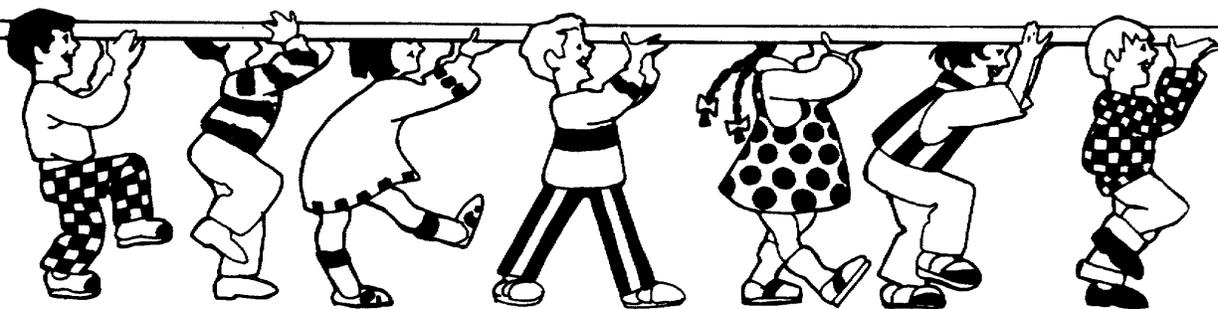


# The Public Schools of Mansfield, Connecticut

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

## PARENT HANDBOOK

*2016-2017*





# THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

KELLY M. LYMAN, SUPERINTENDENT

Audrey P. Beck Building  
Four South Eagleville Road  
Mansfield, CT 06268  
Phone: (860) 429-3350  
Fax: (860) 429-3379

Dear Mansfield Families:

I wish to take this opportunity to welcome you to the Mansfield Public Schools for the 2016-2017 school year. Our schools strive to provide every child with an exciting and challenging school year.

We welcome and encourage your participation in your child's educational process. This handbook is just one vehicle for providing you with information. The following pages are designed to inform you about the operation of our schools. Our website contains much more information about a wide array of programs and events. Check it often ([www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe)) to remain informed about the activities of our schools. Please visit our new Mansfield Public Schools Facebook page to see important happenings in our schools.

As you review this handbook, note specifically the schedule for professional development days, parent-teacher conferences and school vacations located inside the back cover. **Also 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 five optional forms for other programs or services, which, if submitted, need your signature.**

A full copy of Board of Education policies may be accessed on line at [www.mansfieldct.gov/BoardPolicies](http://www.mansfieldct.gov/BoardPolicies). School district policies are updated continuously in order to reflect changes in the law and promote effective educational practices within the district. Parents and other members of the school community are advised to visit the district website to ensure accurate information about the most recent version of district policy or procedure. Questions concerning school district policy should be directed to my office.

I look forward to getting to know you and your children and collaborating with all members of the Mansfield community to provide a quality educational program that meets the needs of the whole child.

Sincerely,

Kelly M. Lyman

## FORMS

**Signature Required:** Your signature is required on the following forms. These forms must be returned by **September 2, 2016.**

- Verification Form
- 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.

- Lunch Eligibility Status/Free or Reduced Lunch Application
- 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

**VERIFICATION FORM**  
**2016-2017**

Dear Mansfield Families,

Your signature below indicates you have reviewed the 2016-2017 Parent Handbook and understand the expectations and policies included in this handbook. Please keep this book handy throughout the school year to provide you with information as needed.

**Child's Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Classroom Teacher:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# FIELD EXPERIENCE PERMISSION FORM 2016-2017

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.



**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 2015 to June 2016.

\_\_\_\_\_ 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



# 2016-17 Mansfield Public School Application for Free and Reduced-price School Meals

Complete one application per household. Please use a pen (not a pencil).

Application No: \_\_\_\_\_

## STEP 1

**List ALL Household Members who are infants, children, and students up to and including grade 12 (if more spaces are required for additional names, attach another sheet of paper)**

**Definition of Household Member:** "Anyone who is living with you and shares income and expenses, even if not related."

Children in **Foster care** and children who meet the definition of **Homeless or Runaway** are eligible for free meals. Read **How to Apply for Free and Reduced-price School Meals** for more information.

Child's First Name	MI	Child's Last Name	School	Grade	Student? Yes No	Foster	Head Start	Homeless or Runaway
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check all that apply

## STEP 2

**Do any household members (including you) currently participate in one or more of the following Assistance Programs – SNAP or TFA? (This does NOT include medical (HUSKY) benefits).**

If YES, a household member does participate in SNAP or TFA, write a SNAP OR TFA case number here and then go to STEP 4. (Do not complete STEP 3.) To quicken the approval process, it is strongly recommended that you submit proof of SNAP or TFA eligibility with this application. See instructions.

**Case Number:** \_\_\_\_\_  
Write only one case number in this space.

## STEP 3

**Report Income for ALL Household Members** (Skip this step if you answered "Yes" to Step 2)

Are you unsure what income to include here? Flip the page and review the charts titled "Sources of Income" for more information.

The "Sources of Income for Children" chart will help you with the Child Income section.

The "Sources of Income for Adults" chart will help you with the All Adult Household Members section.

**A. Child Income**  
Sometimes children in the household earn income. Please include the TOTAL income earned by all Child Household Members listed in STEP 1 here.

Child Income	How often?		
	Weekly	Bi-Weekly/ 2x Month	Monthly
\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. All Adult Household Members (including yourself)**  
List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars (no cents) only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work			Public Assistance/ Child Support/Alimony			Pensions/Retirement/ All Other Income		
	Weekly	Bi-Weekly/ 2x Month	Monthly	Weekly	Bi-Weekly/ 2x Month	Monthly	Weekly	Bi-Weekly/ 2x Month	Monthly
	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>

**Total Household Members (Children and Adults – Step 1 & Step 3)**

**Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	--------------------------

## STEP 4

**Contact Information and Adult Signature**

"I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

Street Address (if available) \_\_\_\_\_ Apt # \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Daytime Phone and Email (optional) \_\_\_\_\_ Today's date \_\_\_\_\_

Printed name of adult signing the form \_\_\_\_\_ Signature of adult \_\_\_\_\_

# 2016-17 Application for Free and Reduced-price School Meals or Free Milk

SOURCES OF INCOME FOR CHILDREN		SOURCES OF INCOME FOR ADULTS	
Sources of Child Income	Examples	Earnings from Work	Public Assistance/Alimony/Child Support
Earnings from work	A child has a regular or part-time job where they earn a salary or wages	<ul style="list-style-type: none"> <li>Gross income for salary, wages, cash -- bonuses</li> <li>Net income from self-employment (farm or business)</li> </ul>	<ul style="list-style-type: none"> <li>Unemployment benefits</li> <li>Worker's compensation</li> <li>Supplemental Security Income (SSI)</li> <li>Cash assistance from state or local government</li> <li>Alimony payments</li> <li>Child support payments</li> <li>Veteran's benefits</li> <li>Strike benefits</li> </ul>
Social Security	A child is blind or disabled and receives Social Security benefits	<p><b>If you are in the U.S. Military:</b></p> <ul style="list-style-type: none"> <li>Basic pay and cash bonuses (<i>do NOT include combat pay, FSSA or privatized housing allowances</i>)</li> <li>Allowances for off-base housing, food and clothing</li> </ul>	<ul style="list-style-type: none"> <li>Social Security (including railroad retirement and black lung benefits)</li> <li>Private pensions or disability</li> <li>Regular Income from trusts or estates</li> <li>Annuities</li> <li>Investment income</li> <li>Earned Interest</li> <li>Rental Income</li> <li>Regular cash payments from outside household</li> </ul>
<ul style="list-style-type: none"> <li>Disability Payments</li> <li>Survivor's Benefits</li> </ul>	A parent is disabled, retired, or deceased, and their child receives social security benefits		
Income from persons <b>outside</b> the household	A friend or extended family member <b>regularly</b> gives a child spending money		
Income from any other source	A child receives income from a private pension fund, annuity, or trust		

## OPTIONAL Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced-price meals.

**Ethnicity** (check one):  Hispanic or Latino  Not Hispanic or Latino  Black or African American  Native Hawaiian or Other Pacific Islander  White

**Race** (check one or more):  American Indian or Alaskan Native  Asian

**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 Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier 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.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410  
fax: (202) 690-7442; or  
email: program.intake@usda.gov.  
This institution is an equal opportunity provider.

