

# Family Handbook

2025-2026



## Our Mission

It is the **Mission** of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.



## Core Beliefs



**Lead with equity.** We believe that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people where conscious efforts and intentional actions ensure equitable opportunities.



**Develop the whole child.** We believe schools have an obligation to teach academic and social skills while nurturing the emotional, physical and behavioral development of all children.



**Ensure active learning.** We believe students learn best when they engage in joy-filled, empowering, intellectually challenging, and personalized experiences that deepen understanding of the world while building academic and social-emotional skills.



**Build partnerships.** We believe engaging families and the community as equal partners is necessary to fulfill the mission and vision of Mansfield Public Schools.



**Prepare global citizens.** We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.



**Grow educators.** We believe that providing an environment that allows for inquiry, supports risk taking, provides for continuous learning, and attends to the whole person is as important for educators as it is for students.

## WELCOME & ACKNOWLEDGEMENT

Welcome to the Mansfield Public Schools 2025-2026 academic year. We value our partnership with families and encourage you to actively participate in our school and district events. This handbook is intended to serve as a guide to help families come to know the Mansfield Public Schools' programs as well as to set forth basic expectations. The handbook highlights a few of the most important practices and policies. Each of our schools will also share building specific expectations and procedures. Families are also encouraged to review the Mansfield Board of Education Policies that guide our practices.

You can find the BOE Policies on our website, using the following link:

<https://www.mansfieldct.gov/1775/BoardPolicies>

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## DISTRICT/SCHOOL DIRECTORY

### **Mansfield Board of Education**

860.429.3350  
FAX: 860.429.3379  
4 South Eagleville Road  
Mansfield 06268

EDITH ALLISON  
[edith.allison@mansfieldct.org](mailto:edith.allison@mansfieldct.org)

GREGORY CECIL  
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[jeannette.picard@mansfieldct.org](mailto:jeannette.picard@mansfieldct.org)

KATHLEEN WARD, Chair  
[kathleen.ward@mansfieldct.org](mailto:kathleen.ward@mansfieldct.org)

### **M & J Bus Company**

860.429.2040

### **Mansfield Town Offices**

Town Manager 860.429.3336  
Town Clerk 860.429.3302

### **Region 19/EO Smith High School**

860.487.0877

### **Region 19 Superintendent's Office**

860.487.1862

### **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.

### **Mansfield Public Schools Central Office**

860.429.3350  
FAX:860.429.3379  
4 South Eagleville Road  
Mansfield 06268

Office Hours: M-F 8:00am – 5:00pm

CANDACE MORELL, Superintendent of Schools  
MICHELE BEERS, Dir of HR & Talent Management  
TBD, Director of Teaching & Learning  
DR. SHAMIM PATWA, Dir of Student Support Services  
JAIME RUSSELL, Director of Information Technologies  
MICHAEL POSOCCO, Director of Facilities  
AMANDA BACKHAUS, Director of Finance  
MARGARET CHATEY, Communications Specialist

JIL CORSO, Admin. Assistant to the Supt/BOE Clerk  
LAURIE BERGERON, Admin. Assistant  
CATHY QUINN, Admin. Assistant

### **Special Education & Student Support Services**

860.429.3353  
FAX: 860.429.3379

DR. SHAMIM PATWA, Dir of Student Support Services

### **Food Service Program**

860.429.7824  
FAX: 860.429.3379

MARAIAH POPELESKI-TILLEY, Dir of Food Services

### **Mansfield Middle School**

860.429.9341  
205 Spring Hill Road  
Mansfield 06268

Office Hours: M-Th 7:00am – 4:30pm; F 7:00am - 4:00pm

LARRY BARLOW, Principal  
DANIELLE VLIET, Assistant Principal

### **Mansfield Elementary School**

860.423.1611  
134 Warrenville Road  
Mansfield 06268

Office Hours: M-F 7:30am – 4:30pm

KATE MCCOY, Principal  
BECKY GRANATINI, Assistant Principal

## SCHOOL HOURS

<b>REGULAR SCHOOL DAY</b>	
Mansfield Elementary School Pre K-Gr 4	8:55 AM – 3:35 PM
Mansfield Middle School Gr 5-8	8:05 AM – 2:45 PM

<b>2 HOUR DELAYED OPENING</b>	
Mansfield Elementary School PreK-Gr 4	11:00 AM – 3:35 PM
Mansfield Middle School Gr 5-8	10:00 AM – 2:45 PM

