and from the facility. Please call the office at 429-9341 if you have any questions.

Sincerely,

Frederick A. Baruzzi

PERMISSION TO WALK OR RIDE A BIKE TO MANSFIELD MIDDLE SCHOOL

My child _____ has permission to:

- Walk to school** **Ride his/her bike to school**

It is understood that my permission is to remain effective for the entire school year, September 2011 to June 2012.

SIGNATURE

DATE

Please return the completed form to Mansfield Middle School, Attention: Mrs. Morell.

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2010-2011 School Calendar on Back Cover

Visit us at: <http://www.mansfieldct.gov/mboe>

SCHOOL DIRECTORY

BOARD OF EDUCATION

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29 Bundy Lane
Storrs 06268
HOME: 860-429-0115

MARK LAPLACA, Chair
26 Jonathan Lane
Storrs 06268
HOME: 860-423-8018

MIN LIN
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Storrs 06268
HOME: 860-429-7825

HOLLY MATTHEWS
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Storrs 06268
HOME: 860-429-1009

ED NEUMANN
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Storrs 06268
HOME: 860-423-1330

RANDY WALIKONIS
740 Mansfield City Road
Storrs 06268
HOME: 860-429-4317

To request the use of any Mansfield Public School building after school hours, please email or call Kelley Young at youngkr@mansfieldct.org or 860-429-9341. To view the calendars, please visit Mansfield's web site: www.mansfieldct.org.

Bus Garage 860-429-1225

SCHOOLS/OFFICES

Mansfield Middle School 860-429-9341, FAX: 860-429-1020

Website: www.mansfieldct.gov/mms

205 Spring Hill Road
Storrs 06268
Jeff Cryan, Principal
Candace Morell, Assistant Principal

Dorothy Goodwin School 860-429-6316, FAX: 860-487-5641

Website: www.mansfieldct.gov/goodwin

321 Hunting Lodge Road
Storrs 06268
Debra Adamczyk, Principal

Southeast School 860-423-1611, FAX: 860-423-0610

Website: www.mansfieldct.gov/southeast

134 Warrenville Road, PO Box 22
Mansfield Center 06250
Norma Fisher-Doiron, Principal

Annie Vinton School 860-423-3086, FAX: 860-456-4694

Website: www.mansfieldct.gov/vinton

306 Stafford Road
Mansfield Center 06250
James Palmer, Principal

Central Office 860-429-3350, FAX: 860-429-3379

Website: www.mansfieldct.gov/mboe

4 South Eagleville Road
Storrs 06268
Frederick Baruzzi, Superintendent
Lexie Beebe, Receptionist/Secretary
Michele Beers, Personnel Assistant
Nancy Bradley, Personnel Assistant
Celeste Griffin, Administrative Assistant to the Superintendent
Carol Morgan, Receptionist/Secretary

Special Education & Student Support Services 860-429-3353

FAX: 860-429-3379

4 South Eagleville Road
Storrs 06268
Rachel Leclerc, Director
Jennifer Berkett, Secretary

Food Service Program 860-429-7824, FAX: 860-429-3379

Beth Gankofskie, Director
Julia Jenkins, Secretary

E.O. Smith High School 860-487-0877

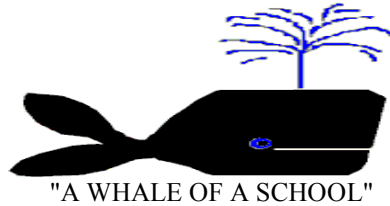
Superintendent's Office 860-487-1862

Town Offices

Town Manager 860-429-3336
Town Clerk 860-429-3302

OPEN HOUSE SCHEDULE

Dorothy C. Goodwin Elementary School



**Open House
September 7, 2011**

Southeast Elementary School



**Open House
September 21, 2011**

Annie E. Vinton Elementary School



**Open House
September 14, 2011**

Mansfield Middle School



**Open House
September 15, 2011**

Complete details will be provided by individual schools

EARLY-CLOSING DAYS / EMERGENCY CLOSINGS

HOURS—REGULAR SCHOOL DAY	
Grades K-4	School starts - 8:55 AM; School ends - 3:30 PM
Morning Preschool & Half-Day Kindergarten	Session starts - 8:55 AM; Session ends - 11:45 AM
Afternoon Preschool	Session starts - 12:50 PM; Session ends - 3:30 PM
Grades 5-8	School starts - 8:05 AM; School ends - 2:50 PM

90-MINUTE DELAYED OPENING*	
Grades K-4	School starts – 10:30 AM; School ends – 3:30 PM
Morning Preschool & Half-Day Kindergarten	CANCELLED
Afternoon Preschool	Session starts - 12:50 PM; Session ends - 3:30 PM
Grades 5-8	School starts – 9:35 AM; School ends - 2:50 PM

SCHEDULED EARLY-CLOSING DAYS (November 21, 22, 23 and June 19)	
Grades K-4	School starts - 8:55 AM; School ends – 12:45 PM
Morning Preschool & Half-Day Kindergarten	School starts - 8:55 AM; School ends – 10:50 PM
Afternoon Preschool	Session starts - 10:50 AM; Session ends – 12:45 PM <i>Note: Students will be picked up approximately 90 minutes earlier. Please bring a lunch.</i>
Grades 5-8	School starts – 8:05 AM; School ends - 12:05 PM

DELAYED OPENING ON A SCHEDULED EARLY-CLOSING DAY	
<i>Early closing is CANCELLED and normal closing time observed</i>	
Grades K-4	School starts - 10:30 AM; School ends - 3:30 PM
Morning Preschool & Half-Day Kindergarten	CANCELLED
Afternoon Preschool	Session starts - 12:50 PM; Session ends - 3:30 PM
Grades 5-8	School starts – 9:35AM; School ends - 2:50 PM

EMERGENCY EARLY CLOSING OF SCHOOL	
Grades K-4	School dismisses – 12:45 PM
Morning Preschool & Half-Day Kindergarten	School day extended, dismisses – 12:45 PM <i>Note: Lunch will be provided</i>
Afternoon Preschool	CANCELLED
Grades 5-8	School dismisses – 12:05 PM

For information regarding school closing due to inclement weather or other emergencies, tune in to one of the following radio or television stations:

Radio: WILI 1400 AM & 98.3 FM, WTIC 1080 AM, WDRC 1360 AM, WHCN 106 FM, WKSS 95.7 FM

Television: WFSB (3), WVIT (30), WTNH (8), Cable Channel 14

Internet: www.CTWEATHER.com

Information is also available via a message on your school’s main phone number.

**Stay tuned. If weather conditions deteriorate, a delay could become a full-day cancellation.*

STUDENT ATTENDANCE

Regular student attendance in school is essential to the educational process. School systems are required to monitor attendance and report students who are truant to an appropriate state agency. In order to assist the District with these requirements, with a minimum disruption to the educational programs in your child's school, we ask that you help us by doing the following:

- 1) If you **know in advance** that your child will be absent from school, please send a note or call the school and let us know.
- 2) On other days when your child will not be coming to school, please call the school office **between 8:30 and 9:30 a.m.** and advise us that your child will be absent that day. The following are telephone numbers for each of our schools:

Mansfield Middle School	860-429-5004 Ext. 175*
Goodwin Elementary School	860-429-6316
Southeast Elementary School	860-423-2793
Vinton Elementary School	860-465-8136

* Parents can call anytime before 9:00 a.m. on the day of the absence.

Communication about attendance issues is valuable. An unreported absence imposes an additional burden on the office staff. If we do not hear that your child will be absent, **we are required to try to locate you at home, at work or elsewhere** to verify your child's absence. Accordingly, we ask that you make a conscientious effort to call or send a note each time there is an absence so we do not have to spend excessive time with follow-up telephone calls and you are not interrupted at work.

Thank you very much for your help!

Mansfield Board of Education Policy

STUDENT ATTENDANCE AND TRUANCY

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

KINDERGARTEN

The Mansfield Public Schools provide full-day kindergarten with an integrated half-day program for all age-appropriate children.

Now in its seventh year, the full-day program gives classroom teachers approximately one-half the number of students and families they previously served in two half-day programs. The program also provides more than twice the time for instruction, supported by educational research as a major factor in student understanding and achievement. In addition to traditional classroom instruction that includes reading, writing, mathematics, science, social studies, and health topics, students in the full-day program receive instruction in art, music, and physical education. The added time enables teachers and children to explore these topics in greater depth to develop specific student skills in a relaxed and supportive setting.

If parents or guardians believe that the interests of their child are best served by the district's integrated half-day program, they may select the morning half-day session for a portion of the school year or for the entire school year. The half-day program is developed to follow, as closely as possible, the traditional model offered in Mansfield for many years, including instruction in music, physical education, computers, and library time.

Should parents/guardians wish to move their child from a half to a full-day program, a Transition Plan (not to exceed two school weeks), may be developed at any time during the school year, in consultation with the classroom teacher and with approval of the building principal.

District guidelines governing both programs are available at each school upon request, and also are posted on each school's website.

HOMEWORK



Homework is a necessary reinforcement to classroom instruction as well as a means by which independent study skills and intellectual curiosity can be fostered in the home. It is also recognized that time is needed for students to pursue social, physical and recreational activities outside the school. Carefully planned daily and weekly homework assignments promote positive communication between parents, students and school.

GUIDELINES FOR ACTIVITIES AND TIME ALLOTTED TO DO HOMEWORK

Kindergarten

- 1) Communication - children delivering verbal messages to parents.
- 2) Individual selection of library books.