### School Use Only – Do Not Write Below This Line

**Determining Officials (DO) for the school/district MUST complete this section. (Only convert to annual income if there are different frequencies of income listed in Step 3.)**  
**Annual Income Conversion: Weekly X 52 ♦ Every 2 weeks X 26 ♦ Twice a Month X 24 ♦ Monthly X 12**

Directly Certified Based on the State Direct Certification List    Date Certified on DC List: \_\_\_\_\_

SNAP/TFA Household (**Reminder:** The DO must confirm a handwritten SNAP/TFA number)  Foster Child  Head Start  Confirmed Homeless or Runaway

Income Household: Total household income: \_\_\_\_\_ per \_\_\_\_\_ Household Size: \_\_\_\_\_

**Application approved for:**  Free Meals  Reduced-price Meals  Application Denied

Date Notice Sent: \_\_\_\_\_ Signature of DO: \_\_\_\_\_ Date: \_\_\_\_\_

# FOOD SERVICE PAYMENT FORMS

For further information, please see page 53 of Parent Handbook  
Payments may also be made online by Credit Card. See Page 54 for more information

## Mansfield Schools

### Food Service *Lunch* Ticket Payment Form

National School Lunch approved Lunch Including Milk

Student's Name: \_\_\_\_\_ (Please Print)

Grade: \_\_\_\_\_ Homeroom/Teacher \_\_\_\_\_ Date \_\_\_\_\_

Amount(**Elementary**) \$2.25

**Payment Type**

Full Year Ticket (includes milk) \$411.75

Check (CHECK # \_\_\_\_\_)

Half Year Ticket (includes milk) \$204.75

Cash

Other Amount \_\_\_\_\_

Amount(**Middle School**) \$2.50

**Payment Type**

Full Year Ticket (includes milk) \$455.00

Check (CHECK # \_\_\_\_\_)

Half Year Ticket (includes milk) \$227.50

Cash

Other Amount \_\_\_\_\_

**Please Make Check Payable to "Mansfield School Food Service"**

Please Put Student's Name on Check

**Five (5) Free Lunch Credits will be given for Full Year Lunch Prepayment.**

**Two (2) Free Lunch Credits will be given for Half Year Lunch Prepayment.**

(Please note: Account Cannot Owe More than \$5.00 at time of deposit to receive this benefit)

## Mansfield Schools

### Food Service *Milk* Ticket Payment Form

Only Milk

Student's Name: \_\_\_\_\_ (Please Print)

Grade: \_\_\_\_\_ Homeroom/Teacher \_\_\_\_\_ Date \_\_\_\_\_

Amount(**Elementary**) \$0.50/day

**Payment Type**

Full Year Ticket (Milk Only) \$91.50

Check(CHECK # \_\_\_\_\_)

Half Year Ticket (Milk Only) \$45.50

Cash

Other Amount \_\_\_\_\_

Amount(**Middle School**) \$0.55/day

**Payment Type**

Full Year Ticket (Milk Only) \$100.10

Check (CHECK # \_\_\_\_\_)

Half Year Ticket (Milk Only) \$50.05

Cash

Other Amount \_\_\_\_\_

**Please Make Check Payable to "Mansfield School Food Service"**

Please Put Student's Name on Check

**Five (5) Free Milk Credits will be given for Full Year Prepayment.**

**Two (2) Free Milk Credits will be given for Half Year Prepayment.**

(Please note: Account Cannot Owe More than \$5.00 at time of deposit to receive this benefit)



# Mansfield Public Schools

## Authorization for the Administration of Medicine by School Personnel

**Grade:** \_\_\_\_\_

In Connecticut schools, licensed Child Day Care Centers and Group Day Care Homes, licensed Family Day Care Homes, and licensed Youth Camps administering medications to children shall comply with all requirements regarding the Administration of Medications described in the State Statutes and Regulations. Parents/guardians requesting medication administration to their child shall provide the program with appropriate written authorization(s) and the medication before any medications are administered. Medications must be in the original container and labeled with child's name, name of medication, directions for medication's administration, and date of the prescription.

**Authorized Prescriber's Order (Physician, Dentist, Optometrist, Physician Assistant, Advanced Practice Registered Nurse or Podiatrist):**

**Name of Child/Student** \_\_\_\_\_ **Date of Birth** \_\_\_/\_\_\_/\_\_\_ **Today's Date** \_\_\_/\_\_\_/\_\_\_

**Address of Child/Student** \_\_\_\_\_ **Town** \_\_\_\_\_

**Medication Name/Generic Name of Drug** \_\_\_\_\_ **Controlled Drug?** YES NO

**Condition for which drug is being administered:** \_\_\_\_\_

**Specific Instructions for Medication Administration** \_\_\_\_\_

**Dosage** \_\_\_\_\_ **Method/Route** \_\_\_\_\_

**Time of Administration** \_\_\_\_\_ **If PRN, frequency** \_\_\_\_\_

**Medication shall be administered: Start Date:** \_\_\_/\_\_\_/\_\_\_ **End Date:** \_\_\_/\_\_\_/\_\_\_

**Relevant Side Effects of Medication** \_\_\_\_\_  **None Expected**

**Explain any allergies, reaction to/negative interaction with food or drugs** \_\_\_\_\_

**Plan of Management for Side Effects** \_\_\_\_\_

**Prescriber's Name/Title** \_\_\_\_\_ **Phone Number (\_\_\_\_)** \_\_\_\_\_

**Fax Number (\_\_\_\_)** \_\_\_\_\_

**Prescriber's Address** \_\_\_\_\_ **Town** \_\_\_\_\_

**Prescriber's Signature** \_\_\_\_\_ **Date** \_\_\_/\_\_\_/\_\_\_

### Parent/Guardian Authorization

\_\_\_\_\_ I request that medication be administered to my child/student as described and directed above.

\_\_\_\_\_ I hereby request that the above ordered medication be administered by school; child care and youth camp personnel and I give permission for the exchange of information between the prescriber and the school nurse, child care nurse or camp nurse necessary to ensure the safe administration of this medication. I understand that I must supply the school with no more than a three (3) month supply of medication (school only.)

\_\_\_\_\_ I have administered at least one dose of the medication with the exception of emergency medications to my child/student without adverse effects. (For child care only)

**Parent/Guardian Signature** \_\_\_\_\_ **Relationship** \_\_\_\_\_ **Date** \_\_\_/\_\_\_/\_\_\_

**Parent /Guardian's Address** \_\_\_\_\_ **Town** \_\_\_\_\_ **State** \_\_\_\_\_

**Home Phone # (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_** **Work Phone # (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_** **Cell Phone # (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_**

### SELF ADMINISTRATION OF MEDICATION AUTHORIZATION/APPROVAL

Self-administration of medication may be authorized by the prescriber and parent/guardian and must be approved by the school nurse (if applicable) in accordance with board policy. In a school, inhalers for asthma and cartridge injectors for medically-diagnosed allergies, students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from a student's parent or guardian or eligible student.

Prescriber's authorization for self-administration: YES NO \_\_\_\_\_  
Signature Date

Parent/Guardian authorization for self-administration: YES NO \_\_\_\_\_  
Signature Date

School nurse approval for self-administration: (if applicable) YES NO \_\_\_\_\_  
Signature Date

\*\*\*\*\*

**Note: This form is in compliance with Section 10-212a, Section 19a-79-9a, 19a-87b-17 and 19-13-B27 a(v.) Updated: 6/14**





## THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

Kelly M. Lyman, 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 Mr. Barlow, 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 860-429-9341 if you have any questions.

Sincerely,

Kelly M. Lyman

---

### 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 2016 to June 2017.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

**Please return the completed form to Mansfield Middle School, Attention: Mr. Barlow.**



# SUZUKI VIOLIN/CELLO PROGRAM ENROLLMENT FORM

For further information, please see page 61.

PLEASE FILL OUT & RETURN THIS FORM TO YOUR SCHOOL OFFICE NO LATER  
THAN SEPTEMBER 12<sup>th</sup>.

---

---

## MANSFIELD PUBLIC SCHOOLS Suzuki Violin/Cello Program

SCHOOL:             GOODWIN     SOUTHEAST     VINTON

INSTRUMENT:    \_\_\_ Violin    \_\_\_ Cello

CHILD'S NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ GRADE: \_\_\_\_\_

CHILD'S CLASSROOM TEACHER: \_\_\_\_\_

PARENT'S NAME: \_\_\_\_\_ HOME PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

WORK PHONE, or number where you can be reached during the day: \_\_\_\_\_

EMAIL: \_\_\_\_\_

***IN ORDER TO ENROLL IN THIS PROGRAM, A PARENT MUST ATTEND LESSONS WITH THE CHILD.*** Can a parent attend a 20 minute lesson before school? \_\_\_ Yes \_\_\_ No  
during the school day? \_\_\_ Yes \_\_\_ No

Please list any times or days that you will not be able to attend a lesson: \_\_\_\_\_

Has your child taken violin or cello lessons before? \_\_\_ Yes \_\_\_ No

**PLEASE MAKE SURE A CHECK MADE OUT TO THE TOWN OF MANSFIELD FOR \$200  
IS ATTACHED TO THIS FORM. FORMS WITHOUT CHECKS WILL NOT BE  
CONSIDERED!**

QUESTIONS? Please call: Barbara Vaughan, Violin, 860-429-0865 or bcvaughan@charter.net  
Sondra Boyer, Cello, 860-487-5812 or sboyer61@yahoo.com



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

# SCHOOL DIRECTORY

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**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

**Bus Garage 860.429.2040**

## SCHOOLS/OFFICES

**Mansfield Middle School 860.429.9341, FAX: 860.429.1020**

Website: [www.mansfieldct.gov/mms](http://www.mansfieldct.gov/mms)