<b>3 HOUR DELAYED OPENING</b> <i>(rarely used and will be carefully announced when needed)</i>	
Mansfield Elementary School PreK-Gr 4	12:00 PM – 3:35 PM
Mansfield Middle School Gr 5-8	11:00 AM – 2:45 PM

<b>EARLY CLOSING</b>	
Mansfield Elementary School PreK-Gr 4	School dismisses – 12:45 PM
Mansfield Middle School Gr 5-8	School dismisses – 12:05 PM

<b>DELAYED OPENING ON A SCHEDULED EARLY CLOSING DAY</b> Early Closing Changed to Normal Closing Times	
Mansfield Elementary School PreK-Gr 4	11:00 AM – 3:35 PM
Mansfield Middle School Gr 5-8	10:00 AM – 2:45 PM

**The District uses an automated email/text service, School Messenger, to announce school closings, delayed openings, or other emergencies. Please make sure that you are receiving electronic messages from your child's school and the district's central office.**

For information regarding changes to school hours 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, WTIC FM 96.5, WRCH FM 100.5,  
WZMX FM 93.7

Television: WFSB (3), WVIT (30), WTIC (61), WTNH (8)

\*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 to let us know.
- 2) On other days when your child will not be attending 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. 1
Mansfield Elementary School	860.423.1611, 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 take reasonable steps to contact you (including two telephone calls to the phone number provided to the District) 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.

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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: <https://www.mansfieldct.gov/1775/Board-Policies>.

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.
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 for truancy purposes.
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.
  - B. For the student's 10<sup>th</sup> absence and all absences thereafter, a student's absences from school are, with appropriate documentation, considered excused only for the following reasons:
    - i. student illness (verified by an appropriately licensed medical professional);

- ii. religious holidays;
  - iii. mandated court appearances (documentation required);
  - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
  - v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and Board of Education regulations;
  - vi. 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. "Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school. Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days.
  7. "Student" - a student enrolled in the Mansfield Public Schools.
  8. "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.
  9. "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 <https://www.mansfieldct.gov/1775/Board-Policies>.

There are certain times when a student's long-term unexcused absences from school will not be considered truancy under state law and Board of Education 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. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor school counselor, or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and community.
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.

## PRE-KINDERGARTEN

Mansfield Public Schools offers a full day Pre-Kindergarten program at Mansfield Elementary School for children age four by September 1st. Its primary purpose is to provide an early childhood experience for children with special needs in an integrated, developmentally appropriate prekindergarten environment with other children from the community. Busing is provided and children are able to purchase breakfast/lunch. Students are accepted through a lottery selection. Please visit the website for more information.

There are several ways to enroll in the Pre-Kindergarten program. Children who receive Birth-To-Three services are referred prior to their 3<sup>rd</sup> birthday. As needed, children are also screened in the fall after the school year begins. And finally, seats are open to families to enroll 4 year olds without IEP's or developmental concerns through a lottery that is held in the spring.

## KINDERGARTEN

Mansfield Public Schools provides full-day kindergarten for all age-appropriate children. Our full-day program affords significant time for play based learning as well as instruction in the areas of reading, writing, mathematics, science, social studies, health/safety, art, music, physical education, technology and library skills. Mansfield Elementary School will hold student registration and family orientation events to explain the details of the kindergarten program.

**IMPORTANT:** Starting July 1, 2024, Connecticut will require students to be 5 years old on or before September 1<sup>st</sup> when they start Kindergarten.

## STATE & DISTRICT ASSESSMENTS

Children in kindergarten through eighth grade 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.

In addition, 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. All children will be tested in English language arts/literacy and mathematics with the Smarter Balanced Assessments each spring. Students in grades five and eight will also be tested in science. 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. 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. When your child transfers from one level to another, to the Middle School or to High School, test results are transferred as part of the Cumulative Record. If you wish to review this record, you may do so by following the Board of Education's policies and procedures regarding disclosure of/access to student records (you may contact the building principal for additional information).

## 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 and a computer network, including Internet access, an e-mail system, online tools, as well as other electronic devices that can access the network such as wireless and/or portable electronic 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, Chromebooks, iPads or other tablet computers). Students use Google Workspace for Education accounts to access devices, as well as Google and third-party apps and services, in support of instruction and learning. The Board's computers, computer network, electronic devices, Internet access, and e-mail are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to students in the district for education related uses at school and at home. The district 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 and safe 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 material that is obscene or obscene as to minors or contains child pornography and ensure that such filtering technology is operative during computer use by minor students to the extent practicable when such students are using Board-owned computers or devices and Board-provided Internet access. However, these protective measures may not be able to stop all access points. Adult supervision and monitoring are an important part of cyber safety. As the owner of the computer systems, the Board reserves the right to monitor, restrict, and/or prohibit the use of the district's computers and computer systems. The District maintains a website at <http://mansfieldct.gov/2281> with privacy policy practices of student software data systems.