Grades 1, 2, 3

- 1) Specific homework in content areas may be assigned to children not completing requirements of the day.
- 2) Homework may be assigned to individual children for additional practice or enrichment.
- 3) Children are encouraged to take books home for independent recreational reading.
- 4) Second and third graders may be asked to do research and reports outside of school.
- 5) Children may be asked to study spelling words at home.
- 6) Children are encouraged to practice addition and subtraction facts at home.
- 7) Children are encouraged to see the practical application of math (e.g. time and measurement) in their home life.
- 8) Materials related to the Science, Social Studies and Health programs may be brought to school for sharing.

Homework, if assigned, should take between 15-30 minutes, depending on the age and ability of the student.

Grade 4:

Generally, homework assignments for this level are:

- 1) Long-range reports or projects with timelines, involving work both in school and outside of school.
- 2) Practice work in skill areas.
- 3) Completion of work not finished during class time.

Language Arts Homework

- 1) Recreational reading
- 2) Book reports/studies
- 3) Writing assignments
- 4) Studying spelling words
- 5) Follow-up or reinforcement of a particular skill (supplemental material, assignment in specific skills area)

Math Homework

- 1) Practice facts
- 2) Reinforce skills

Social Studies, Science, Health

- 1) Develop projects
- 2) Reinforce skills (use town library, home or school resources)

Homework assignments should take between 30-45 minutes, up to four days per week. If your child requires consistently more or less time to complete homework assignments, please contact the teacher. Students are encouraged to read each night.

Any child who has not completed his/her homework may be required to complete it during up to ten minutes of recess time.

Grades 5, 6, 7, 8

It is our policy to assign homework for each grade level generally not to exceed the following daily expectations:

Grade 5 - 45 minutes
Grade 6 - 60 minutes
Grades 7/8 - 90 minutes

THE RESPONSIBILITIES SURROUNDING HOMEWORK LIES WITH:

TEACHERS

- 1) To provide students with a homework policy and a process for carrying out this policy. Deadlines and consequences should be clearly defined.
- 2) To give purpose and value to assignments by having students understand the relationship between assignments and what is taught in the classroom.
- 3) To individualize assignments as necessary.
- 4) To consider the student's total daily load and out-of-school responsibilities when deciding upon the duration and content of any assignment.
- 5) To evaluate, record and return every homework assignment promptly to students. The results of evaluation should be incorporated into the student's overall grade.
- 6) To communicate with parents when a child begins to fall behind in completing homework assignments.
- 7) To assume the responsibility for directing the student to the proper resources and materials.

STUDENTS

- 1) To be responsible for making up work missed when absent.
- 2) To understand the purpose and requirement of the assignment.
- 3) To understand the directions.
- 4) To understand the means of evaluation.
- 5) To understand that the content, structure and appearance of all written homework assignments are important elements in the grading process.
- 6) To understand the suggested time allotment.
- 7) To budget time realistically.
- 8) To assume responsibility for obtaining the proper resources and materials.
- 9) To demonstrate integrity and not to give or receive so much help that the value of the homework will be destroyed.
- 10) To meet the deadlines and understand the consequences.
- 11) To understand there is never a time when a student does not have homework. He/she may review, preview or improve the present assignment, or read for pleasure and growth.

PARENTS

- 1) To arrange a quiet, well-lighted place with adequate room for the student to work.
- 2) To encourage their children to complete homework assignments.
- 3) To support the value of various types of homework.

- 4) To demonstrate integrity and not give so much help that the value of the homework will be destroyed.
- 5) To contact the teacher or guidance counselor if problems develop and are not resolved by the student.

MAKING UP WORK/HOMEWORK DUE TO EXCUSED ABSENCES

We recommend that for short-term, excused absences (1-3 days) the student obtain assignments from a friend in the class. Books may be picked up in the office or sent home with a neighbor or sibling. For longer, excused absences parents are advised to call the office. The assignments and materials will be readied within 24 hours.

TESTING PROGRAM

The information below describes the annual testing program planned for students in the Mansfield Public Schools.

Children in grades kindergarten through eight will take locally and commercially developed Literacy and Mathematical assessments that measure student mastery of grade level curriculum. These tests are administered throughout the school year.

Connecticut Mastery Test (CMT)

Under the Federal No Child Left Behind Act (“NCLB”), all students in grades three, four, five, six, seven and eight must be tested on an annual basis to ensure that school districts receiving Title I funding make adequate yearly progress toward having all students proficient in reading and mathematics by 2014. In Connecticut, the State Department of Education has chosen to use the CMT test as the standard for determining which schools and school districts make adequate yearly progress. As such, the Mansfield Public Schools will follow federal and state guidelines with regard to testing and accommodation requirements.

State law requires that all public school students in grades three, four, five, six, seven and eight be tested during the month of March. All children will be tested in reading, mathematics and writing. Students in grades five and eight will also be tested in science.

When testing is completed, the district will receive results for each student, classroom, school building and for the district as a whole. Information on individual students will be available to parents and will also become part of the student's school records. The total amount of time required for testing is approximately seven hours.

As parents of a child to be tested, you need to know that:

- a) You may review results of the tests at any time after the district has received the results. It may be helpful to have the test results interpreted by an appropriate staff member (the principal, a counselor, school psychologist, or teacher). This can be arranged by making an appointment through the principal's office.
- b) When your child transfers from one level to another, to the Middle School or to E. O. Smith High School, test results are transferred as part of the Cumulative Record. If you wish to review this record, you may do so by contacting the principal of the sending school.

While tests are important methods of academic measurement, they do not have any bearing on a child's progress report or report card grades. The following are some helpful hints for successful test taking:

- 1) Make every effort to have children attend school during regular scheduled testing. This will provide them with peer support during the testing process and minimize time devoted to make-up testing.
- 2) Children who have a full night's sleep are better equipped to maintain alertness through the morning testing period.
- 3) A nutritious breakfast is fuel for the brain as well as the stomach!
- 4) A parent who expresses confidence, empathy and humor can help a child maintain his or her perspective during the testing program.

We hope that this information and these suggestions will help make this testing period an easier time for you and your child. If you have any questions or concerns regarding any aspect of the testing process, please contact your building principal or school guidance counselor.

COMPUTER USE POLICY

Computers, computer networks, Internet access, electronic devices and e-mail are effective and important technological resources in today's educational environment. The Board of Education has installed computers, a computer network, including Internet access and an e-mail system (referred to collectively as "the computer systems"), 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. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

PHOTOGRAPHS, VIDEOTAPING BY PARENTS, AND SCHOOL DISTRICT USE OF VIDEO CAMERAS

School Web Site

Occasionally, the Mansfield Public Schools photograph or videotape students involved in activities or projects for presentation at educational conventions, conferences or for use on a school web site. The pictures and tapes are used to train other teachers, instructional assistants and administrators. Should you desire more information or if you wish that your child's likeness not be used for professional development activities outside the school district or as part of the school web site, please notify your child's homeroom teacher or principal in writing.

Photographing or Videotaping School Events:

We understand and encourage parents to take pictures of important events and programs their children participate in while enrolled in the Mansfield Public Schools. Please understand, however, that photographing or videotaping school activities are only permitted at the discretion of the administration. Generally, recording a school event is permissible. If recording or picture taking is prohibited at a specific event, the administration will make an announcement indicating picture taking and/or recording is not permitted.

If pictures are taken, kindly refrain from rebroadcasting images to a general audience or public posting to the Internet, as the administration and many parents have concerns about dissemination of children's pictures via electronic media, particularly public disclosure on the Internet. If you have any questions concerning this issue, please do not hesitate to ask an administrator.

School District Use of Video Cameras:

The Board of Education has authorized the installation of video cameras on school property and on school buses as an aid in monitoring student behavior. These cameras produce video coverage. The use of video surveillance equipment on school grounds and on other district property shall be supervised and controlled by the building administrator or his/her designee. The use of video recordings from surveillance equipment shall be subject to the other policies of the district, including policies concerning the confidentiality of student and personnel records.

PROHIBITION AGAINST SMOKING POLICY

The Mansfield Board of Education prohibits smoking on the real property of any school or administrative office building or at any school-sponsored activity. Real property means the land and all temporary and permanent structures comprising the district's schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots. As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property."

BULLYING BEHAVIOR IN THE SCHOOLS

The Mansfield Board of Education is committed to creating and maintaining an educational environment free from bullying, 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 Board of Education.

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 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.

SAFE SCHOOL CLIMATE PLAN

The Mansfield Public School District is committed to creating and maintaining a safe educational environment free from bullying, 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 and cyberbullying and sets forth the Board's expectations for preventing, intervening, and responding to incidents of bullying.

Bullying behavior is 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, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. The District 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 Board of Education.
- B. The District 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. In addition to prohibiting student acts which 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.
- D. Students who engage in bullying behavior 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 the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of a school.
- B. **Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.**

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. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate; “
- D. **"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;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"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, 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 education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

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

1. be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
2. collaborate with Safe School Climate Specialists, the 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;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district’s Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and 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. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) 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 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. Not later than January 1, 2012, the Board of Education 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), 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. Should a student request anonymity when making a report, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. Anonymous complaints 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 complaint, 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 complaint.
- 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 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. 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 hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken 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 also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- 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 his/her 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 his/her 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 concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.).

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints 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 written 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. 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.

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior 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. While conduct that rises to the level of "bullying", as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint.
- 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 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:

i. 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.

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

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences.

Anonymous complaints, however, shall not be the basis for disciplinary action. In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with 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/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

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

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation where appropriate;
- e. Student Safety Support plan.

iv. 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. 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:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- b. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- c. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- d. Inclusion of grade-appropriate bullying education and prevention curricula, 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;
- e. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- f. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- g. Student peer training, education and support; and
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying 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, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and 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 student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

X. 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.

XI. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, 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 Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

STUDENT DISCIPLINE

Students may be subject to disciplinary action under circumstances described below. The full text of the discipline policy of the Board of Education is distributed to parents on an annual basis, and is available in each school building office and the district's administrative offices located in Town Hall.