205 Spring Hill Road  
Storrs 06268  
Candace Morell, Principal  
Larry Barlow, Assistant Principal

**Dorothy Goodwin School 860.429.6316, FAX: 860.487.5641**

Website: [www.mansfieldct.gov/goodwin](http://www.mansfieldct.gov/goodwin)

321 Hunting Lodge Road  
Storrs 06268  
Susan Muirhead, Principal

**Southeast School 860.423.1611, FAX: 860.423.0610**

Website: [www.mansfieldct.gov/southeast](http://www.mansfieldct.gov/southeast)

134 Warrenville Road, PO Box 22  
Mansfield Center 06250  
Lauren Rodriguez, Principal

**Annie Vinton School 860.423.3086, FAX: 860.456.4694**

Website: [www.mansfieldct.gov/vinton](http://www.mansfieldct.gov/vinton)

306 Stafford Road  
Mansfield Center 06250  
Mike Seal, Principal

**Central Office 860.429.3350, FAX: 860.429.3379**

Website: [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe)

4 South Eagleville Road  
Storrs 06268  
Kelly Lyman, Superintendent  
Michele Beers, Personnel Assistant  
Celeste Griffin, Administrative Assistant to the Superintendent  
and Board of Education  
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  
Kim Raggi, Secretary

**Food Service Program 860.429.7824, FAX: 860.429.3379**

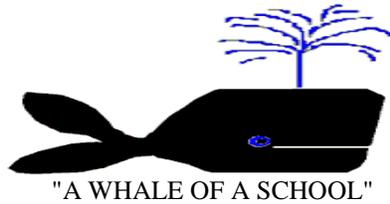
Stephanie Richard, Director  
Julia Jenkins, Secretary

### **Building Use**

To request the use of any Mansfield Public School building after school hours, please email or call Kelley Young at [youngkr@mansfieldct.org](mailto:youngkr@mansfieldct.org) or 860.429.9341. To view the calendars, please visit Mansfield's web site: [www.mansfieldct.gov](http://www.mansfieldct.gov).

# OPEN HOUSE SCHEDULE

**Dorothy C. Goodwin Elementary School**



**Open House  
September 15, 2016**

**Southeast Elementary School**



**Open House  
September 13, 2016**

**Annie E. Vinton Elementary School**



**Open House  
September 14, 2016**

**Mansfield Middle School**



**Open House  
September 7, 2016**

*Complete details will be provided by individual schools*

# EARLY-CLOSING DAYS / EMERGENCY CLOSINGS

<b>HOURS—REGULAR SCHOOL DAY</b>	
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

<b>90-MINUTE DELAYED OPENING*</b>	
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

<b>SCHEDULED EARLY-CLOSING DAYS (November 21, 22, 23 and June 21)</b>	
Grades K-4	School starts - 8:55 AM; School ends – 12:45 PM
Morning & Afternoon Preschool	CANCELLED
Half-Day Kindergarten	School day extended, dismisses – 12:45 PM <i>Note: Lunch will be provided</i>
Grades 5-8	School starts – 8:05 AM; School ends - 12:05 PM

<b>DELAYED OPENING ON A SCHEDULED EARLY-CLOSING DAY</b>	
<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	CANCELLED
Grades 5-8	School starts - 9:35AM; School ends - 2:50 PM

<b>EMERGENCY EARLY CLOSING OF SCHOOL</b>	
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 & 96.5FM, WRCH 100.5 FM, WZMX 93.7FM**

**Television: WFSB, WVIT, WTIC, WTNH, Cable Channel 191**

**School Messenger recorded phone messages will announce school closings or other emergencies. 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 **any time before 9:00am** 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. 7175
Goodwin Elementary School	860-429-9082, Ext. 1
Southeast Elementary School	860-423-2793, Ext. 1
Vinton Elementary School	860-465-8136, Ext. 1

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 send a note following an absence as required by state regulations.

Thank you very much for your help!

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## 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. This handbook provides basic information pertaining to student attendance and truancy, and to a parent's obligations under the state's attendance guidelines. A full copy of the Board's policy and regulation is available on the Board's website at: [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe).

The following definitions are used by the district in administering the state law concerning attendance:

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day. Absence includes an excused absence, unexcused absence or disciplinary absence, as well as an in-school suspension that is greater than or equal to one-half of a school day.
2. "Disciplinary absence"- Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused.
3. "Educational evaluation" - an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:

- A. Any absence before the student's 10<sup>th</sup> absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
  - B. For the student's 10<sup>th</sup> absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
    - a. student illness (verified by an appropriately licensed medical professional);
    - b. religious holidays;
    - c. mandated court appearances (documentation required);
    - d. funeral or death in the family, or other emergency beyond the control of the student's family;
    - e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and the district regulations;
    - f. lack of transportation that is normally provided by a district other than the one the student attends.
  - C. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.
5. "In Attendance" - any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.
  6. "Student" - a student enrolled in the Mansfield Public Schools.
  7. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.
  8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence. The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

The following documentation requirements are applicable to the process for excusing student absences:

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incident of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's 10<sup>th</sup> absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
  - a. student illness:
    - (1) a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
    - (2) a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
  - b. religious holidays: none.
  - c. mandated court appearances:
    - (1) a police summons;
    - (2) a subpoena;
    - (3) a notice to appear;
    - (4) a signed note from a court official; or

- (5) other official, written documentation of the legal requirement to appear in court.
  - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
  - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and Board of Education policy and regulation, including written pre-approval from the administration.
  - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.
  5. The Mansfield Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
  6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

School district officials follow state criteria to determine whether a student's absence can be considered an "extraordinary educational opportunity" under the State of Connecticut guidelines for attendance. If you wish to have your child's absence qualify as an excusal for an extraordinary educational opportunity, you may submit information to the building principal by completing the district's **Extraordinary Educational Experience Request Form**, located in each school office and at [www.mansfieldct.gov/mboeforms](http://www.mansfieldct.gov/mboeforms).

There are certain times when a student's long-term unexcused absences from school will not be considered truancy under state law and district policy, as described below.

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

In accordance with state guidance, the school district applies certain criteria to determine whether a student is considered to be "in attendance", as set forth below:

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law. Questions concerning state and district student attendance criteria may be directed to the building administrator.

# KINDERGARTEN

The Mansfield Public Schools provide full-day kindergarten for all age-appropriate children.

Our full-day program affords significant time for student learning in the areas of reading, writing, mathematics, science, social studies, health/safety, art, music, physical education, technology and library skills.

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 (8:55 – 11:45). The choice of the half day program includes a portion of the Language Arts curriculum but reduces instructional opportunities for other parts of the Kindergarten curriculum. A transition to the full-day program is allowable by consulting with the classroom teacher and school principal.

The elementary schools hold student registration and parent orientation events to explain the details of the Kindergarten program.

# 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 Activities**

- 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 Activities**

- 1) Practice facts
- 2) Reinforce skills

### **Social Studies, Science, Health Activities**

- 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:

<p><b>Grade 5 - 45 minutes</b> <b>Grade 6 - 60 minutes</b> <b>Grades 7/8 - 90 minutes</b></p>
---

## **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 assessments are administered throughout the school year. Results are used to measure student progress and focus further instruction.

All students in grades three, four, five, six, seven and eight must be tested on an annual basis in accordance with state and federal law. State law requires that all public school students in grades three, four, five, six, seven and eight be tested in the spring of 2017. All children will be tested in English language arts/literacy and mathematics with the Smarter Balanced Assessments. Students in grades five and eight will also be tested in science with the Connecticut Mastery Test. Each school will develop and implement a schedule designed to maximize student achievement while minimizing disruption to the regular instructional program.

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 sent to parents and will also become part of the student's school records. The total amount of time for testing is approximately four - five hours depending on grade level but all Smarter Balanced Assessments are untimed so students are permitted to take as much time as they feel necessary.

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 State assessments 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, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education provides computers, a computer network, including Internet access and an e-mail system, as well as other electronic devices that access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing etc. (including, but not limited to, laptops, Kindles, radios, I-Pads or other tablet computers), 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 has developed regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education related purposes. The Board will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. 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 and ensure that such filtering technology is operative during computer use by minor students.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems. The full text of the Board's policy and regulation concerning student use of computer systems may be found at: [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe).

## PHOTOGRAPHS, DIGITAL/VIDEO TAPING BY PARENTS, AND SCHOOL DISTRICT USE OF AUDIOTAPES AND DIGITAL/VIDEO CAMERAS

### **School Web Site**

Occasionally, the Mansfield Public Schools photograph or digital/video tape 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, paraeducators, 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. The Mansfield Board of Education also audiotapes each of its public meetings. Therefore, should your child be invited to participate in a Board of Education meeting as part of a presentation, celebration or as an awards recipient, your child will be audiotaped and the audiotape will be posted on the Board's website as part of the Board's usual practice of posting its meetings for public listening.

### **Photographing or Taping 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 digital/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 Digital/Video Cameras:**

The Board of Education has authorized the installation of digital/video cameras on school property and on school buses as an aid in monitoring student behavior. These cameras produce digital/video coverage. The use of digital/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 digital/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, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes), 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, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by 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.