## USE OF STUDENT PHOTOGRAPHS & VIDEO

### **Student Images and Video/School Website**

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 website and district social media platforms. The pictures and video are used for educational purposes and to promote the district's work. The Mansfield Board of Education also broadcasts each of its public meetings. Therefore, should your child participate in a public performance or 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 included in the video posted on the Board's website. Families who would like to restrict the use of any photo or video of their child must notify the Principal in writing.

### **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. If you have any questions concerning this issue, please do not hesitate to ask an administrator.

### **School District Use of Digital/Video Security 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.

## SMOKING/VAPING POLICY

The Mansfield Board of Education prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes), electronic cannabis delivery system, or vapor product, within any of its schools, on the grounds of such school, on the real property of any administrative office building, or at any school-sponsored activity. The burning of tobacco, cannabis, and/or hemp products is expressly prohibited, including cigars, cigarettes, pipes or any other similar device, and also including "e-cigarettes" or any "vaping" device. Real property means the land and all temporary and permanent structures comprising the district's administrative office building and includes, but is not limited to storage facilities 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."

## 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 challenging behaviors and sets forth the Board's expectations for creating a positive school climate. For the most current version of the Plan, please visit at <https://www.mansfieldct.gov/1775/Board-Policies>.

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success. Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

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

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

### Definitions

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

2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:
  - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
  - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
  - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
  - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
  - e. A school community that contributes to the operations of the school and the care of the physical environment.
  
1. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
  
2. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
  
3. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
  
4. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
  
5. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
  
6. **"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.
  
7. **"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.
  
8. **"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.
  
9. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of

overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

10. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
11. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
12. **"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
13. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
14. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
15. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
16. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
17. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:
  - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
  - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

- C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
- D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
- E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
- F. Strengthening policies and procedures related to:
  - a. climate and restorative informed teaching and learning environments;
  - b. infrastructure to facilitate data collection, analysis, and effective planning;
  - c. implementation of school climate improvement plans with the goal of becoming restorative;
  - d. evaluation of the school climate improvement process; and
  - e. sustainability of school climate and restorative improvement efforts.

### **School Climate Coordinator Roles and Responsibilities**

The school climate coordinator shall be responsible for:

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

### **School Climate Specialist**

The school climate specialist shall be responsible for:

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

### **School Climate Committee**

The climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community. The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

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

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

### **School Climate Survey**

Schools will administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

### **School Climate Improvement Plan**

The school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school

climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

### **Connecticut School Climate Standards**

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

## **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. The Board's student discipline policy can also be accessed at <https://www.mansfieldct.gov/1775/Board-Policies>.

- A. **Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:**
  1. Suspension. Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.

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

**B. Conduct off School Grounds:**

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

**C. Seriously Disruptive of the Education Process:**

1. 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 Statutes § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol or 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.

- D. On and after January 1, 2022, a student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

**E. 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, on school transportation, or at a school-sponsored activity, 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, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry, gender identity or expression, marital status, age, pregnancy, veteran status, or any other characteristic protected by law.
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in Paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. "Electronic Cigarette liquid" means a liquid that, when used in an electronic nicotine delivery system or vapor product, produces a vapor that may or may not include nicotine and is inhaled by the user of such electronic nicotine delivery system or vapor product. For purposes of Paragraph 15, the term "electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of 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 include nicotine and is inhaled by the user of such product. "Vapor product" does not include a medicinal or therapeutic product that is (A) used by a licensed health care provider to treat a patient in a health care setting, (B) used by a patient, as prescribed or directed by a licensed health care provider in any setting, or (C) any drug or device, as defined in the federal Food, Drug and Cosmetic Act, 21 U.S.C. § 321, as amended from time to time, any combination product, as described in said act, 21 U.S.C. § 353(g), as amended from time to time, or any biological product, as described in 42 U.S.C. § 262, as amended from time to time, and 21 C.F.R. §600.3, as amended from time to time, authorized for sale by the United States Food and Drug Administration. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in 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, including cannabis.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
  19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
  20. Trespassing on school grounds while on out-of-school suspension or expulsion.
  21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
  22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
  23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
  24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
  25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
  26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
  27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
  28. Possession and/or use of a beeper or paging device on school grounds 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 an act that is direct or indirect and severe, persistent, or pervasive, which:
    - a. causes physical or emotional harm to an individual;
    - b. places an individual in reasonable fear of physical or emotional harm; or
    - c. infringes on the rights or opportunities of an individual at school.