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

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. ***Conduct off School Grounds:***

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

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

2. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

B. ***Specific Offenses:***

Conduct, which may lead to disciplinary action (including but not limited to removal from class, suspension and/or expulsion), includes conduct on school grounds, at a school-sponsored activity, or off school grounds. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
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 or ancestry.
7. Refusal by a student to identify himself/herself 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 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 or other explosive materials, or ignition of any material causing a fire.
15. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, 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. 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.
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 subparagraph (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 growing, harvesting, manufacturing, producing, preparing, packaging, 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.
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.
27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds 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 or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of 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 the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:
 - a. causes physical or emotional harm to such student or damage to such student's property;
 - b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c. creates a hostile environment at school for such student;
 - d. infringes on the rights of such student at school; or
 - e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
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.
35. Engaging in a plan to stage or create a violent situation for the purposes 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 recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, 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. Any action prohibited by any Federal or State law.
39. 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.



THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

FREDERICK A. BARUZZI, SUPERINTENDENT OF SCHOOLS

Audrey P. Beck Building
Four South Eagleville Road
Mansfield, Connecticut 06268
(860) 429-3350 Telephone
(860) 429-3379 FACSIMILE

Dear Mansfield Families:

For your child's safety, as well as the safety of all children, we ask for your help. **Please be certain your children do not bring weapons to school for any reason.** We are taking this strong position because we want your children to be safe at school. Our society has experienced a significant increase in violence of all kinds, as well as an increase in the number of students bringing weapons (or look-alike weapons) to school. We do not want weapons on our school grounds at any time, and we want to act before a serious problem develops.

You can help ensure the safety of all students in the following ways:

- If you have any weapons that you keep in your home, you must be absolutely certain that they are not accessible to your children. According to national statistics, an estimated 80 to 90 percent of students who carry guns bring them from home.
- Monitor the movies and television shows your children watch. Research indicates that many popular violent movies and television shows send children messages that violence is the way to solve problems. *Talk* with your children about any situation that makes them feel they need protection; *counsel* your children that violence does not solve problems - it only creates more problems.
- Work to develop your children's positive self-esteem so they can make good choices and avoid potentially dangerous associations or situations. Encourage your children to apply themselves in school and to strive for academic success. Help them to participate in recreational sports, drama, music or *any* other of the numerous activities we offer in our educational program. Positive self-esteem comes from success.

School district policy requires that a student who is caught with a weapon on district property or at a district function be subject to disciplinary action, which may include expulsion from school. A lesser penalty will be considered only if a child has mistakenly brought the weapon to school ***and informs a teacher or administrator before any other child is aware of its presence.*** Expulsion proceedings are required whenever a school district has reason to believe any student: (i) on school grounds or at a school sponsored activity, was in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon; (ii) off school grounds, did possess such a firearm in violation of Conn. Gen. Stat. 8.29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime, (iii) or, on or off school grounds, offered for sale or distribution a controlled substance whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties. In the case of weapons or illegal drug possession, where it is found that the student did engage in the conduct in question, Connecticut law requires the student be expelled for one calendar year. In addition, any student who is caught with a weapon on district property or at a district function could be subject to arrest and referral to Juvenile Court.

I assure you that we will do all we can to provide a safe environment for your children in our schools. I ask you to join us and do all you can to help.

Sincerely,

Frederick A. Baruzzi

SCHOOL HEALTH SERVICES

HEALTH ASSESSMENTS/SCREENINGS

I. Assessments

The Mansfield Board of Education requires each student enrolled in the Mansfield Public Schools to have health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent him/her from receiving the full benefit of schoolwork and to ascertain whether schoolwork should be modified in order to prevent injury to the student or to secure a suitable program of education for him/her. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, the school medical advisor, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base. The Board of Education will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or he/she may provide for such assessment him/herself. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations may be denied continued attendance in the Mansfield Public Schools.

II. Assessments Required by State Law

Prior to enrollment in the Mansfield Public Schools, each student must undergo a health assessment, which shall include:

- a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;
- b) an updating of immunizations as required by state law;
- c) vision, hearing, speech and gross dental screenings;
- d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

Each student enrolled in the Mansfield Public Schools in grade six must undergo a health assessment, which shall include:

- a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;
- b) an updating of immunizations as required by state law;
- c) vision, hearing, postural and gross dental screenings;
- d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade six assessments shall also include tests for tuberculosis, and sickle cell anemia or Cooley's anemia, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

The Board of Education shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

III. Screenings Required:

The Board of Education will provide annually to each student enrolled in kindergarten, grades one to six, inclusive, a **vision screening** using a Snellen chart or equivalent screening. The Superintendent shall give written notice to the parent or guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease.

The Board of Education will provide annually to each student enrolled in kindergarten to grade three, inclusive, grade five and grade eight, **audiometric screening** for hearing. The Superintendent shall give written notice to the parent or guardian of each student who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect.

The Board of Education will provide annual **postural screenings** for each student in grades five to eight. The Superintendent shall give written notice to the parent or guardian of each student who evidences any postural problem, with a brief statement describing such evidence.

All of the screenings required under these administrative regulations will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

IV. Assessment/Screening Results:

The results of each assessment and screening required by these administrative regulations shall be recorded on forms supplied by the State Board of Education. Each physician, advanced practice registered nurse, registered nurse, or physician assistant performing health assessments under these administrative regulations shall sign each form and any recommendations concerning a student shall be in writing. Assessment/screening forms shall be included in the cumulative health record of each student and they shall be kept on file in the school attended by the student. If a student permanently leaves the Mansfield Public Schools, his/her original cumulative health record shall be sent to the chief administrative officer of the school district to which the student moves, with the Mansfield Board of Education retaining a copy.

Appropriate school health personnel shall review the results of each assessment and screening. If the reviewing school health personnel judge that a student is in need of further testing or treatment, the Superintendent shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by appropriate school health personnel in the same manner as the results of the health assessments and screenings required under these administrative regulations.

V. Exemption

Nothing in these administrative regulations shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if he/she is an emancipated minor or is eighteen years of age or older, notifies the teacher or principal or other person in charge of such student in writing that he/she objects on religious grounds to such physical or medical examination or treatment or medical instruction.

VI. Other Non-Emergency Invasive Physical Examinations and Screenings:

- (a) In addition to the screenings listed above, the district may, from time to time, require students to undergo additional non-emergency, invasive physical examination(s)/screening(s).
- (b) A non-emergency, invasive physical examination or screening is defined as:
 - 1. any medical examination that involves the exposure of private body parts; or
 - 2. any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening; and
 - 3. is required as a condition of attendance, administered by the school and scheduled by the school in advance; and
 - 4. is not necessary to protect the immediate health and safety of the students.
- (c) If the district elects to conduct any such examinations, then, at the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to conduct the non-emergency invasive physical examination(s) and/or screening(s) described in this subsection. Such notice shall include the specific or

approximate dates during the school year of the administration of such non-emergency invasive physical examination(s)/screening(s).

- (d) Upon request, the administration shall permit parents to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

VII. School Representative to Receive Information Concerning Health Assessments:

The Board of Education designates the school nurse as the representative for receipt of reports from health care providers concerning student health assessments.

IMMUNIZATIONS

In accordance with state law and accompanying regulations, the Mansfield Board of Education requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type B, hepatitis A, hepatitis B, varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, prior to enrolling in any program or school under its jurisdiction.

Among other requirements, before being permitted to enter seventh grade, the Board requires each child to be vaccinated against meningococcal disease. The Board further requires each child to receive a second immunization against measles and tetanus, diphtheria and pertussis (Tdap) before being permitted to enter seventh grade.

In addition to existing requirements, for the 2011-2012 school year, and every school year thereafter, each child must have received two doses of immunization against varicella before being permitted to enter kindergarten and seventh grade. Also for the 2011-2012 school year, and every school year thereafter, each child must have received two doses of immunization against rubella and mumps before being permitted to enter grades kindergarten through eight.

Beginning January 1, 2012, and each January 1 thereafter, children aged 24-59 months enrolled in the Board's preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and December 31 of the preceding year. All children aged 24-59 months who have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season that they are vaccinated. Children seeking to enroll in the Board's preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

Exemption from the pertinent requirements of these administrative regulations shall be granted to any child who:

presents a certificate from a physician or local health agency stating that initial immunizations have been given to such child and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health; or

presents a certificate from a physician stating that in the opinion of a such physician, such immunization is medically contraindicated because of the physical condition of such child; or

presents a statement from the parents or guardian of such child that such immunization would be contrary to the religious beliefs of such child; or

in the case of measles, mumps or rubella, presents a certificate from a physician or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or

in the case of hemophilus influenzae type B, has passed his/her fifth birthday; or
(6) in the case of pertussis, has passed his/her sixth birthday.

In accordance with state law, the Mansfield Board of Education shall not be liable for civil damages resulting from an adverse reaction to a nondefective vaccine required to be administered by state law.

The Board of Education designates the school nurse as the representative for receipt of reports from health care providers concerning student immunizations.

GENERAL HEALTH POLICIES

Taking of Medications

When necessary, the school nurse may administer medications pursuant to policies established by the Mansfield Board of Education. Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse, by a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.

Under certain limited conditions, a paraprofessional may also be authorized to administer medications to children.

NOTE: A tear-out Authorization for the Administration of Medicines by School Personnel is located at the front of the handbook for your convenience.

Conditions Necessitating Exclusion from School:

Communicable Diseases or Conditions:

Chicken Pox: until lesions are healing and no new lesions are erupting, or a minimum of 5 days after the first lesion has appeared.