The complete Bullying Prevention and Intervention Policy can be accessed at [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe).

# SAFE SCHOOL CLIMATE PLAN

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

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

## **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The District expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by 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. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

## **II. Definition of Bullying**

- A. **"Bullying"** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
  - 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, (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual intervention.
- 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 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.

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

#### **IV. Leadership and Administrative Responsibilities**

##### **A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The District’s Coordinator is Mrs. Kelly Lyman and she can be contacted at [mboesupt@mansfieldct.org](mailto:mboesupt@mansfieldct.org) or 860.429.3350.

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 the 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**

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

#### **V. Development and Review of Safe School Climate Plan**

- A. The Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include 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) implement the provisions of the school security and safety plan regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board 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 or his/her designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or 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. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

## **VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight (48) hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, the Mansfield Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement  
If the Principal of a school (or 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 classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability, or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

### **VIII. Teen Dating Violence**

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

### **IX. Documentation and Maintenance of Log**

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and

shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

## **X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of “bullying” or to “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:

- 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. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

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

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen

dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

ii. Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action. In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

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

iii. Interventions for bullied students and victims of teen dating violence

- a. The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following: Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

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. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. 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 and teen dating violence, including any such program identified by the Department of Education;
- b. School rules prohibiting bullying, teen dating violence, 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 or teen dating violence are likely to occur;
- d. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through middle school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- 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/sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- g. Student peer training, education and support;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus 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 school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

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

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

## XI. Improving School Climate/Specific Implementation Steps

Component	Actions	Person(s) Responsible	Timeline
Bullying Policy	<p>Continue to implement and enforce Bullying Behavior in the Schools Policy that includes:</p> <ul style="list-style-type: none"> <li>• Student codes of conduct that are defined and prohibit bullying and teen dating violence in accordance with state law.</li> <li>• Bullying and teen dating violence are prohibited on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.</li> <li>• Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (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.</li> <li>• Teen dating violence is prohibited off-campus if it is seriously disruptive of the educational process.</li> <li>• Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence is also strictly prohibited.</li> </ul>	Board of Education and Superintendent	Ongoing
Reporting Procedures	<ul style="list-style-type: none"> <li>• Orally notify the Safe School Climate Specialist or school Administrator after being witness to acts of bullying or receiving reports of bullying.</li> <li>• File a written report with the Safe School Climate Specialist after being witness to acts of bullying or receiving reports of bullying.</li> <li>• Any student who believes s/he has been the victim of bullying/cyberbullying may report the matter to any school employee, either in writing or anonymously.</li> <li>• Parent(s)/guardian(s) may file written reports of suspected bullying/cyberbullying.</li> <li>• <b>Parents/Students notified of procedures for reports of teen dating violence</b></li> </ul>	<p>All school employees</p> <p>All school employees</p> <p>All Students</p> <p>All Parents</p>	<p>Within one school day after witnessing or receiving report</p> <p>Within two school days of oral notification</p> <p>Ongoing</p> <p>Ongoing</p>
Notification Requirements	<ul style="list-style-type: none"> <li>• Provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.</li> <li>• Notify students and the parents or guardians of students of the process by which students may make reports of bullying.</li> </ul>	<p>Safe School Climate District Coordinator</p> <p>Safe School Climate District Coordinator</p>	<p>Annually</p> <p>At the</p>

Component	Actions	Person(s) Responsible	Timeline
	<ul style="list-style-type: none"> <li>• Provide students with notice of the definition of bullying, cyberbullying and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying.</li> <li>• Publish Safe School Climate Plan on the school district's Internet web site and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.</li> </ul>	<p>Safe School Climate District Coordinator and Specialists</p> <p>Safe School Climate District Coordinator</p>	<p>beginning of the school year</p> <p>Annually</p>
Investigation	<ul style="list-style-type: none"> <li>• Develop and disseminate investigation procedures for use by safe school climate specialists.</li> <li>• Investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.</li> <li>• Review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.</li> <li>• Determine whether the alleged conduct occurred &amp; whether such conduct constitutes bullying as defined in the district policy.</li> </ul>	<p>Safe School Climate District Coordinator Safe School Climate District Coordinator and Specialists</p> <p>Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and Specialists</p>	<p>Included in Safe School Climate Plan</p> <p>Promptly</p> <p>Upon completion of investigation</p> <p>Upon completion of investigation</p>
Response to Verified Acts of Bullying	<ul style="list-style-type: none"> <li>• Take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior, if it is determined that bullying has occurred.</li> <li>• Notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.</li> <li>• Invite the parent(s)/guardian(s) of students who engage in any verified acts of bullying after the completion of the investigation to a meeting at which the following will be shared: <ol style="list-style-type: none"> <li>1. A description of the verified act(s).</li> <li>2. A description of the intervention plan.</li> <li>3. Any consequences that may result from the commission of any further acts of bullying.</li> </ol> </li> <li>• Invite the parent(s)/guardian(s) of any student against whom an act of bullying was verified after the completion of the investigation at which the following information will be shared: <ol style="list-style-type: none"> <li>1. A description of the verified act(s).</li> <li>2. A description of the school's interventions designed to</li> </ol> </li> </ul>	<p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p>	<p>Upon determination that bullying has occurred</p> <p>48 hours after the completion of the investigation</p> <p>Upon determination that bullying has occurred</p> <p>Upon determination that bullying has occurred</p>

Component	Actions	Person(s) Responsible	Timeline
	<p>keep the student safe &amp; prevent any further acts of bullying.</p> <p>3. The content of the student safety support plan.</p> <ul style="list-style-type: none"> <li>• Develop a student safety support plan for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take designed to protect such students against further acts of bullying.</li> <li>• Develop case-by-case interventions to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.</li> <li>• Notify the appropriate local law enforcement agency when principal, or designee, believes that any acts of bullying constitute criminal conduct.</li> <li>• Responses to finding of teen dating violence to conclude appropriate interventions and supports as determined appropriate by the investigating administrator.</li> </ul>	<p>Safe School Climate Specialists</p> <p>Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Specialists Building Principal/ responsible Administrator</p>	<p>Upon determination that bullying has occurred</p> <p>Upon determination that bullying has occurred</p> <p>As appropriate</p>
<p>Safe School Climate Coordinator, Specialists and Safe School Climate Committee</p>	<ul style="list-style-type: none"> <li>• Appoint District Safe School Climate Coordinator</li> <li>• Appoint Safe School Climate Specialist in each school</li> <li>• Establish Safe School Climate Committee in accordance with the law, (including at least one parent/guardian of a student at the school) <ul style="list-style-type: none"> <li>• Establish roles, responsibilities and procedures for Safe School Climate Committee including:</li> <li>• Receive copies of completed reports following investigations of bullying;</li> <li>• Identify and address patterns of bullying among students in the school;</li> <li>• Implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying;</li> <li>• Review and make recommendations to amend school policies relating to bullying;</li> <li>• Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school;</li> <li>• Educate students, school employees and parents and guardians of students on issues relating to bullying;</li> <li>• Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;</li> <li>• Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.</li> </ul> </li> </ul>	<p>Superintendent</p> <p>Superintendent</p> <p>Safe School Climate District Coordinator and Specialists</p> <p>Safe School Climate District Coordinator and Specialists</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>

<b>Component</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Prevention and Intervention Strategy	<ul style="list-style-type: none"> <li>• Identify effective evidence-based prevention and intervention strategies approved by CSDE. Strategies may include, but are not limited to the following:               <ul style="list-style-type: none"> <li>○ Students will participate in an evidence-based approach, program or process approved by the State Department of Education that is designed to ensure a positive school climate &amp; prevent bullying and teen dating violence.</li> <li>○ Students will be made aware school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;</li> <li>○ Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying and teen dating violence may occur;</li> <li>○ Inclusion of grade-appropriate bullying and/or teen dating violence education and prevention curricula in kindergarten through high school;</li> <li>○ Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees;</li> <li>○ School-wide training related to safe school climate;</li> <li>○ Student peer training, education and support;</li> <li>○ Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions.</li> </ul> </li> <li>• Implement the prevention and intervention strategies identified by the Safe School Climate Committee</li> <li>• Provide students with access to evidence-based prevention and intervention strategies</li> </ul>	<p>Safe School Climate District Coordinator, Specialists and Safe School Climate Committee</p> <p>All School Employees</p> <p>All School Employees</p>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>
Assessment of School Climate	<ul style="list-style-type: none"> <li>• Complete an assessment using the school climate assessment instruments including surveys, approved and disseminated by the State Department of Education for each school</li> <li>• Submit assessment results for each school in the district to the State Department of Education.</li> <li>• Review and analyze data obtained from climate surveys/ make necessary modifications to the district plan</li> <li>• Compare and contrast survey results with the National School Climate Standards and best practices</li> </ul>	<p>Safe School Climate Committee</p> <p>Safe School Climate District Coordinator</p> <p>Safe School Climate Committee</p> <p>Safe School Climate Committee</p>	<p>Biennially</p> <p>According to CSDE guidelines</p> <p>Ongoing</p> <p>Ongoing</p>
Documentation and Record Keeping	<ul style="list-style-type: none"> <li>• Maintain a procedure for each school to:               <ul style="list-style-type: none"> <li>○ Document and maintain records relating to reports and investigations of bullying in the school.</li> <li>○ Maintain a list of the number of verified acts of bullying in the school and make such list available</li> </ul> </li> </ul>	<p>Safe School Climate District Coordinator &amp; Specialists</p>	<p>Annually</p>