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

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or district health and safety protocols.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, 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.

**F. Alternative Education:**

The Mansfield Public Schools shall comply with applicable legal requirements concerning the provision of alternative education. Any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education.

## Emergency Operations Plan

The Mansfield Public Schools has a detailed emergency operation 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. These will be communicated to you through multiple sources, such as School Messenger, radio stations, and the town's Code Red System (reverse notification system).
3. 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, 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.

Students will be released only to parents and persons identified as emergency contact persons on the student data sheet. 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.

Please be sure you consider the following criteria when you authorize another person to pick up your child at school:

- 18 years of age or older.
- Known to your child.
- Aware and able to assume this responsibility.

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 concerns during emergencies.

## **SAFE SPORT POLICY/CHILD ABUSE PREVENTION/GROOMING BEHAVIORS**

Students and families participating in sport/athletic programs through Mansfield Public Schools should carefully review the CT Safe Sports Policy and Child Abuse Prevention guidelines (links below). Youth play sports for a variety of reasons. It encourages a healthy lifestyle, builds self-confidence, and teaches essential life lessons about teamwork and discipline. Athletes also do better off the field. Athletes learn goal-setting, teamwork, and time management skills; they are less likely to use cigarettes, drugs, and alcohol; they have higher graduation rates and are more likely to attend college. Unfortunately, youth sports can also be a high-risk environment for misconduct, including child physical and sexual abuse. Mansfield is committed to protecting and improving the development and safety of athletes and participants involved in sports.

<https://portal.ct.gov/-/media/DCF/GTF-CJA/HB-6113/Connecticut-Safe-Sport-Policy-Child-Abuse-Prevention-Final.pdf>

[https://portal.ct.gov/-/media/DCF/GTF-CJA/HB-6113/Grooming\\_Connecticut-Safe-Sport-Policy-Child-Abuse-Prevention\\_Digital.pdf](https://portal.ct.gov/-/media/DCF/GTF-CJA/HB-6113/Grooming_Connecticut-Safe-Sport-Policy-Child-Abuse-Prevention_Digital.pdf)

## **Mandated Reporters of Suspected Child Abuse**

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Mansfield Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee. Please refer to MBOE policy for more information: <https://www.mansfieldct.gov/1775/Board-Policies>

## **VISITORS IN 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 and/or access to school facilities or property in accordance with applicable legal principles and the Board of Education's 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. All visitors and observers permitted into school buildings or on school grounds

must comply with all school health and safety protocols in place at the time, including any health screening protocols.

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 the 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 a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or 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; and
  - k) Compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. 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. When a requested observation is refused, the building Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways for the parent/guardian to obtain the information the parent/guardian seeks.
7. 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. The building Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. 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.
9. The district has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building Principal or responsible administrator as soon as possible.
10. 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 the student 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 the student. 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 they may provide for such assessment. 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. The assessment form shall include (1) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (2) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (3) 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. 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. Oral Health Assessments:**

- A. Prior to enrollment in the District, in grade six, the Board shall request that each student undergo an oral health assessment. Such oral health assessments must be conducted by one of the following qualified providers for oral health assessments: (1) a dentist licensed under state law; (2) a dental hygienist licensed under state law; (3) a legally qualified practitioner of medicine trained in conducting oral health assessments as a part of a training program approved by the Commissioner of Public Health; (4) a physician assistant licensed under state law and trained in conducting oral health assessments as part of a training program approved by the Commissioner of Public Health; or (5) an advanced practice registered nurse licensed under state statute and trained in conducting oral health assessments as part of a training program approved by the Commissioner of Public Health.
- B. The oral health assessment identified in subsection A above shall include a dental examination by a dentist, or a visual screening and risk assessment for oral health conditions by a dental hygienist, legally qualified practitioner of medicine, physician assistant, or advanced practice registered nurse. The assessment form shall include a check box for the qualified provider conducting the assessment to indicate any low, moderate or high risk factors associated with any dental or orthodontic appliance, saliva, gingival condition, visible plaque, tooth demineralization, carious lesions, restorations, pain, swelling or trauma.
- C. No oral health assessment shall be made of any public school student unless the parent or guardian of the student consents to such assessment and such assessment is made in the presence of the parent or guardian or in the presence of another school employee. The parent or guardian shall be provided with prior written notice of an oral health assessment and be provided with a reasonable opportunity to opt child out of such assessment or may provide for such oral health assessment.
- D. If the Board of Education hosts a free oral health assessment event where qualified providers (identified in subsection A above) perform oral health assessments of children attending a public school, the Board shall notify the parents and guardians of such children of the event in advance and provide an opportunity for parents and guardians to opt their child(ren) out of such event. The Board shall infer parent/guardian consent for each child whose parent or guardian did not opt out of the free oral health assessment event and shall provide such child with a free oral health assessment; however, such child shall not receive dental treatment of any kind unless the child's parent or guardian provides informed consent for such treatment.
- E. Any student who fails to obtain an oral health assessment requested by the Board shall not be denied enrollment or continued attendance in the District.