Fever: The child must be free of fever (less than 100 degrees), **without the use of fever-reducing medications for 24 hours before returning to school**.

German Measles: until certification from a physician, nurse practitioner or physician assistant that a child is no longer contagious.

Infectious Hepatitis: until certification from a physician, nurse practitioner, or physician assistant that a child is no longer contagious.

Infectious Mononucleosis: until certification from a physician, nurse practitioner, or physician assistant that a child is no longer contagious.

Measles: until certification from a physician, nurse practitioner, or physician assistant that a child is no longer contagious.

Pediculosis: after treatment. Return to nurse prior to class attendance for a head check.

Scabies: until certification from a physician, nurse practitioner, or physician assistant that a child is no longer contagious.

Strep Infections and/or Scarlet Fever: Child must be on antibiotics for a minimum of 24 hours, free of fever and clinically improving.

Whooping Cough: until certification from a physician, nurse practitioner, or physician assistant that a child is no longer contagious.

Other Conditions:

Acute intestinal symptoms: Child must be generally free of vomiting and diarrhea for **24 hours before returning to school**.

Cold: with runny or inflamed eyes, runny nose, frequent coughing, or sore throat.

Rash: of unknown origin.

Temperature: over 100 degrees (oral).

FOOD ALLERGY MANAGEMENT PLAN

The Mansfield Public Schools recognize that food allergies may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy, as developmentally appropriate. To this end, the Mansfield Public Schools adopt the following guidelines related to the management of life threatening food allergies for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies

Early identification of students with life-threatening food allergies is important. The district therefore encourages parents/guardians of children with a life-threatening food allergy to notify the school of the allergy, providing as much information about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district determines that a child has a life-threatening food allergy, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.
2. The IHCP should be developed by a group of individuals, which shall include the parents, 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 child'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 student's risk for exposure, such as considerations regarding:
 - a. classroom environment, including allergy free considerations;
 - 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. risk management during lunch and recess times;
 - i. special events;
 - j. field trips;
 - k. extracurricular activities;
 - l. school transportation;
 - m. staff notification; and
 - n. 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 emergency care plan, 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. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child 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. The ECP should include the following information:
 - a. The child's name and other identifying information, such as date of birth, grade and photo;
 - b. The child's specific allergy;
 - c. The child'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 child continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
6. In developing the ECP, the school nurse should obtain current health information from the parents/family and the student's health care provider, including the student's emergency plan and all medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.
7. A student identified as having a life-threatening food allergy is entitled to an IHCP and an ECP, regardless of his/her status as a child with as disability, as that term is understood under 504, or the IDEA.
8. 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.
9. Whenever appropriate, a student with a life-threatening food allergy should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a disability that substantially limits a major life activity, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies should be referred to a PPT for consideration of eligibility for special education and related services if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.
10. 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. Such training shall 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 (i.e. epi-pens) and/or preventative strategies to minimize a child's risk of exposure to life-threatening allergens. School personnel will be also be educated on how to recognize symptoms of allergic reactions, 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 accordance with state law and Board policy.

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

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life threatening allergens. Practices which may be considered may 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.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition. 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 how to respond in the event of an emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. 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 child'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 Food Allergy Management Plan and Guidelines available on the Board's website.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Food Allergy Management Plan and Procedures. Such assessments should occur at least annually and after each emergency event involving the administration of medication 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 Food Allergy Management Plan and Guidelines.

Mansfield Board of Education

POLICY REGARDING WELLNESS

It is the policy of the Mansfield Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness (“Advisory Council”) to:

- Review any available state, federal, and/or evidence-based private sources in order to provide guidance on wellness issues, and
- Assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students.

The Advisory Council involves parents, students, staff, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education, and members of the public. The school district will periodically review membership and solicit additional representatives as needed including soliciting membership among members of the community at large, parents, and related professional groups.

Each school shall develop a wellness plan to address specific areas of concerns based on the results of the School Health Index Assessment Developed by the Center for Disease Control (CDC). These wellness plans shall be consistent with guidelines in this policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student lifelong wellness:

A. Nutrition Education and Promotion

The nutrition education program shall be based on theories and methods proven effective by published research and be consistent with the State of Connecticut’s health education standards. Healthy choices about nutrition are essential for students to achieve their full academic potential, physical and mental growth and lifelong health and well-being.

The district/schools will:

1. Integrate nutrition education topics within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through eighth grade (as directed by the *Human Development and Health Education Curriculum*).
2. Integrate nutrition concepts and nutrition-related skills into the instruction of other subject areas and relevant school activities.
3. Utilize a qualified, credentialed nutrition professional (e.g. School Food and Nutrition Specialist, (SFNS), a Registered Dietitian (R.D.), who is specialized in school-based nutrition) to review nutrition education materials.
4. Prepare staff responsible for nutrition education adequately, and encourage participation in professional development activities to enable delivery of an updated and accurate nutrition education program.
5. Encourage school staff members to reinforce and model healthy eating behaviors.
6. Share nutrition education information with families and the broader community to reinforce good nutrition behaviors and positively impact students and the health of the community. For example: partner with the local health department when available.
7. Discourage the use of food/candy as either an incentive or reward for good behavior or academic performance.
8. Assure that all nutrition education/information disseminated to students/families is consistent with the DNS and/or the Dietary Guidelines for Americans.
9. Utilize internal marketing tools to promote programs that encourage healthy choices within the school community. Internal tools include; MBOE and individual school websites, school PA announcements, published school newsletters, bulletin boards and display cases.

B. Nutritional Guidelines for Food at School **Nutrition and Food Services Operation**

The district/schools will:

1. Encourage all students to participate in the school's National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal opportunities to promote and establish a summer food service program where and when appropriate.
2. Notify families of need-based programs for free and reduced-price meals and encourage eligible families to apply.
3. Maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals (or free milk) in accordance with the National School Lunch Act.
4. All students will be encouraged to wash hands and/or use available hand sanitizer before lunch.
5. Operate a NSLP that meets applicable nutrition standards and offers healthy, low-fat and nutritious alternatives.
6. Sell or offer varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans and applicable state law. Schools contracting out the food service part of their NSLP or SBP shall form a nutrition advisory committee comprised of students, family members and school personnel to provide input in menu planning (i.e., food services, purchasing, menu planning, food production and meal service).
7. Cultural norms and preferences will be considered.
8. Make available for purchase by students during mealtimes: low-fat milk, 100 percent fruit juice, water, and low-fat dairy products (such as, but not limited to low-fat yogurt and low-fat cheese) and lower fat meal preparation techniques when appropriate.
9. Offer 100 percent fruit juice and water for purchase in addition to the low-fat milk being served per the Special Milk Program.
10. Communicate to students and parents that the district pricing strategies will encourage students to purchase full meals, nutritious items along with planned promotions used to encourage healthy eating.
11. Provide families, upon request, information about the ingredients and nutritional value of the foods served.
12. Modify meals, as appropriate, for students with special food needs in accordance with applicable state and federal laws.
13. Whenever feasible students will be provided with lunch periods after physical activity as developmentally appropriate and all lunch periods will provide adequate time to eat to optimize student nutrition.
14. Food Service employees will be trained, in accordance with Food Service contract, in sanitation, health, wellness and nutrition related subjects.

Nutritional Guidelines for All Food in Schools

Foods available on school grounds and at school-sponsored activities during the instructional day will meet or exceed the State Nutrition Standards (www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/SummaryCTnutritionStandards.pdf). Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high quality meals.

The district/schools will:

1. Emphasize nutrient dense foods.
2. Serve a variety of foods.
3. Support current Dietary Guidelines for Americans with regard to after school activities, field trips, school events and school party offerings.
4. Strongly encourage PTA/PTO/MMSA to hold fundraisers that promote non-food items/activities or offer healthy food selections.
5. Encourage healthy food and/or non-food celebrations with the exception of curriculum based food and special school events.
6. All students have access to free drinking water and other beverages approved by the State Department of Education Child Nutrition Program.
7. Discourage in-school consumption of beverages such as soda, Kool-Aid, electrolyte or drinks with high sugar content.

C. Physical Activity

A quality education program is an essential component for all students to learn about and participate in physical activity. Physical activity is included in the school's education program from grades pre-K through 8. Physical activity should include instructional physical education, co-curricular activities, and recess (pre-K-4). Substituting any one of these components for the others is not appropriate. Designated school facilities are available for physical activity through intramurals, interscholastic activities and for community use outside of the school day. Research has shown that physical activity leads to lower stress levels and better nutrition choices, which in turn enhance overall wellness and productivity. All students shall be encouraged to:

1. Participate, as appropriate, in before- and after-school activity programs and in community/family programs that encourage healthy habits.
 - Where appropriate school will disseminate information and encourage participation in community based programs.
2. Participate, as appropriate, in physical activities outside of school including individual and team sports.
 - Where appropriate school will disseminate information and encourage participation in community based programs.
3. Walk or bike to school when and where appropriate.

The district/schools should:

1. Work with Town agencies to provide extended opportunities for physical activity for staff and students whenever appropriate.
2. Discourage the use or withholding of physical activity, physical education, or recess as a form of punishment for inappropriate student behavior.
3. Consider rewarding students with extra recess.
4. Teach the benefits of sports, fitness and recreation (i.e. happiness, overall health, social interaction).
5. Provide a standards-based sequential physical education program and assess each student's learning of concepts, motor skills, behavior, and effort three times each school year.
6. Incorporate physical activity into the classroom as appropriate and suggest alternative activities are provided for students who are not able to fully participate in PE classes.
7. Strive to integrate physical activity across curricula and throughout the school day.
8. Provide physical education courses where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge, as appropriate for each child. Average (50%) of each PE class is devoted to moderate to vigorous activity.
9. Ensure that physical education classes at the Middle School have a student/teacher ratio similar to other classes in accordance with the district's enrollment guidelines.
10. Periodically review time allotted (90-120 minutes/week) for physical activity so that such time is consistent with research and national and state standards.
11. (A) Elementary programs (pre-K-4) provide every child a full, daily, quality recess period which promotes physical activity whenever possible and appropriate.
(B) Middle School (5-8) provides increased opportunities for all students to have physical activity during X-block.
12. Encourage staff to participate/offer after school activities that promote and role model an active lifestyle.
13. Encourage staff to participate in and role model an active lifestyle by offering a discount to employees through the Employee Wellness program to local 'community center' that has a wide range of fitness opportunities.
14. Ensure students (Grade 3-8) participate annually in the State of Connecticut Physical Fitness Test or other assessment.