Component	Actions	Person(s) Responsible	Timeline
	<p>for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.</p> <ul style="list-style-type: none"> <li>Report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education</li> </ul>	Safe School Climate District Coordinator	Annually based on timeline established by CSDE
Training	<ul style="list-style-type: none"> <li>Provide all certified school employees training on the prevention, identification and response to bullying, teen dating violence and the prevention of and response to youth suicide. The training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate via in-service training.</li> <li>Provide all other school employees training provided by the State Department of Education.</li> <li>District safe school climate coordinator to complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services</li> </ul>	<p>Safe School Climate District Coordinator and Specialists</p> <p>CSDE with Safe School Climate District Coordinator and Specialists</p> <p>Safe School District Coordinator</p>	<p>Annually</p> <p>Annually</p> <p>After July 1, 2014</p>

**XII. Annual Notice and Training**

- A. Students, and parents or guardians of students, shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health first aid training offered by the Commissioner of Mental Health and Addiction Services.

**XIII. School Climate Assessments**

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

Forms for the reporting of possible bullying behavior may be obtained from the building principal, the school counselor, or any teacher. Complaint forms are available electronically at [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe).

# 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 disciplined 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 illegal 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 devise 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 or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. 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, gender identity or expression or any other characteristic protected by law.
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, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of this Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
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. Unlawful 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; or any other form of academic dishonesty, cheating or plagiarism.
  27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds 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 or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
  30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
  31. Hazing.
  32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
    - 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, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.***

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.



## THE PUBLIC SCHOOLS OF MANSFIELD, CONNECTICUT

KELLY M. LYMAN, SUPERINTENDENT OF SCHOOLS

Audrey P. Beck Building  
Four South Eagleville Road  
Mansfield, CT 06268  
Phone: (860) 429-3350  
Fax: (860) 429-3379

Dear Mansfield Families:

The Mansfield Public Schools has a detailed emergency operations plan which has been formulated to respond to all hazards. Should an emergency situation arise in our area while school is in session, we want you to be aware that the district has made preparations to respond effectively to such situations.

Your cooperation is greatly appreciated in the event of an emergency situation. Please adhere to the following.

1. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency
2. Monitor important information such as the extent of the emergency, updates, and, if needed, reunification locations will be communicated to you through multiple sources; School Messenger, QNotify, radio stations, and the town's Code Red System (reverse notification system).
3. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
  - He/she is 18 years of age or older.
  - He/she is known to your child.
  - He/she is both aware and able to assume this responsibility.
4. We urge all parents/guardians to monitor their radio for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via School Messenger, QNotify, and Code Red. In addition, information regarding day-to-day school operations will be available by calling the District Office. We also urge parents/guardians to sign up for the town's Code Red system and your school's QNotify.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion locations on the school grounds, or elsewhere if necessary. Please be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives.

When the emergency has subsided, an all-clear signal will be given to staff and students.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Kelly M. Lyman

# VISITORS TO THE SCHOOLS

In order to promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board of Education, through the administration, reserves the right to limit visits in accordance with administrative regulations.

Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the Principal or designee of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When determining whether to approve a request to visit and/or observe student programs, the building Principal or designee shall consider the following factors:
  - a) the frequency of visits;
  - b) the duration of the visit;
  - c) the number of visitors involved;
  - d) the effect of the visit on a particular class or activity;
  - e) the age of the students;
  - f) the nature of the class or program;
  - g) the potential for disclosure of confidential personally identifiable student information;
  - h) whether the visitor/observer has a legitimate educational interest in visiting the school;
  - i) whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
  - j) any safety risk to students and school staff.
5. The building Principal or designee has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria.
6. If a building Principal or designee approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy.
7. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.
8. A refusal to comply with any of the Board's policy provisions and/or regulation concerning visitors shall constitute grounds for denial of the visitor's privileges, as determined appropriate by the building Principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

# 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 and grades one and three to five, 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 (1) is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease, and (2) did not receive such vision screening, with a brief statement explaining why such student did not receive such vision screening.

The Board of Education will provide annually to each student enrolled in kindergarten and grades one and three to five, inclusive, **audiometric screening** for hearing. The Superintendent shall give written notice to the parent or guardian of each student who (1) is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect, and (2) did not receive an audiometric screening for hearing, with a brief statement explaining why such student did not receive an audiometric screening for hearing.

The Board of Education will provide **postural screenings** for (1) each female student in grades five and seven, and (2) each male student in grade eight or nine. The Superintendent shall give written notice to the parent or guardian of each student who (A) evidences any postural problem, with a brief statement describing such evidence, and (B) did not receive a postural screening, with a brief statement explaining why such student did not receive such postural screening.

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.

Each child must have received two doses of immunization against varicella before being permitted to enter kindergarten and seventh grade. Each child must have received two doses of immunization against rubella and mumps before being permitted to enter grades kindergarten through eight.

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:

- (1) presents a certificate from a physician, physician assistant, advanced practice registered nurse 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
- (2) presents a certificate from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of a such physician, such immunization is medically contraindicated because of the physical condition of such child; or
- (3) 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 the parents or guardian of such child, which statement shall be acknowledged by (A) a judge of a court of record or a family support magistrate; (B) a clerk or deputy clerk of a court having a seal; (C) a town clerk; (D) a notary public; (E) a justice of the peace; (F) an attorney admitted to the bar of Connecticut; or (G) a school nurse; or
- (4) in the case of measles, mumps or rubella, presents a certificate from a physician, physician assistant, advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
- (5) in the case of hemophilus influenzae type B, has passed his/her fifth birthday; or
- (6) in the case of pertussis, has passed his/her sixth birthday.

Before being permitted to enter seventh grade, the parents or guardian of any child who is exempt on religious grounds from the immunization requirements pursuant to subsection (3) above shall present to the child's school the acknowledged statement described in subsection (3) above.

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.

The regulations concerning required immunizations for elementary (including preschool), middle and high school students can be found at: <http://www.sde.ct.gov/sde/lib/sde/pdf/deps/student/health/schoolimmunizations.pdf>.

# GENERAL HEALTH POLICIES

## Taking of Medications

When necessary, the school nurse may administer medications pursuant to policies established by the Mansfield Board of Education. No medication, including non-prescription drugs, may be administered by any school personnel without:

- a. the written medication order of an authorized prescriber;
- b. the written authorization of the student's parent or guardian or eligible student; and
- c. the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.

Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse, by:

- a. 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.
- b. students with chronic medical conditions who are able to self-administer medication, provided all of the conditions set forth in applicable policy are met.

Under certain limited conditions, a coach of intramural and interscholastic athletics or 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. A copy of the district's policy concerning the administration of medications can be found on the school district's website and/or obtained from the school nurse at each school.

## 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.

# MANAGEMENT PLAN FOR STUDENTS WITH FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

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

## **Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease**

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

## **Individualized Health Care Plans and Emergency Care Plans**

1. If the district obtains medical documentation that a child has a life-threatening food allergy or GSD, 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 allergic student's risk for exposure. For the student with GSD, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
  - a. classroom environment, including allergy free considerations, or allowing the student with GSD to have food/dietary supplements when needed;
  - b. cafeteria safety;
  - c. participation in school nutrition programs;
  - d. snacks, birthdays and other celebrations;
  - e. alternatives to food rewards or incentives;

- f. hand-washing;
  - g. location of emergency medication;
  - h. who will provide emergency and routine care in school;
  - i. risk management during lunch and recess times;
  - j. special events;
  - k. field trips, fire drills and lockdowns;
  - l. extracurricular activities;
  - m. school transportation;
  - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
  - o. staff notification, including substitutes, and training; and
  - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's Emergency Care Plan (ECP), changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
  5. For a student with GSD, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with GSD on school grounds during the school day.
  6. In addition to the IHCP, the district shall also develop an 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. For the student with a life-threatening food allergy, 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.
  7. In addition to the IHCP, the district shall also develop an ECP for each child identified as having GSD. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD, 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. Information about the disease or disease specific information (i.e. type of GSD);
    - c. The child's signs and symptoms of an adverse reaction (such as hypoglycemia);
    - d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glycogen);
    - 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.
  8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should

obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.

9. A student identified as having a life-threatening food allergy or GSD is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under 504, or the IDEA.
10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or EHP comply with the district's policies and procedures regarding the administration of medications to students.
11. Whenever appropriate, a student with a life-threatening food allergy and/or GSD 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 and/or GSD 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.
12. 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.

### **Training/Education**

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies and GSD. Such training may include an overview of life-threatening food allergies and GSD; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school) training in the administration of medication with cartridge injectors (i.e. epi-pens) and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD, and what to do in the event of an emergency. Staff training and education will be coordinated by the school nurse. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies and GSD, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

### **Prevention**

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

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

### **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 and/or GSD. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.