### **IV. 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**. Such vision screening may be performed using a Snellen chart or an equivalent screening or an automated screening device. 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 a recommendation to have the student examined by a licensed optometrist or licensed ophthalmologist, 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.

#### **V. 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, the 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 (provided that whenever any disease or defect is found during a vision screening, the Superintendent shall recommend examination by a licensed optometrist or licensed ophthalmologist). 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.

The district shall report to the local health department and the Department of Public Health, on a triennial basis, the total number of children per school and on a district-wide basis having a diagnosis of asthma (1) at the time of public school enrollment, (2) in grade six or seven, and (3) in grade ten or eleven. The report shall contain the asthma information collected as required under Section II of these administrative regulations and shall include information regarding each diagnosed child's age, gender, race, ethnicity and school.

#### **VI. 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 the student 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 the student objects on religious grounds to such physical or medical examination or treatment or medical instruction.

**VII. 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 or students over the age of eighteen (or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

**VIII. 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 Public Schools requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, haemophilus 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, before being permitted to enroll in any program or school under its jurisdiction.

Among other requirements, before being permitted to enter seventh grade, the District requires each child to be vaccinated against meningococcal disease. The District 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 District's Prekindergarten 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 District's Prekindergarten 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 Prekindergarten program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

Exemptions from the pertinent requirements will be determined in accordance with applicable law, state guidance, and supporting documents.

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

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

The current required immunizations for elementary (including Prekindergarten), middle and high school students can be found at: <https://portal.ct.gov/-/media/sde/school-nursing/immunization-requirements-for-enrolled-students-in-connecticut-schools.pdf?rev=82854c0058a046d0b97ef70c14bca65d&hash=5712156F972DE9C83100375B89042D6D>

## 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, and with the exception of the emergency administration of epinephrine pursuant to Board policy, 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.

In accordance with state law, any student who is six years of age or older may possess and self-apply over-the-counter sunscreen while in school prior to engaging in any outdoor activity, provided a parent or guardian submits a written authorization to the school nurse. Additionally, under certain limited conditions, a coach of intramural and interscholastic athletics or paraprofessional may also be authorized to administer medications to children.

NOTE: 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 AND GUIDELINES  
FOR FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES**

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

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

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

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student’s eligibility for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). The Section 504 team may determine that the only services needed are in the student’s Individualized Health Care Plan (“IHCP”) and/or Emergency Care Plan (“ECP”); in that case, the IHCP and/or ECP will also serve as the student’s Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and

are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

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

Major life activities include, but are not limited to:

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

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

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

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:
  - a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
  - b. cafeteria safety;
  - c. participation in school nutrition programs;
  - d. snacks, birthdays and other celebrations;
  - e. alternatives to food rewards or incentives;
  - f. hand-washing;
  - g. location and administration of emergency medication;
  - h. who will provide emergency and routine care in school;
  - i. risk management during lunch and recess times;
  - j. special events;
  - k. field trips, fire drills and lockdowns;
  - l. extracurricular activities;
  - m. school transportation;
  - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
  - o. staff notification, including substitutes, and training; and
  - p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
  - a. The student's name and other identifying information, such as date of birth, grade and photo;
  - b. The student's specific allergy;
  - c. The student's signs and symptoms of an allergic reaction;
  - d. The medication, if any, or other treatment to be administered in the event of exposure;
  - e. The location and storage of the medication;
  - f. Who will administer the medication (including self-administration options, as appropriate);
  - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
  - i. Emergency contact information for the parents/family and medical provider.
7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
  - a. The student's name and other identifying information, such as date of birth, grade and photo;
  - b. Information about the disease or disease specific information (i.e. type of GSD or diabetes);
  - c. The student'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 (e.g. Glucagon or insulin);
  - e. The location and storage of the medication;
  - f. Who will administer the medication (including self-administration options, as appropriate);
  - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
  - i. Emergency contact information for the parents/family and medical provider.
8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocol and medication orders.
9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of his/her status as a student with as 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. 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, GSD, and diabetes. Such training may include an overview of life-threatening food allergies, GSD, and diabetes; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school) training in the administration of medication with cartridge injectors (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 and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the school nurse. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