D. Other School Based Wellness Activities

Healthy and Safe Environment

A healthy and safe environment (before, during and after school) supports academic success for all. Safer communities promote healthier students. Healthier students are more likely to do better in school and make greater contributions to their community. To ensure a healthy and safe environment:

1. School buildings and grounds, structures, buses and equipment shall meet all current health and safety standards and be kept inviting, clean, safe and in good repair.
2. School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.

3. Safety procedures and appropriate training for students and staff shall support personal safety, and an environment free of violence and harassment.
4. Each work site, school and classroom shall work to create an environment where students, parent/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.
5. All staff including administrators, clerical workers, school nurses, teachers, coaches, paraprofessionals, bus drivers, food service staff, security personnel, grounds and custodial staff, and volunteers are encouraged to participate in training on unintentional injuries, violence and suicide.
6. All teachers, including those that teach physical education, shall not order the performance of physical activity as a form of discipline or punishment for inappropriate student behavior.
7. The district shall provide information about wellness resources, services and assist in identifying and supporting the health, safety and well being of all staff.

Health Education and Life Skills

Healthy living skills shall be taught as part of the regular instructional program to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention. The district/schools will:

1. Review the need for a certified Health Educator for the elementary and middle school levels.
2. Provide a Health Education Program for all students in grades K-8 in accordance with the Mansfield Board of Education *Human Development and Health Education Curriculum*.
3. Will use core information for students to analyze and evaluate health and safety issues, information and resources in order to become healthy, responsible citizens.
4. Provide students with appropriate access to valid and useful health information and health promotion products and services.
5. Provide opportunities, as appropriate, for students to practice behaviors that enhance health and/or reduce health risks.
6. Strive to teach students communication, goal setting, and decision-making skills that enhance personal, family and community health.

Health Services

The purpose of school health services is to facilitate and promote student learning through teaching appropriate health strategies and providing appropriate health services to meet student needs. To that end, school health services should:

1. Promote the prevention, early identification and remediation of health problems and health needs of students.
2. Assist students in assuming responsibility for their own health and developing healthful attitudes and practices.
3. Provide appropriate first aid care for illness and injuries that occur at school.
4. Provide, or coordinate, appropriate care for acute and chronic health conditions that require management during the school day and during school-related activities.
5. Promote environmental health and safety, injury prevention and awareness, and remediation of hazards.
6. Coordinate with, provide access to, and/or refer to, other town agencies, community health care providers, programs and related partners as appropriate to meet student health needs.
7. Assist in the prevention and mitigation of the spread of communicable diseases in accordance with state and federal standards.
8. Participate in preparedness efforts designed to meet the needs of students, staff, and families in the event of a crisis or disaster affecting the school and/or the community.
9. Provide health education instruction to student, staff, family and community members, as appropriate.
10. School health providers (primarily school nurses) will collaborate with the Local Health District (EHHD), school administrators, community groups/organizations, and members of the wellness committee to communicate information regarding wellness initiatives, programs and opportunities.

Social/Emotional

Programs and services that support and value the social and emotional well being of students, families, and staff help build a healthy school environment.

The district/schools will:

1. Review the need for a certified school social worker, agency, or outsource of services at the elementary and middle school levels.
2. Provide a supportive team that includes guidance, counseling, psychological, health services, and/or social work services that encourage students, families, and staff to request assistance when appropriate, utilizing a referral system to school or community resources.
3. Assist students in developing skills to express thoughts and feelings in a responsible manner and to give and receive support from others.
4. Strive to teach students to understand and respect the differences in others and how to build positive interpersonal relations.
5. Encourage students and staff to balance work and recreation and become aware of stressors, which may interfere with health development.

Staff Health and Wellness Programs

Employee health and wellness is a coordinated effort between the school administrators, school nurses and the Local Health District (EHHD) and programming is provided through contracted services provided by Be Well (EHHD)

- All staff are invited to participate for personal health reasons and as role models of healthy behaviors
- Programs are offered
 - Worksite programs (nutrition, physical activity, general health)
 - Community based programs/discounts
 - Educational programs-newsletter, emails, work-site seminars
 - On-site health screenings
 - Co-sponsored events-VNA East-flu clinics, health fair
- Communication of wellness initiatives, programs and opportunities will be a collaborative effort among the EHHD, school administrators, school nurses and members of the wellness committee.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

The Board of Education authorizes the Superintendent to appoint one individual to be responsible for the oversight of the district's wellness program.

The Advisory Council on Wellness will meet two (2) times each school year: in November and May to have the opportunity to review any or all of the following:

- Data provided by schools related to the Wellness Plan
- School wellness goals and plans based on the School Health Index
- Requests from the individual schools related to student health and wellness issues
- Issues related to plan implementation
- Opportunities to share resources and information with the schools
- Disseminate and Review annual survey of wellness initiatives
- Review reports from school based sub-committees
- Professional development days are provided for PE teachers annually.

LEGAL REFERENCES:

Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, § 204

Child Nutrition Act § 10(a)-(b), codified at 42 U.S.C. § 1799

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1) and 42 U.S.C. § 1766.

Conn. Gen. Stat. § 10-220o Lunch periods. Recess.

Conn. Gen. Stat. § 10-221p. Boards to make available for purchase nutritious, low fat foods and drinks (as amended by P.A. 06-63).

Public Act 06-63 An Act Concerning Health Food and Beverages in School.

ANIMALS IN SCHOOL BUILDINGS

The Board of Education shall comply with all laws and regulations regarding the use of service animals by individuals with disabilities, as those terms are defined by federal and state laws and regulations, as well as the use of animal assisted therapy (“AAT”). Any request for use of a service animal or AAT on school property shall be made to the student’s planning and placement team (“PPT”), Section 504 Team, or the school Principal, as appropriate. The Board shall comply with all federal and state laws and regulations relating to students with disabilities who may be affected by the presence of animals in the classroom or in the school building.

This regulation governs the presence of all other animals in the Mansfield Public Schools.

Mammals and birds are prohibited in the Mansfield Public Schools, unless specific permission is granted by the building principal.

Other animals; such as reptiles, amphibians, fish, or insects, are permitted on school property under the following conditions:

- Any request to have an animal (other animals such as reptiles, amphibians, fish, or insects) in a specific classroom must be approved by the building principal in advance.
- Animals permitted in the building shall remain under the control of an individual trained in the care and management of the animal in question. Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in the classroom or school building.
- The Principal or designee may prohibit any animal from coming into the building or onto the grounds of the school, if the teacher and/or Principal determine that the presence of the animal on campus is not appropriate.

TRANSPORTATION

CHANGES IN BUS ROUTES

If you wish to have your son/daughter picked up or dropped off at a location other than your home, you must make this request, in writing, on forms available on our website, in each school office or from the Office of the Superintendent of Schools in the Audrey P. Beck Municipal Building.

Also, please note that bus guest requests must be submitted on a standard form available at the same locations. ***These requests are due two (2) days before a guest is to ride a bus.***

REQUESTS FOR CHANGES OR EXCEPTIONS TO BUS ROUTES - GRADES K-8

The Board of Education is legally responsible for providing transportation only to and from a student's legal residence or designated bus stop, in accordance with the district's transportation policy and guidelines. (Connecticut General Statute §10-220).

With the number of requests received to accommodate childcare/baby-sitting and bus guest needs, the Board has established the following procedures to ensure the safety of the children it transports and reasonableness of its transportation operation:

- a) If a parent wishes to request that a child be picked up or dropped off at a location other than his/her home to accommodate childcare/baby-sitting needs, such a request will only be considered if submitted ***in writing on forms available on our website or in the school offices by July 14th of the coming school year.*** After the July 14th deadline, requests will be handled on a first-come, first-served basis and will be granted:
 - 1) for long-term changes only (3 or more months);
 - 2) if space is available on the bus;
 - 3) affording new students (those registering after the July 14th deadline) with first priority for space; and
 - 4) when the bus schedule is not unduly disrupted with respect to time or distance.

- b) The Board of Education will only accept requests for a CONSISTENT LONG-TERM TRANSPORTATION SCHEDULE for a student.

- c) All parents will be informed of this policy prior to the close of the school year. New registrants will be informed at the time of registration. All requests for changes after the opening of school will be acted upon within ten (10) working days and any adjustments will be made within fifteen (15) working days from the time the request is received. In the event that the parents disagree with a decision to deny a route change, the parents may make a request in writing to the Superintendent for a meeting with the Board of Education's Transportation Committee. The Transportation Committee will meet with the parents within ten (10) working days of the receipt of this request. If a route change is approved, it will go into effect within five (5) working days after a decision has been made.