2. Each school will ensure that there are appropriate communication systems available within each school (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 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

### **Monitoring the District's Plan and Procedures**

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

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

# **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 or federal 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, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education, and members of the public, and may also involve teachers of physical education, school health professional and Supplemental Nutrition Assistance Program (“SNAP”) coordinators or educators.

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. Encourage all students 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. Consider cultural norms and preferences.
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, provide students with lunch periods after physical activity as developmentally appropriate and ensure that all lunch periods provide adequate time to eat to optimize student nutrition.
14. Train Food Service employees, 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 (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/HFC/SummaryCNS2015.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. Allow all students 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. District schools will include a total of twenty minutes of physical exercise in each school day for all elementary school students, unless a PPT develops a different schedule for a child requiring special education and related services. 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.

The district prohibits school employees, or other individuals contracted with the school district having regular contact with students, from preventing an elementary school student from participating in the required total 20 minute physical exercise period(s) as a form of discipline, or requiring any student to engage in physical activity as a form of discipline during the regular school day.

#### **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 wellbeing 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.

E. Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with the district’s minimum standards for food and beverages. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

**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.

**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. 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 14<sup>th</sup> of the coming school year.*** After the July 14<sup>th</sup> 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 14<sup>th</sup> 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 this regulation. 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

\_\_\_\_\_

Signature of Parent/Guardian Date

**Sample copy only: 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

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**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: 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.

Application forms and information are available on our website at [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe) under forms, publications and letters. Please 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
<b>OR</b>	
24-hour Accident Protection	\$55.00
<b>AND/OR</b>	
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**  
**4 So. Eagleville Rd. Mansfield, CT 06268**  
**Fax #: (860) 429-7785**  
**Staff members are available Monday-Friday**  
**(Evening hours by appointment)**

## Staff

Patricia Michalak, MA	Program Supervisor	(860) 429-3319	MichalakP@mansfieldct.org
Margaret Ferron, JD	Early Childhood Services Coordinator	(860) 429-3338	FerronMB@mansfieldct.org
Danielle Annibalini, MSW	Social Worker	(860) 429-3318	AnnibaliniDN@mansfieldct.org

## Programs and Services

<u>Clinical Services</u>	<u>Early Childhood Collaborative</u>	<u>Youth Development</u>	<u>Assistance Programs</u>
Individual Therapy	Mansfield Advocates for Children (MAC)	Middle School Girl's Group	Individual Assistance Holiday Program
Family Therapy	School Readiness for Preschoolers	Middle School Boy's Group	Special Needs Funds
Psychiatric Services	Activities and Events	Mentoring Programs	Food Pantry
In-School Counseling		In-School Programs	Food Share
Grief Counseling		Leadership Development	Summer Camp Scholarships
Parent's Groups		Volunteer Opportunities	Referrals
Grandparent's Group		Youth Employment	
Information and Referrals			

# MANSFIELD SCHOOL LUNCH PROGRAM

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

*We Serve Education Every Day*



*Making the right food choices, together.*

Dear Mansfield Family,

Welcome to the 2016-17 school year!

**We appreciate your support of the Mansfield School Meals Program and look forward to serving a delicious and nutritious breakfast and lunch to your child. The prices for breakfast and lunch are as follows:**

## **Elementary School**

**Breakfast: \$1.30**

**Lunch (includes milk): \$2.25**

**Milk Only: \$0.50**

## **Middle School**

**Breakfast: \$1.55**

**Lunch (includes milk): \$2.50**

**Milk Only: \$0.55**

The federal requirements for school breakfast and lunch include keeping school meals trans-fat free, providing meals that meet the correct calorie range based on age, and limiting saturated fat and sodium. These requirements are based on the Dietary Guidelines for Americans (for more information, see <http://www.ChooseMyPlate.gov>). We are meeting the nutrition standards issued by the federal government by offering students a selection of low-fat and fat-free milk, larger selections of colorful fruits and vegetables, and a variety of whole grains and lean protein choices. All lunches include five meal components:

- a **meat or meat alternate** such as yogurt, lean beef, chicken or low-fat cheese;
- a whole-grain rich **grain** such as whole-wheat bread or brown rice;
- a fresh or canned **fruit** selection;
- raw or cooked **vegetables** in a variety of colors; and
- low-fat or fat-free **milk** selections.

Each child must select at least three of these five components on their tray to make a meal, including a fruit, juice, or vegetable.

Our school district will be encouraging students to try the fruits and vegetables foods being offered.

**We are also asking for your help.** Every student needs to be prepared to select at least one fruit or vegetable with their lunch every day. Please let them know to always have a fruit or vegetable with their meals. We are planning our menus to include selections we know students like, as well as many different foods they may not have tried before. Please encourage your child to try these new foods. They just might find a new favorite!

**Please review our policies for purchasing meals:**

**Lunch Account**

Students in all Mansfield schools are assigned a lunch account. Parents are encouraged to put money on these accounts so students do not have to remember to bring cash daily.

**How do I put money on my child's lunch account?**

Parents currently have three options to pay for their child’s lunch account:

- Credit Card – deposit money on your student's account using your credit card. See next page for instructions.
- Check – Write a check to Mansfield School Food Service (MSFS) and send or bring the check to the school kitchen.
- Cash – Cash may be brought to the kitchen for deposit on the student’s account, or students may pay cash on a daily basis.

**HOW TO BUY SCHOOL LUNCH**

**Elementary Schools:** Students may pre-pay for lunch from 8:40 to 9:30 daily if they do not have money on their account. 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. For elementary schools that offer snacks, students may purchase a snack with cash. Snack purchases *may not* be deducted from lunch account.

**Mansfield Middle School:** 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. Students are also welcome to use cash to pay for their meal as they go through the line.

**Questions about account use and balances should be directed to the Food Service Manager at each school:**

Goodwin	Mrs. Linda Spencer	860-429-9082, ext. 3	SpencerLB@mansfieldct.org
Southeast	Ms. Maureen Gagne	860-423-2793, ext. 3	GagneML@mansfieldct.org
Vinton	Mrs. Terry Glaude-Boucher	860-465-8136, ext. 3	Glaude-BoucherT@mansfieldct.org
Mansfield Middle	Mrs. Denise Desjardins	860-429-5004, ext. 7235	Desjardinsda@mansfieldct.org

**Lunch Credit Policy:** If a student does not have money on his/her account nor cash for his/her lunch, the district will permit an emergency charge of lunch for a **maximum** of up to **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 a cheese sandwich, selection of fruit or vegetable, and milk.

**How do I know when my child’s account is running low on money?** MMS parents may log into PowerSchool and then into PowerLunch to check account balances. Elementary parents are welcome to contact the kitchen manager to inquire about their child’s account balance. The best time to call is in the morning between 8:00-10:30 am. Letters are sent home every Friday to parents of students who owe money. Parents may opt into receiving Low Balance Notifications or Weekly Balance Notifications via e-mail (visit [www.mansfieldct.gov/lunchmenus](http://www.mansfieldct.gov/lunchmenus) to sign up). You will automatically receive e-mails through School Messenger if your child’s account is in the negative.

**Account Balance:** If a student account has a positive balance at the close of the school year, it will automatically be credited to their lunch account for the next school year at any Mansfield School. If a child has a *negative* account balance, account will be moved forward with the student each year. Please see Lunch Credit Policy on previous page.

We look forward to serving your child this year and welcome your feedback regarding our menus and choices.

Have a great year!

*Stephanie Richard*

Stephanie Richard, MS, RD

**Using a Credit Card/Debit Card to put money on your child's account:** Please note that there is a fee of \$1.95 for each e-check (needing an ABA and routing#) and a 2.95% charge (or a min. of \$1.00) for any credit/debit card.

1. Go to: [www.mansfieldct.gov/lunchmenus](http://www.mansfieldct.gov/lunchmenus) and click on the "Click Here to Pre Pay for School Lunches Online".
2. Enter your information in the fields shown.
3. Click "Continue" and follow the payment instructions on the website.
4. You will receive an email confirmation of your payment.

Please allow up to 1 business day for the deposit to put on your student's account.

Remember to print or save a copy of your payment for your own records.

## FREE OR REDUCED PRICE MEALS INFORMATION

Dear Parent/Guardian:

The Mansfield Schools offer a choice of healthy meals each school day. Students may buy lunch for \$2.25 at the Elementary Schools, \$2.50 at the Middle School and \$3.00 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 \$1.75 at the High School. All meals are available free or at a reduced price for those that qualify. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. Please call your child's school nurse for further information.

Note: The Mansfield Food Services Department sends out approval letters to those households of child(ren) that qualify for free breakfast and lunch because their child's name is on a confidential Direct Certification list from the Department of Social Services. This approval process is automatic and no application or form is required by the family if the household is listed. However, for households receiving SNAP benefits or TFA for their children that have not received an approval letter, they may have to complete an eligibility application.