### **Prevention**

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

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

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

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-

threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

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

## WELLNESS POLICY

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

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

The Advisory Council involves parents, students, staff, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education, and members of the public, and may also involve teachers of physical education and school health professionals, and Supplemental Nutrition Assistance Program (“SNAP”) coordinators or educators. The Advisory Council will be involved in the implementation of the policy, the triennial assessment and periodic updating of the policy. The school district will periodically review membership and solicit additional representatives as needed including soliciting membership among members of the community at large, parents, and related professional groups.

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

### **I. GOALS AND GUIDELINES**

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

#### **A. Nutrition Education and Promotion**

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

#### **The district/schools will:**

1. Integrate nutrition education topics within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through eighth grade.
2. Integrate nutrition concepts and nutrition-related skills into the instruction of other subject areas and relevant school activities.
3. Utilize a qualified, credentialed nutrition professional (e.g. School Food and Nutrition Specialist, (SFNS), a Registered Dietitian (R.D.), who is specialized in school-based nutrition) to review nutrition education materials.
4. Prepare staff responsible for nutrition education adequately, and encourage participation in professional development activities to enable delivery of an updated and accurate nutrition education program.
5. Encourage school staff members to reinforce and model healthy eating behaviors.
6. Share nutrition education information with families and the broader community to reinforce good nutrition behaviors and positively impact students and the health of the

- community. For example: partner with the local health department when available.
7. Discourage the use of food/candy as either an incentive or reward for good behavior or academic performance.
  8. Assure that all nutrition education/information disseminated to students/families is consistent with the DNS and/or the Dietary Guidelines for Americans.
  9. Utilize internal marketing tools to promote programs that encourage healthy choices within the school community. Internal tools include; MBOE and individual school websites, school PA announcements, published school newsletters, bulletin boards and display cases.

## **B. Nutritional Guidelines for Food at School**

### **Nutrition and Food Services Operation**

#### **The district/schools will:**

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

### **Nutritional Guidelines for All Food in Schools**

Foods available on school grounds and at school-sponsored activities during the instructional day will meet or exceed the District Nutrition Standards. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high quality meals.

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 competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

**The district/schools will:**

1. Emphasize nutrient dense foods.
2. Serve a variety of foods.
3. Support current Dietary Guidelines for Americans with regard to after school activities, field trips, school events and school party offerings.
4. Strongly encourage PTA/PTO/MMSA to hold fundraisers that promote non-food items/activities or offer healthy food selections.
5. Encourage healthy food and/or non-food celebrations with the exception of curriculum-based food and special school events.
6. All students have access to free drinking water and other beverages approved by the State Department of Education Child Nutrition Program such as soda, Kool-Aid, electrolyte or drinks with high sugar content are not permitted for in school consumption.

**C. Physical Activity**

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

All students shall be encouraged to:

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

The district/schools should:

1. Work with Town agencies to provide extended opportunities for physical activity for staff and students whenever appropriate.
2. Discourage the use or withholding of physical activity, physical education, or recess as a form of punishment for inappropriate student behavior.
3. Consider rewarding students with extra recess.
4. Teach the benefits of sports, fitness and recreation (i.e. happiness, overall health, social interaction).
5. Provide a standards-based sequential physical education program and assess each student's learning of concepts, motor skills, behavior, and effort three times each school

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

#### **D. Other School Based Wellness Activities**

##### **Healthy and Safe Environment**

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

To ensure a healthy and safe environment:

1. School buildings and grounds, structures, buses and equipment shall meet all current health and safety standards and be kept inviting, clean, safe and in good repair.
2. School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
3. Safety procedures and appropriate training for students and staff shall support personal safety, and an environment free of violence and harassment.
4. Each work site, school and classroom shall work to create an environment where students, parent/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.
5. All staff including administrators, clerical workers, school nurses, teachers, coaches, paraprofessionals, bus drivers, food service staff, security personnel, grounds and custodial staff, and volunteers are encouraged to participate in training on unintentional injuries, violence and suicide.
6. All teachers, including those that teach physical education, shall not order the performance of physical activity as a form of discipline or punishment for inappropriate student behavior, or deprive elementary school students of physical exercise as a form of discipline.
7. The district shall provide information about wellness resources, services and assist in identifying and supporting the health, safety and well-being of all staff.