- d) BUS GUEST REQUESTS will be granted on a space available basis. All requests must be in writing from the parent(s) of both children involved on a standard form available in each school office. ***This form must be received by the school principal at least two (2) school days before a guest is to ride the bus.***

- e) In an EMERGENCY SITUATION or in the case of an UNDUE HARDSHIP, the school principal may, at his/her discretion, grant a TEMPORARY exception to the provisions of Section 3 of this policy. However, it should be noted that:
 - 1) No K-4 student will be dropped off at a point different from his/her regular bus stop unless a responsible adult is VISIBLE to the driver. If no adult is present, children will be returned to the school and parents contacted by telephone and asked to pick-up the child.
 - 2) Requests for an exception WILL NOT be granted for students to be dropped off at music lessons, doctor's or dentist's offices, group activities or other non-childcare related locations which are not already scheduled on a consistent long-term basis, as provided for in section (a) above.

USE OF PRIVATE VEHICLES FOR TRANSPORTATION OF STUDENTS

For a number of reasons, including legal, safety and insurance implications, the use by non-Board employees of all private non-contracted vehicles to transport students is prohibited. The use of private vehicles by employees of the Board of Education for school business is permitted upon the approval of the appropriate school administrator.

REQUEST FOR LONG-TERM BUS SCHEDULE CHANGE

I would like to request a change in my child's bus schedule

1. _____
Name Date

_____ Date

_____ School

_____ Grade

2. Please be as specific as possible about the pick-up and drop-off points that are different from the regularly scheduled bus stop for your child. Include complete addresses where available or a description of the requested bus stop if an address is not available. You may use the back if necessary.

3. It is my intent that this be a long-term schedule change (for at least 3 months) to begin on:

_____ the first day of school **or**

_____ on _____
Date

4. _____
Home phone Work phone

_____ Date

Signature of Parent/Guardian

Sample copy only: Actual form is blue and copies are available in the school offices and the Superintendent's Office or you may download from our website.

BUS GUEST REQUEST

**** DUE TWO DAYS IN ADVANCE ****

Dear _____,
Homeroom Teacher's Name

Parent SENDING child completes this section:

I have given permission for _____ to go with
Student's Name

_____ as a guest on Bus # _____,
Student's Name

on _____,
Day of Week Date

Parent RECEIVING child as a guest completes this section:

I have given permission for _____ to come with
Student's Name

_____ as a guest on Bus # _____ to my home,
Student's Name

on _____,
Day of Week Date

I understand that both parties involved (sending child and receiving child) must send in this form. If notes from both parties are not received, the bus guest request will not be granted.

During the day I can be reached at this telephone # _____

Signature: _____ Date: _____
Parent/Guardian

Sample copy only: Actual form is green and copies are available in the school offices and the Superintendent's Office or you may download from our website.

STUDENT INSURANCE

As in past years, the Mansfield School System provides families with an opportunity to supplement your insurance coverage. This insurance is offered on a strictly voluntary basis for parents who wish to purchase accident coverage for their school-aged child.

Please review your present insurance coverage before deciding whether or not to consider purchasing this Student Accident Protection Insurance. If you are not covered by other insurance, or if your family health insurance has a deductible clause, this insurance may be beneficial.

Ask your child to get an application form for the **Boston Mutual Life Insurance Company** coverage at the school office and read it carefully to acquaint yourself with the benefits and exclusions. Please note that this insurance does not cover accidents which happen during interscholastic sports. It does, however, cover accidents that might occur in an after-school, school-sponsored gym activity. Prices will remain the same as last year.

TYPE OF INSURANCE COVERAGE	COST
School-time Accident Coverage <i>only</i>	\$15.00
OR	
24-hour Accident Protection	\$55.00
AND/OR	
Full-time Dental	\$8.00

If you have any questions, please call the Superintendent's Office at 860-429-3350.

NOTE: The **HUSKY** Plan (**H**ealth **I**nsurance for **U**ninSured **K**ids and **Y**ouths) is a free or low cost health insurance for children and their parents. For families to qualify for **HUSKY**, they must be Connecticut residents and fall within certain income guidelines. All Connecticut residents are encouraged to apply if their children are lacking health insurance or if medical insurance is a financial burden on their family. For more information, call your local **HUSKY** outreach worker at WRCC at 423-4534 or 1-877-**CTHUSKY**.



MANSFIELD YOUTH SERVICE BUREAU

Mansfield Town Hall
Four South Eagleville Road
860-429-3319

COUNSELING SERVICES

Individual and Family Therapy
Clinical Assessments
Psychiatric Consultation
Medication Management
Information and Referral

GROUPS

Children's Groups
Parent Groups
Grandparents Raising Grandchildren Group
Children and Family Grief Group
Positive Youth Development Group

PROGRAMS

Mentoring Programs
Mansfield Challenge
Youth Work Employment Program
Camperships
School-based Programs
Community Cultural Activities
Volunteer Opportunities

HOURS

Hours: Monday through Friday
(Evening Hours by Appointment)

Patricia Michalak, MA, CADC
Program Coordinator

Kathleen McNamara, MSW
Social Worker

MANSFIELD SCHOOL LUNCH PROGRAM

Office of the Program Director
4 South Eagleville Road, Storrs, Connecticut 06268
(860) 429-7824



Making the right food choices, together.

We Serve Education Every Day

September 2011

Dear Mansfield Public School Families:

We appreciate your support of the Mansfield School Lunch Program and look forward to serving your child. The daily price for a student lunch at the Elementary School is \$2.10 (which includes milk) and milk is 50 cents sold separately. The daily price for a student lunch at the Middle School is \$2.35 (which includes milk) and milk is 55 cents sold separately.

Please review our policies for purchasing lunch and school collection policies.

An **ANNUAL meal plan** may be purchased. We will discount 9 meals when you purchase the Annual Meal Plan if payment is received by 9/9/11. This option is based on total school days from September 1st through the last day of school in June. On the bottom of this page is the sign-up slip for the ANNUAL meal or milk plan for the 2011-2012 school year. You may pay by cash, check or credit/debit card. If paying by cash or check, please clip the Annual Meal Plan coupon and send it with your payment. If you are using a credit/debit card for purchasing an Annual Meal Ticket, this method is **ONLY** available online. Please note that there will be no refunds of unused meals under the Annual plan. For more information regarding how to pay online using a credit/debit card, refer to the "Paying for the Annual Meal Ticket using a Credit/Debit Card" section.

Other lunch purchasing options:

- A **monthly pre-purchased lunch plan** is available at the front of the book. Clip each coupon and send with the exact amount noted for that month. If paying by check, please put your child's name on the check.
- A **daily lunch purchase plan** is also available. Place cash or a check in an envelope with the child's name on it and the amount of money enclosed in the envelope.

Dr. Beth T. Gankofskie, M.S., R.D.
School Lunch Director

PLEASE CLIP THE FOLLOWING ANNUAL MEAL PLAN SLIP AND BRING IT TO THE CAFETERIA DURING BREAKFAST OR LUNCH SERVICE

******(Please put your child's name on your check)******

IF YOU PREFER MONTHLY PURCHASE, REFER TO THE FRONT OF THE BOOK FOR THE MONTHLY SIGN-UP FORMS TO CLIP

MANSFIELD ANNUAL MEAL PLAN PURCHASE OPTIONS		(September 1, 2011 to the last day of school in June)
Elementary School Lunch (includes milk): \$ 365.40	Elementary School Milk (only): \$ 87.00 (183 lunch days)	Middle School Lunch (included milk): \$ 406.55 Middle School Milk (only): \$ 95.15 (182 lunch days)

Student's Name: _____ Grade: _____

Parent's Name: _____ Check # _____ Student ID # _____

Home Room Teacher's Name: _____

HOW TO BUY SCHOOL LUNCH

Elementary: Students may pre-pay for lunch from 8:40 to 9:30 daily if not participating in the monthly or annual plans. School lunch can be purchased each morning as the student disembarks from the bus before or after going to their classroom. Breakfast is served at this time and lunch money can be applied to a student's account at the same time when purchasing breakfast. All transactions should be made in person by either the student or their parent/guardian. All meals are pre-paid and recorded on a computerized point-of-sale system which is a **debit** based accounting system. Students and their family should plan to **pre-pay** for meals they intend to purchase. Questions should be directed to the Food Service Manager at each school: A. E. Vinton: Mrs. Glaude-Boucher: 465-8134; D.C. Goodwin: Mrs. Anne Dumont 429-6619; Southeast: Ms. Maureen Gagne 423-7251.

Mansfield Middle School: Students may select from three plans: monthly or annual pre-payment plan, or daily school lunch can be purchased by two methods; pre-pay or cash. Students can pre-pay anytime during breakfast (7:40-8:05) or lunch (11:10-12:45). The pre-payment method is a point-of-sale debit system that allows students to pre-pay for any number of meals. Students wishing to add a la carte to their account need to provide a note from a parent or guardian or have them call the school to assure their lunch account can also be used for additional purchases. If you have any questions, please call the Food Service Manager, Mrs. Mills at 429-9341 (ext 236).

Cash sales are also an acceptable method of payment on a daily basis. Cash can be put on account to be used over several days.

Purchasing Annual Meal Ticket with Credit Card/Debit Card: **Deadline 9/9/11**

Go to <http://www.mansfieldct.org/>

On right side, scroll down to **Online Services**

On next page, scroll down to **Pay Town Taxes Online - Paying by Credit Card or Debit Card?**

Under this section, click on the website: www.officialpayments.com. Please note that there is a handling fee (up to approximately 3%) charged by Official Payments Corporation for using the credit/debit card option.

(Keep in mind that you will receive 9 free meals with every Annual Meal Ticket purchased as long as payment is made by 9/9/11.

At this secure website, select **LOCAL PAYMENTS**,

Then select under State: **CONNECTICUT**,

Payment Entity: **MANSFIELD, TOWN OF**

Payment type: **MISCELLANEOUS ACCOUNTS RECEIVABLE**.

Follow the instructions on the next page and enter in your Annual Meal Ticket payment amount (excluding the "convenience fee"). Please note that the Annual Meal Ticket payment amount can be found above.