### An application for free meal benefits cannot be approved unless it contains *all required information*.

1. **How do I know if I may qualify for Free or Reduced price meal?** If your total household income is at or below the amount on the Federal Income Eligibility Chart below, your child can get reduced price meals for 40 cents for lunch and /or 30 cents for breakfast or may even qualify for free meals.
2. **Do I need to fill out an application for each child?** No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to your school office or **Food Service Department, 4 South Eagleville Road, Storrs, CT 06268, (860)429-7824.**
3. **Should I fill out an application if I received a letter this school year from the school saying my children are approved for free meals?** No, you do not need to submit an application for any of the children on the letter for this school year.
4. **My child's application was approved last year. Do I need to fill out another one?** Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school notified you that your child is eligible for the new school year.
5. **Who can get free meals?** All children in households receiving benefits from the Special Nutrition Assistance Program (SNAP), Temporary Family Assistance (TFA), can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Guidelines.
6. **Can FOSTER children get free meals?** Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. **Also, a foster parent does not have to complete a free/reduced meal application if they can submit a copy of the legal document or legal court order showing that the child is a foster child.** Additionally, a *foster child* is categorically eligible for free meals and may be included as a member of the foster family if the foster family chooses to also apply for benefits. If the foster family is not eligible for free or reduced price meal benefits, it does not prevent a foster child from receiving free meal benefits. Note however, that a foster child's free eligibility does not automatically extend to all students in the household.

REDUCED PRICE INCOME CHART FOR SCHOOL YEAR 2016-2017					
Number in Family	Annual Gross Income	Monthly Gross Income	Twice Per Month Gross Income	Every Two Weeks Gross Income	Weekly Gross Income
1	\$ 21,978	\$ 1,832	\$ 916	\$ 846	\$ 423
2	29,637	2,470	1,235	1,140	570
3	37,296	3,108	1,554	1,435	718
4	44,955	3,747	1,874	1,730	865
5	52,614	4,385	2,193	2,024	1,012
6	60,273	5,023	2,512	2,319	1,160
7	67,951	5,663	2,832	2,614	1,307
8	75,647	6,304	3,152	2,910	1,455
Each Add'l Family Member	+7,696	+ 642	+ 321	+296	+ 148

7. **Can homeless and runaway children get free meals?** Yes, children who meet the definition of homeless or runaway qualify for free meals. The Mansfield Public Schools Homeless Liaison is Rachel Leclerc (860) 429-3350.
8. **If a member of my household receives SNAP or TFA benefits may I submit an application?** Yes. Households with any member who is currently certified to receive SNAP or TFA benefits may submit an application for these children with the abbreviated information as indicated on the application and instructions.
9. **Can my child's free meal status be extended to all children in the household?** It depends. Categorical eligibility for free meals is extended to all children in a household when the application lists a SNAP or TFA case number for any household member.
10. **Will the information I give be checked?** Yes and we may also ask you to send written proof.
11. **If I do not qualify now, may I apply later?** Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free or reduced price meals if the household income drops below the income limit.
12. **What if I disagree with the school's decision about my application?** You should talk to school officials. You also may ask for a hearing by in writing to: **Kelly Lyman, 4 South Eagleville Road Storrs, CT 06268** or to [mboesupt@mansfieldct.org](mailto:mboesupt@mansfieldct.org).
13. **May I apply if someone in my household is not a U.S. citizen?** Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.
14. **Who should I include as members of my household?** You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.
15. **What if my income is not always the same?** List the amount that you normally receive. For example, if you normally make \$1,000 each month, but you missed some work last month and only made \$900, put down that you made \$1,000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
16. **My family needs more help. Are there other programs we might apply for?** Your child and family *may* be eligible for SNAP benefits if your child is determined to be eligible for free meals. For information regarding the SNAP and to contact the Department of Social Services office in your town, contact United Way's free referral number **2-1-1** (free call, statewide).
17. **Will information on my application be kept confidential?** We will use the information on your application to decide if your child should get free or reduced price meals. We may inform officials connected with Title I and the National Assessment of Educational Progress whether your child is eligible for free or reduced price school meals. They will use this information for funding and/or evaluation purposes. Information may also be disclosed if you want the application to be used to get other benefits.
18. **Can I get other benefits such as health insurance, for my child?** Your child may be eligible for a health insurance program (called HUSKY) for children. **To find out more information on HUSKY call the HUSKY information hotline: 1-877-CT-HUSKY (1-877-284-8759) or visit: [www.huskyhealth.com](http://www.huskyhealth.com).**



We will let you know if your application is approved or denied.

For step-by-step instructions for filling out the application, go to:  
<http://www.mansfieldct.gov/lunchmenus> → Free and Reduced Meals Application

"In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination 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."

## HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS

Please use these instructions to help you fill out the application for free or reduced-price school meals. You only need to submit one application per household, *even if your children attend more than one school in Mansfield*. The application must be filled out completely to certify your children for free or reduced-price school meals. Please follow these instructions in order! Each step of the instructions is the same as the steps on the application. If at any time you are not sure what to do next, please contact Stephanie Richard, MS, RD, Mansfield Food Service at 860-429-7824, [foodserve@mansfieldct.org](mailto:foodserve@mansfieldct.org). **PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.**

### STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12

Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.

**Who should I list here?** When filling out this section, please include ALL members in your household who are:

- Children age 18 or under AND are supported with the household's income;
- In your care under a foster arrangement, or qualify as homeless or runaway youth;
- Students attending Mansfield Public Schools or Region 19 (Edwin O. Smith High School), *regardless of age*.

<p><b>A) List each child's name.</b> Print each child's name. Use one line of the application for each child. When printing names, please print clearly. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.</p>	<p><b>B) Is the child a student in the district?</b> List the name of the school, the grade and mark "Yes" or "No" under the column titled "Student" to tell us which children attend school in the district. If you marked "Yes," write the grade level of the student in the "Grade" column.</p>	<p><b>C) Do you have any foster children?</b> If any children listed are foster children, mark the "Foster Child" box next to the child's name. If you are ONLY applying for foster children, after finishing <b>STEP 1</b>, go to <b>STEP 4</b>. <i>Foster children who live with you may count as members of your household and should be listed on your application.</i> If you are applying for both foster and non-foster children, go to step 3.</p>	<p><b>D) Are any children homeless, runaway or in a Head Start Program?</b> If you believe any child listed in this section meets this description, mark the "Head Start or Homeless/Runaway" box next to the child's name and <i>complete all steps of the application.</i></p>
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### STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN SNAP or TFA?

**If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:**

- The Supplemental Nutrition Assistance Program (SNAP)
- Temporary Family Assistance (TFA)

<p><b>A) If no one in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Leave <b>STEP 2</b> blank and go to <b>STEP 3</b>.</li> </ul>	<p><b>B) If anyone in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Write a case number for SNAP or TFA. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your DSS social worker.</li> </ul> <p><b>Note: Do not use a HUSKY Medical Benefits number since this number is not a SNAP or TFA case number. It is also recommended (but not required) that you submit proof of this SNAP or TFA case number when you submit the application for processing. Proof does NOT include a copy of the CONNECT card.</b></p> <ul style="list-style-type: none"> <li>• Go to <b>STEP 4</b>.</li> </ul>
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### STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

**How do I report my income?**

- Use the charts titled "Sources of Income for Children" and "Sources of Income for Adult," printed on the back side of the application form, to determine if your household has income to report.
  - Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents.
    - Gross income is the total income received before taxes.
    - Many people think of income as the amount they "take home" and not the total "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.
  - Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
  - Mark how often each type of income is received using the check boxes to the right of each field.

**3.A. REPORT INCOME EARNED BY CHILDREN**

**A) Report all income earned or received by children.** Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked “Child Income.” Only count foster children’s income if you are applying for them together with the rest of your household.

*What is Child Income?* Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

**3.B REPORT INCOME EARNED BY ADULTS**

**Who should I list here?**

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, *even if they are not related and even if they do not receive income of their own.*
- **Do NOT include:**
  - People who live with you but are not supported by your household’s income AND do not contribute income to your household.
  - Infants, children and students already listed in **STEP 1.**

**B) List adult household members’ names.** Print the name of each household member in the boxes marked “Names of Adult Household Members (First and Last).” *Do not list any household members you listed in STEP 1.* If a child listed in **STEP 1** has income, follow the instructions in **STEP 3, part A.**

**C) Report earnings from work.** Report all income from work in the “Earnings from Work” field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.  
**What if I am self-employed?** Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

**D) Report income from public assistance/child support/alimony.** Report all income that applies in the “Public Assistance/Child Support/Alimony” field on the application. *Do not report the cash value of any public assistance benefits NOT listed on the chart.* If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as “other” income in the next part.

**E) Report income from pensions/retirement/all other income.** Report all income that applies in the “Pensions/Retirement/All Other Income” field on the application.

**F) Report total household size.** Enter the total number of household members in the field “Total Household Members (Children and Adults).” This number **MUST** be equal to the number of household members listed in **STEP 1** and **STEP 3.** If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

**G) Provide the last four digits of your Social Security Number.** An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled “Check if no SSN.”

**STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE**

*All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.*

**A) Provide your contact information.** Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

**B) Print and sign your name.** Print the name of the adult signing the application and that person signs in the box “Signature of adult.”