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 local, state and federal standards.
8. Participate in preparedness efforts designed to meet the needs of students, staff, and families in the event of a crisis or disaster affecting the school and/or the community.
9. Provide health education instruction to student, staff, family and community members, as appropriate.
10. School health providers (primarily school nurses) will collaborate with the Local Health District (EHHD), school administrators, community groups/organizations, and members of the wellness committee to communicate information regarding wellness initiatives, programs and opportunities.

### **Social/Emotional**

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

The district/schools will:

1. Review the need for a certified school social worker, agency, or outsource of services at the elementary and middle school levels.

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

### **Staff Health and Wellness Programs**

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

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

## **II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY**

### **A. Oversight of the 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 Superintendent will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

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
- Annual survey of wellness initiatives
- Reports from school based sub-committees
- Professional development days (provided for PE teachers annually)

### **B. Triennial Assessment**

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model

school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the Triennial Assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

## **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 provision 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 child picked up or dropped off at a location other than your home, you must make this request in writing or email your request.

### **REQUESTS FOR CHANGES OR EXCEPTIONS TO BUS ROUTES**

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 the child's home to accommodate childcare/baby-sitting needs, such a request will only be considered if submitted ***in writing or emailed 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 families 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) In an **EMERGENCY SITUATION** or in the case of an **UNDUE HARDSHIP**, the school principal may, at their 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 the student's 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 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.

## MANSFIELD FOOD SERVICE PROGRAM

Chef Maraiah Popeleski-Tilley, RDN Food Service Director  
Four South Eagleville Road, Mansfield, CT 06268  
(860) 429-7824 [foodserve@mansfieldct.org](mailto:foodserve@mansfieldct.org)

We participate in the National School Breakfast & Lunch Programs (NSLP). This means that our programs follow the regulations and procedures determined by the United States Department of Agriculture (USDA) and the Connecticut State Department of Education (CSDE).

For more info about the NSLP visit: <https://www.fns.usda.gov/nslp>

These regulations allow us to create recipes and menu selections to suit our community. Our menus and selections continue to evolve to be primarily made from scratch cooked recipes, with an emphasis on locally sourced ingredients. We make our own dressings, sauces and soups and all of our potato items come from fresh, never frozen ingredients. The following homemade entrees are examples of some student favorites which we feature on our menus: Mac & Cheese, Chicken Tikka Masala, Beef or Vegan Chili, BBQ Pulled Turkey, Chicken Pot Pie and Local Maple French Toast Bake.

Our motto is “no sad lunches.” We want all children to have a nourishing meal they enjoy. Please encourage your child to ask questions and speak to an adult if they need something during lunch. We are always happy to help!

### What’s for Lunch?

The NSLP requires that a complete meal include at least three components, including a fruit or vegetable. Each child should choose at least three of these five menu items offered daily to make a meal, including at minimum a ½ cup serving of a fruit or vegetable. The cafeteria staff will remind them what to take to make a complete meal; however we find that kids get the hang of the lunch line very quickly. Our lunches include:

1. Hyper-local Mountain Dairy Milk: Plain 1% Milk or Chocolate Non-Fat Milk (alternative milk available, please inquire)
2. Whole grain pasta, bread, rice and tortillas
3. Fresh meats, low fat cheeses and vegetarian or vegan alternative proteins such as pea based protein and tofu
4. Roasted, sautéed, fresh vegetables and legumes, including salads
5. Seasonal fresh, frozen and canned fruits, as well as 100% fruit juice

### Farm to School

We strive to teach kids about food and where it comes from with our farm to school programs.

We love local food, because we know it was grown by our neighbors making it fresher and so tasty!

During SY 24/25 we purchased about 3,200 pounds of local produce. We include local ingredients whenever possible. Last year our menu featured these local foods; milk, broccoli, winter squash, lettuce, peppers, onions, garlic, tomatoes, potatoes, kale, radishes, carrots and maple syrup.

Check our website for more information about events and local food happenings. We will celebrate *Farm to School Week* in early October, look out for communications about the special cafeteria happenings at your student’s school.

### How do I put money on my child's meal account?

*Please plan to pre-pay for meals and snacks (Snacks only available at MMS). There are several ways to pre-pay:*

- Pay online: Visit the MPS website for links and instructions to pay online through [LINQconnect.com](https://linqconnect.com) (please note there is a fee for online payments).
- Check: Payable to Mansfield Food Service.

- Cash: *Please place it in a sealed envelope.*
- 

For no fee payments use checks or cash, which can be given to a teacher, the office, brought to the school kitchen, or brought to the MPS Board of Education Office. Please include the student's full name and grade with the payment.