When you click on the **CONTINUE** button, you will be prompted to input the necessary information including your credit card information to submit payment. **VERY IMPORTANT**-In order for the Mansfield Food Service Dept to know which student you are paying for, where you are asked to input your account number, **please put in your child's student id number or your telephone number** in this 11 space field.

Remember to print or save a copy of your payment for your own records. You may email a copy to foodserv@mansfieldct.org.

Account Balance: If a student account has a small positive balance at the close of the school year, it will be credited to their lunch account for the next school year. If a child has a *negative* account balance, the child will not be allowed to purchase meals until the balance is cleared. Please see charging policy.

Charging: If a student does not have his/her lunch money, the district will permit an emergency charge of lunch for a **maximum of 3 (three) days**. It is expected that the student and his/her family will be able to reconcile their account in this time. After three school days, the student will not be allowed to charge any more lunches and the student's family will be contacted. The student will only be eligible for an alternate lunch until the account balance is cleared. An alternate lunch is either a cheese sandwich or peanut butter sandwich or a substitute.

ELEMENTARY À LA CARTE CHOICE

As an enhancement to home lunch, elementary students may purchase a fruit or vegetable choice on Thursdays. Students pre-pay for this option and will be issued a ticket to be used when they go through the lunch line to select a fruit or vegetable item. Tickets can be purchased on Thursday mornings along with all other lunch purchases.

MANSFIELD & REGION 19 SCHOOL LUNCH PROGRAM

APPLICATION FOR FREE OR REDUCED PRICE MEALS or FREE KINDERGARTEN MILK (1/2 Day Kindergarten Students Only)

September 2011

Dear Mansfield Public School Families:

The Mansfield Public Schools and Region #19 participate in the National School Lunch/School Breakfast Program. Meals are served daily as planned. Students may buy lunch for \$2.10 at the Elementary Schools, \$2.35 at the Middle School and \$2.65 at the High School. Breakfast is available K-12 at a cost of \$1.30 at the Elementary Schools, \$1.55 at the Middle School and \$1.80 at the High School. Kindergarten milk for ½ day students is 40 cents. All meals are available free or at a reduced price for those that qualify.

- If you now get Supplemental Nutrition Assistance Program (SNAP) (formerly the Food Stamp Program) or Temporary Family Assistance (TFA) for your child, that child can get free meals.
- If your total household income is at or below the amounts on the Income Chart, your child can get free meals or reduced price meals for 40 cents for lunch and/or 30 cents for breakfast.
- If you have a foster child, that child may be eligible for benefits regardless of your income because the child is a legal ward of the State of Connecticut and is categorically eligible. However, subsidized adoptions and subsidized guardianships require the calculation of all household income plus the adoption/guardianship subsidy.
- Children in households participating in WIC may be eligible for free or reduced price meals.
- You or your child(ren) do not have to be a U.S. citizen to qualify for free or reduced price meals.

HOW TO APPLY:

To get free or reduced price meals for your child or children, carefully complete the application and return it to the school or bring in a letter from the Department of Social Services.

A. SNAP or TFA Applicants (formerly known as the Food Stamp Program): If you now get SNAP or TFA for your child(ren), the application must have the child(ren)'s name(s), the Client ID/Case number for each child and the signature of an adult household member.

OR

B. Household has income: The application must contain the following:

- the names of everyone in the household
- the amount of income each household member received last month, where it comes from and how often it is received
- the signature of an adult household member and the last 4 digits of the adult's social security number or the word "none" if the adult does not have a social security number.

C. Foster Child: Households with a foster child must include the child's name, the amount of personal use income the child received last month and an adult must sign the

D. Military Housing:

If your housing is part of the Military Housing Privatization Initiative, do **not** include your housing allowance as income. All other allowances must be included in your gross income.

application. A separate application is no longer required for a foster child.

INCOME CHART:

Effective from July 1, 2011 to June 30, 2012

Number in Family	Annual Gross Income	Monthly Gross Income	Every 2 Weeks Gross Income	Weekly Gross Income
1	20,147	1,679	775	388
2	27,214	2,268	1,047	524
3	34,281	2,857	1,319	660
4	41,348	3,446	1,591	796
5	48,415	4,035	1,863	932
6	55,482	4,624	2,134	1,067
7	62,549	5,213	2,406	1,203
8	69,616	5,802	2,678	1,339
Each Add'l Family Member	+ 7,067	+ 589	+ 272	+ 136



NOTE: An application that is not complete cannot be approved.

OTHER INFORMATION

VERIFICATION: Your eligibility may be checked by school officials at any time during the school year. You may be asked to send income information to prove that your child should get free or reduced price meals.

FAIR HEARING: If you do not agree with the school's decision on your application or the result of verification, you may wish to discuss it with the school. You also have the right to a fair hearing. You can do this by calling or writing the following official:

Name: Mr. Frederick A. Baruzzi, Superintendent of Schools
Telephone: (860) 429-3350
Address: 4 South Eagleville Road, Storrs, CT 06268

***CONFIDENTIALITY:** The information you give on the application will be used only to allow your child to get free or reduced price meals and to verify eligibility.

***REAPPLICATION:** You may apply for free or reduced price meals at any time during the school year. If you are not eligible now but have a change, such as an increase in household size, become unemployed or get food stamps or TFA for your child(ren), fill out an application.

You will be notified when the application is approved or denied.

Sincerely,

Dr. Beth T. Gankofskie, M.S., R.D.
Food Service Director

In the operation of the child-feeding program, no child will be discriminated against because of race, sex, color, national origin, age, religion or handicap. If you believe you have been discriminated against, write to the USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410.

Healthy Celebrations and Healthy Fundraisers

The Mansfield Public Schools can help promote a positive learning environment by providing healthy celebrations and fundraising that shift the focus from the food to the child. Choose a variety of activities, games and crafts that children enjoy. When food is served, make it count with healthy choices! Parties can even incorporate a fun nutrition lesson by involving children in the planning and preparation of healthy snacks. Try these ideas for fun activities and healthy foods at school parties and other celebrations.

Activities to Celebrate the Child

- **Birthdays Book Buddies:** Support literacy, encourage healthy eating habits, and celebrate a special day all in one program. For a donation of \$15, purchase a new book in your child's name for your school library and receive a special fun and nutritious snack for your child's classmates. To participate in this new program, please contact your school's library personnel.
- Create a healthy party idea book. Ask school staff and parents to send in healthy recipes and ideas for activities, games and crafts. Compile these ideas into a book that staff and parents can use.
- Instead of a party, organize a special community service project, e.g., invite Senior Citizens in for lunch, make "curechiefs" for chemotherapy patients, and blankets for rescue dogs. Involve parents in planning the project and providing needed materials.
- Create a "Celebrate Me" book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair and visits the principal's office for a special birthday surprise (pencil, sticker, birthday card, etc.).
- The birthday child is the teacher's assistant for the day, and gets to do special tasks like making deliveries to the office, lead the line, start an activity, and choose a game or story.

Benefits of Healthy Celebrations and Fundraisers

Healthy Kids Learn Better: Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

Provides Consistent Messages: Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them. Healthy celebrations promote positive lifestyle choices to reduce student health risks and improve learning.

Promotes a Healthy School Environment: In order to positively change eating behaviors, students need to receive consistent, reliable health information and ample opportunity to use it. Healthy celebrations are an important part of providing a healthy school environment.

Creates Excitement About Nutrition: Children are excited about new and different things, including fun party activities and healthy snacks. School staff and parents need not worry that children will be disappointed if typical party foods aren't served in the classroom. Holiday treats and traditional birthday parties with cake will still be available at home.

Protects Children with Food Allergies: When parents send in food, it is difficult to ensure the safety of children with food allergies. Schools can protect food allergic children by providing nonfood celebrations or, if food is served, obtaining it from known sources such as the school food service program.

Additional Resources

Alternatives to Food Rewards. Connecticut State Department of Education, 2004 (rev. 2007).

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Resources>

Healthy Fundraising. Connecticut State Department of Education, 2005 (rev. 2009).

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Resources>

More information on food and nutrition from the USDA: <http://www.choosemyplate.gov/>

SUZUKI VIOLIN/CELLO PROGRAM

The Suzuki Strings Program offers violin and cello lessons for students in grades K-4. These lessons follow the Suzuki Method, a well-known and successful approach for teaching young children with the encouragement and **actual participation** of one or both parents. Research has shown that children acquire musical talent and ability most easily before the age of 9. Recent research also indicates that early instrumental training in classical music can actually boost the IQ scores of young children.

Children in grades K-4 are eligible to enroll in the Suzuki program. No previous musical experience is necessary for children or parents. The only requirement for enrolling in the program is participation of a parent at lessons and group practices. **Parents will learn along with the child and will supervise home practice.** Children and parents enrolled in this program are expected to attend a 20-minute private lesson once a week and a group lesson about twice a month. Private lessons are primarily scheduled before the school day, **with limited times available during the school day.** Each child's classroom teacher must approve lesson times during the school day. Scheduling is very difficult and your flexibility is greatly appreciated! Group lessons are held on Saturday morning.

Tuition and fee information

The school system has budgeted a fixed amount of money to subsidize tuition fees for students. The cost for all students is \$175 per semester (due in September and January; \$350 total for entire school year). All tuition fees are non-refundable once lessons have begun.

The lesson fee includes all groups and lessons, but does not cover the cost of buying or renting an instrument. Rental fees are about \$15-\$20 per month.

Students will be accepted into the program in the order that applications are received. There is enough money and scheduled time for 40 violin students and 20 cello students. Please be flexible in choosing an instrument, as violin always tends to be more popular than cello. When the money runs out, any students not yet enrolled will be placed on a waiting list. These students will be placed when an opening is available, or will be considered first for the following year.