**C) Write today’s date.** In the space provided, write today’s date in the box.

**D) Share children’s racial and ethnic identities (optional).** On the back of the application, we ask you to share information about your children’s race and ethnicity. This field is optional and does not affect your children’s eligibility for free or reduced price school meals.

# PROMOTING A HEALTHY SCHOOL ENVIRONMENT

## 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.

### **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.

## **Birthday Book Buddies School Sponsored Activity to Celebrate the Child**

Support literacy, encourage healthy eating habits, and celebrate a special day all in one program. For a donation of \$15, in lieu of a birthday snack, purchase a new book in your child's name for your school library and receive a special souvenir for your child's classmates. To participate in this program, please contact your school's library personnel.

### **Additional Resources**

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

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

*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 \$200 per semester (due in September and January; \$400 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 12<sup>th</sup>. To ensure your child's placement, make sure to attach a check made out to the TOWN OF MANSFIELD for \$200. ***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, gender identity or expression, or on any other basis prohibited by state or federal law, 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.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, 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.

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

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

All other complaints by a student or other individuals alleging discrimination on the basis of the protected characteristics listed herein should file a written complaint with:

**Superintendent of Schools  
Mansfield Board of Education  
4 South Eagleville Road  
Storrs, CT 06268**

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

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

## Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression, he/she should make a written complaint to the Superintendent of Schools or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

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.

Any student who makes an oral complaint of harassment or 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. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

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

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;
5. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and

if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

6. take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee;
7. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

## **I. COMPLAINTS CONCERNING DISCRIMINATION ON THE BASIS OF DISABILITY**

### **NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT**

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("Title II") also prohibits discrimination on the basis of disability by state and local governments. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

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

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

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

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

## 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 forbidden, 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 the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

### Definitions

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

**Sexual harassment:** In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. 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.

**Sexual Violence:** Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

### 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. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Director of Human Resources, Title IX Coordinator for the Mansfield Public Schools, or to the building principal, or his/her designee. The student will be provided a copy of the Board's 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,
  - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
  - H. Remedy requested.
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, such as 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 in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building 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 or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.

9. 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 promptly investigate the complaint. The Title IX Coordinator or designee shall:
- a) offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
  - b) provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations;
  - c) consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
  - d) investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
  - e) consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
  - f) communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
  - g) when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;
10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/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 determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

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

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinator

Please contact the Superintendent's office, [mboesupt@mansfieldct.org](mailto:mboesupt@mansfieldct.org) or 860.429.3350.

## 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. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the 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 and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to educational records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such 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 consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
5. 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;
6. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:

- a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
- b. the administration of any survey containing confidential topics (see #2, above, a-h); or
- c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities;
- 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. 20202-5920

## **PARENTAL RIGHT TO TEACHER/PARAPROFESSIONAL QUALIFICATIONS**

As a parent of a student enrolled in Mansfield Public Schools, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

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

If you wish to obtain this information, please contact Dr. 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.

## **PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I STUDENTS**

In accordance with Section 1010 of the Every Student Succeeds Act ("ESSA"), Public Law 1114-95, it is the policy of the Mansfield Board of Education to provide parents and family members of students participating in the district's Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district's Title I programs, to participate in the improvement of such programs and to help improve their child's progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. the needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I.

All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board's Title I programs and their application to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

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

1. provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities that encourage and support parent participation;
5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

### **School-Parent Compact**

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

## 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, 3<sup>rd</sup> 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 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. Parents/guardians will be notified of an emergency application via our emergency notification system.

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 every five years. The District makes the results of this inspection and evaluation procedure available for public inspection on the Board's website, as well as at a Board of Education meeting.

## 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. "

Mrs. Kelly Lyman 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.

## SAFE DRINKING WATER ACT

As a public water system under the federal Safe Drinking Water Act and Connecticut law, the Mansfield Board of Education is required to routinely test its tap water for lead and copper in accordance with applicable federal and state regulations. The Mansfield Board of Education is required to notify consumers of any testing results within thirty (30) days of receipt of such results from the lab. If the applicable action levels for lead are exceeded during any testing event, the Mansfield Board of Education is required to display informational posters regarding lead in drinking water in all buildings in which elevated levels were detected and distribute information to each person served by the school's water system. The Mansfield Board of Education also is required to conduct water quality parameter sampling and install corrosion control treatment and/or source water treatment, as appropriate.

## 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.

## **NOTIFICATION CONCERNING SCHOOL CHOICE**

In accordance with law, the Mansfield Public Schools also offers opportunities for representatives of State Technical High Schools, state charter schools, magnet schools and other choice programs to recruit Mansfield Public Schools' students. Further information concerning opportunities for school choice programs may be found at:

[http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public\\_school\\_choice\\_position\\_statement.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_position_statement.pdf).

## **PROCEDURES FOR REQUESTING THE INITIAL EVALUATION OF A CHILD TO DETERMINE THE PRESENCE OF A DISABILITY**

State of Connecticut Special Education Regulations require that information concerning the procedures for requesting an initial evaluation of a child to determine the presence of a disability be made available.

The Mansfield Public Schools makes a practice of using Scientific Research Based Intervention (SRBI) as a way to provide support and instruction to children who are struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and other learning supports. Mansfield Public Schools offers a continuum of support through general education. The key component to SRBI is that all children receive high quality curriculum and instruction in the general classroom or program. Universal common assessments (another part of SRBI) are used to review the progress of all children through the use of grade/age level assessments. These assessments help us identify those students who may need more support or other types of instruction. Progress monitoring (a part of SRBI) is a way for teachers to better understand a child's needs and demonstrate the growth being made in a specific area. When progress monitoring shows that a child is not responding to additional instruction, another approach or strategy may be tried and/or a referral to special education may be made.

At each school, parents may contact the building principal or the Special Education Director for information regarding school policies and procedures for special education referrals and evaluations. The link for the form entitled "Referral to Determine Eligibility for Special Education and Related Services" (ED621) is [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe) under Forms/Documents.

# Mansfield Board of Education 2016-2021

## **Mission:**

It is the mission of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

## **We Believe:**

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

## **District Framework:**

1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

# Mansfield Public Schools

# 2016-2017

## Notes

August 16 (1)						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	PD	PD	31		

September 16 (21)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
	4	H	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

October 16 (19)						
Su	M	Tu	W	Th	F	Sa
						1
	2	3	4	5	6	7
	9	H	PD	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30	31				

November 16 (18)						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
	6	7	PD	9	10	H
	13	14	15	16	17	18
	20	<del>21</del>	<del>22</del>	<del>23</del>	H	V
	27	28	29	30		

December 16 (17)						
Su	M	Tu	W	Th	F	Sa
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	<del>23</del>
	25	H	V	V	V	V

January 17 (20)						
Su	M	Tu	W	Th	F	Sa
	1	H	3	4	5	6
	8	9	10	11	12	13
	15	H	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

February 17 (17)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
	5	6	7	8	9	10
	12	13	14	15	16	PD
	19	H	V	V	22	23
	26	27	28			

March 17 (22)						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
	5	6	7	8	9	PD
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

April 17 (15)						
Su	M	Tu	W	Th	F	Sa
						1
	2	3	4	5	6	7
	9	V	V	V	V	H
	16	17	18	19	20	21
	23	24	25	26	27	28
	30					

May 17 (22)						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	H	30	31		

June 17 (15)						
Su	M	Tu	W	Th	F	Sa
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	<del>21</del>	PD	23
	25	26	27	28	29	30

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Early Closing  
Holiday

PD
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Professional Development Day - No School  
Vacation

Visit  
<http://mansfieldct.gov/schoolcal>  
for up-to-date calendar events.

\*Last day for students includes 5 built-in weather related closings. If these days are not needed, the last school day will be adjusted accordingly. If the district uses all 5 built-in weather days and requires additional days, consideration will be given to Professional Development Days in March, February, and October. Total Instructional Days will not exceed 182.

Adopted by the Mansfield Board of Education on 1/21/16. Also available on line @ <http://www.mansfieldct.gov/BOE>

<b>August:</b>	29-30: Certified/Non-Certified Staff Prof. Day
	31: First Day - Students
<b>September:</b>	5: Labor Day Holiday
<b>October:</b>	10: Columbus Day: No School
	11: Certified/Non-Certified Staff Prof. Day
<b>November:</b>	8: Certified Staff Professional Day
	11: Veteran's Day
	21-23: Early Closing
	24-25: Thanksgiving Holiday
<b>December:</b>	23: Early Closing
	26-30: Winter Vacation
<b>January:</b>	2: New Year's Holiday
	16: Martin Luther King, Jr. Holiday
<b>February:</b>	17: Certified Staff Professional Day
	20: Presidents' Day
	21: Vacation Day
<b>March:</b>	10: Certified/Non-Certified Staff Prof. Day
<b>April:</b>	10-13: Spring Vacation
	14: Good Friday
<b>May:</b>	29: Memorial Day Holiday
<b>June:</b>	21: Last Day for Students (Early Closing)*
	22: Certified Staff Professional Day