How to enroll in the program

If you would like to enroll in the program, please fill out the tear-out form located at the front of the handbook and send it to your child's school as soon as possible, but no later than September 11th. To ensure your child's placement, make sure to attach a check made out to the TOWN OF MANSFIELD for \$175. ***Application forms without checks will not be considered.*** Checks will not be cashed until after the student's first lesson. Lessons will be scheduled over the next two weeks, and will begin by early October. Checks from students not placed will be returned after the first week of lessons.

NON DISCRIMINATION 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, creed, color, national origin, sex, sexual orientation, marital status, age, disability, or gender identity or expression, subject to the conditions and limitations established by law. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

I. COMPLAINTS CONCERNING DISCRIMINATION ON THE BASIS OF DISABILITY

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination on the basis of disability and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

For the purposes of Section 504, a disability is defined as: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. "Major life activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Mansfield School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;⁶ If your child is eligible for services under Section 504, for your child to receive a free appropriate public

- education. This includes the right to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;
7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
 8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
 9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
 10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
 11. To request changes in the educational program of your child;
 12. To request an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
 13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
 14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
 15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Rachel Leclerc

Director of Special Education and Support Services

Telephone: (860) 429-3350

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office

Office for Civil Rights

U.S. Department of Education

8th Floor

5 Post Office Square, Suite 900

Boston, MA 02109-3921

Telephone: (617) 289-0111

U.S. Department of Education

Office for Civil Rights

550 12th Street, SW

Washington, DC 20202-1100

Telephone: 1-800-421-3481

Connecticut State Department of Education

Bureau of Special Education

and Pupil Services

P.O. Box 2219

Hartford, CT 06145

Telephone: (860) 807-2030

II. COMPLAINTS CONCERNING DISCRIMINATION ON THE BASIS OF SEX OR SEXUAL HARASSMENT

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her gender, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment, although difficult to define precisely, includes any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to or rejection of such conduct by an individual is used and/or threatened to be used as a basis for making any educational decision affecting a student; or
2. such conduct is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she should make a written complaint to the Director of Human Resources, Title IX Coordinator for the Mansfield Public Schools or to the principal, or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination, and
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
6. All complaints are to be forwarded immediately to the principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.
9. If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reason to believe that sexual harassment or sex discrimination may have occurred, the district shall take appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur.

Retaliation against any individual who complains pursuant to this policy and procedure is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

Title IX Coordinator

The Title IX Coordinator for the Mansfield Board of Education is Debra Adamczyk, Principal, Goodwin Elementary School, and she can be contacted at (860) 429-6316.

STUDENT RECORDS

Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, *et seq.*, affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

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

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

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

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

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(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 agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, and the most recent previous school(s) attended. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

STUDENT PRIVACY

Notification of Rights Under the Protection of Pupil Rights Amendment

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 inspect, upon request, any instructional material used as part of the educational curriculum;
4. 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;
5. the right of a parent to be 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); or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school 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;
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Mansfield school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

PARENTAL RIGHT TO TEACHER/PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student enrolled in Mansfield Public Schools, under the No Child Left Behind Act of 2001, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact Rachel Leclerc, Director of Special Education and Support Services, at (860) 429-3350.

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

"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). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

PARENTAL INVOLVEMENT POLICY FOR TITLE I STUDENTS

In accordance with Section 1118 of the No Child Left Behind Act of 2001 ("NCLB"), Public Act 107-110, it is the policy of the Mansfield Board of Education to provide parents of students participating in the district's Title I programs substantial and meaningful opportunities to participate in the education of their children within these programs. To facilitate parental participation, the Board encourages parents of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district's Title I programs, to participate in the improvement of such programs and to help improve their child's progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents of children participating in Title I programs. The district shall distribute this written parental involvement policy to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of parental involvement under Section 1118 of NCLB.

The Board shall, with the involvement of Title I parents, conduct an annual evaluation of this policy in order to assess its effectiveness in involving parents in the improvement of the Title I programs and to identify barriers to greater parent participation in Title I program activities.

Each year, the Board shall also conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used, the proficiency levels students are expected to meet and information regarding the importance of parental involvement.

In addition to the required annual meeting, and if requested by parents, the Board shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board's Title I programs and their application to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1112 of NCLB, and in the process of any school review and improvement should a school fail to make adequate annual progress as required by Section

1116 of NCLB. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist Title I schools in planning and implementing effective parent involvement. Parental involvement in Title I programs shall be coordinated with parental involvement strategies under other district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics related to their child's progress, such as explanation of state academic standards and assessment tools, the requirements under Title I, and how to monitor their child's progress;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology;
3. educate teachers, staff and administrators about how to better communicate and work with parents;
4. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
5. provide such other reasonable support for parental involvement activities as parents may request; and
6. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

FREE OR LOW COST LEGAL SERVICES

The Individuals with Disabilities Education Act (“IDEA”) requires that school districts inform parents of any free or low-cost legal or other relevant services available in the area of special education if the parent requests such information or if the parent (or school district) files for a due process hearing under the IDEA.

Below is a list of organizations that can provide you with low cost legal services:

State Office of Protection and
Advocacy for Persons with Disabilities
60-B Weston Street
Hartford, CT 06120-1551
(860) 297-4300

Center for Children’s Advocacy, Inc.
University of Conn. School of Law
65 Elizabeth Street
Hartford, CT 06105
(860) 570-5327

Jerome N. Frank
Legal Services Organization
Yale Law School
133 Wall Street
New Haven, CT 06520
(203) 432-4800

New Haven Legal Assistance Assoc., Inc.
426 State Street
New Haven, CT 06510
(203) 946-4811

Greater Hartford Legal Assistance
999 Asylum Ave, 3rd Fl.
Hartford, CT 06106
(860) 541-5000

Connecticut Legal Services, Inc.
New Client Line: 1-800- 453-3320

ASBESTOS NOTIFICATION

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

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within a reasonable period of time after a request from a member of the public is received.

PESTICIDE APPLICATION ON SCHOOL PROPERTY

It is the policy of the Mansfield 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 Mansfield 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 Mansfield 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 Mansfield 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.

INDOOR AIR QUALITY

For every school building constructed, extended, renovated or replaced on or after January 1, 2003, the District provides a uniform inspection and evaluation program of indoor air quality. The District makes the results of this inspection and evaluation procedure available for public inspection on the Board's website.

GREEN CLEANING PROGRAMS

The Mansfield Board of Education shall provide the staff of each school and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program. Such notice shall include (1) the types and names of environmentally preferable cleaning products being applied in schools, (2) the location of the application of such cleaning products in the school buildings and facilities, (3) the schedule of when such cleaning products are applied in the school buildings and facilities, (4) the statement, "No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect. "

Frederick Baruzzi may be contacted at (860) 429-3350 for further information. The Mansfield Board of Education shall make this notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the general statutes, available on its web site and the web site of each school under its jurisdiction.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Complaint Resolution Procedure

Elementary and Secondary Education Act

34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

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

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

B. Review of an Appeal

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

C. Content of Complaint

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

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.

2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

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

B. Dismissal of Complaint

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

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

III. Notification of Complaint and Investigation

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

IV. Response to Complaint

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

A. Content of Response

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

B. Interview

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

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally. Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent. Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.

2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

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

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

B. Independent On-Site Investigation

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

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

C. Complaint Investigation Report

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

The report shall contain the following contents:

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

D. Corrective Action Plan

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

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

VI. Review of Final Decision

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

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

NOTES

Mansfield Board of Education School Year 2011-2012 - Calendar

AUGUST (1)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
PD	PD	31		

SEPTEMBER (21)				
M	T	W	Th	F
			1	2
	H	6	7	8
	12	13	14	15
	19	20	21	22
	26	27	28	29
			30	

OCTOBER (19)				
M	T	W	Th	F
3	4	5	6	7
H	PD	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER (18)				
M	T	W	Th	F
	1	2	3	4
7	8	9	PD	H
14	15	16	17	18
21	22	23	H	V
28	29	30		

DECEMBER (17)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
H	V	V	V	V

JANUARY (20)				
M	T	W	Th	F
H	3	4	5	6
9	10	11	12	13
H	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY (16)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H	V	V	V	V
27	28	29		

MARCH (21)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
PD	27	28	29	30

APRIL (15)				
M	T	W	Th	F
2	3	4	5	H
9	10	11	12	13
V	V	V	V	V
23	24	25	26	27
30				

MAY (22)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
H	29	30	31	

JUNE (13)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	PD	21	22
25	26	27	28	29

AUGUST	
29-30	Professional Development Day – no school for students
31	First Day for Students

SEPTEMBER	
5	Labor Day-Holiday

OCTOBER	
10	Columbus Day-Holiday
11	Professional Development Day – no school for students

NOVEMBER	
10	Professional Development Day – no school for students
11	Veterans Day-Holiday
21-23	Early Closing
24-25	Thanksgiving-Holiday

DECEMBER	
26-30	Christmas-Holiday, Winter Vacation

JANUARY	
2	New Year's Holiday
16	Martin Luther King, Jr. Day - Holiday

FEBRUARY	
20-24	February Vacation, includes Presidents' Day-Holiday (2/20)

MARCH	
26	Professional Development Day – no school for students

APRIL	
6	Good Friday Holiday
16-20	Spring Vacation

MAY	
28	Memorial Day-Holiday

KEY:

	Early Closing
H	Holiday
PD	Professional Development Day for Teachers (No School for Students)
V	Vacation

*Last day for students does not include snow days. Total Instructional Days: 183. Adopted by the Mansfield Board of Education on February 3, 2011. Also available online @ <http://www.mansfieldct.gov/mboe>.