Our system is set up to automatically notify you of your child's account balance every week.

Positive balance will carry over to the next school year, and will transfer between Mansfield Public Schools and Region 19 (E.O. Smith) high school.

## HOW STUDENTS WILL BUY SCHOOL MEALS

The cafeteria staff are there to help children get their meals, and to identify foods and menu items.

Picture and word signs are also posted to help children choose foods. The menu is listed in the cafeteria every day, and usually posted in classrooms as well. You may also find our menus on the MPS website.

Teachers and other school staff will also be available in the cafeteria to assist during meals. Children are encouraged to speak up if they need a different meal or additional food at any time.

Once they select their meal, children check out with the cafeteria cashier to record the meal they wish to purchase. The purchase is debited from the student lunch account.

**Please note that Mansfield Middle School Cafeteria offers snacks items for purchase.** These items follow CT Healthy School Food guidelines and are low in fat, calories, sodium and sugar, however they are not part of the school meal and **there is an extra charge for snacks.**

*Students must have money on their account or cash in hand to buy snacks, no charging is allowed.*

**If you wish to limit your child's purchases you can set spending restrictions on the LINQconnect parent app or call our office and we can help you with this.** We encourage families to talk to students about their school meal spending, it is a great way to teach financial responsibility.

**We're here to make school meals a great experience, please contact us with questions, praise or suggestions! Call or email the Food Service Office: 860-429-7824 or email [foodserve@mansfieldct.org](mailto:foodserve@mansfieldct.org)**

Mansfield Elementary Manager: Mrs. Kim Morgan

860 423-1611 x2033

Mansfield Middle Manager: Mrs. Kim Boisvert

860-429-5004 x7235

## HOW TO APPLY FOR FREE AND REDUCED MEALS

You can now apply for free or reduced lunch online through the LINQconnect parent app.

FAQ's and other resources to help you fill out the application on the MPS website, under the "lunch" tab. You will also find income guidelines and other helpful information on our website.

A printed copy of the free reduced application is available to print from our website, or you can request one from the food service office.

**Please note that a new application is required every school year.** If you receive some type of assistance such as SNAP or Husky (Medicaid) Insurance *you may* already be determined as free or reduced. We will send a notification letter to inform you if your child qualifies for free or reduced meals.

Please contact us if you have questions or need assistance with the application at 860-429-7824 or [foodserve@mansfieldct.org](mailto:foodserve@mansfieldct.org)

*This institution is an equal opportunity provider.*

## EQUITY & NON-DISCRIMINATION STATEMENT

Mansfield Public Schools Core Belief calls us to Lead with Equity: We believe that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people, where conscious efforts and intentional actions ensure equitable opportunities.

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, genetic information, gender identity or expression, veteran status 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, alienage, ancestry, disability, pregnancy, gender identity or expression or veteran status 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. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website.

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

All complaints involving allegations of discrimination or harassment against a student on the basis of sex or disability shall be handled in accordance with the Board's respective policies for such claims. All other complaints of discrimination or harassment for any of the other protected characteristics listed herein shall be handled in accordance with the complaint procedures contained in the Board of Education policies and regulations concerning non-discrimination. All district policies and applicable regulations/procedures, including complaint forms, are available on the Board of Education website or upon request at the main office of any district school.

The district is required by Title IX not to discriminate on the basis of sex in its programs and activities. Any questions regarding the application of Title IX or concerning complaints involving allegations of discrimination or harassment on the basis of sex, gender identity, or sexual orientation may be directed to:

Michele Beers  
Director of Human Resources & Talent Management, Superintendent's Office  
4 South Eagleville Road  
Storrs, CT 06268  
(860) 429-3350; [BeersML@mansfieldct.org](mailto:BeersML@mansfieldct.org)

Individuals with questions or concerns regarding Title IX may also contact the Assistant Secretary for the Office for Civil Rights (“OCR”) at:

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg.  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 800-421-3481  
FAX: 202-453-6012; TDD: 800-877-8339  
Email: OCR@ed.gov

Any questions regarding the application of Section 504 or Title II of the ADA or concerning complaints involving discrimination or harassment on the basis of a disability may be directed to the District's Section 504 Coordinator or to the Assistant Secretary for OCR (listed above). The District's Section 504 Coordinator is:

Dr. Shamim Patwa  
Director of Student Support Services  
4 S. Eagleville Road  
Storrs, CT 06268

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, alienage, ancestry, disability, 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, alienage, ancestry, disability, pregnancy, or gender identity or expression, the individual should make a written complaint to the Superintendent of Schools or to the building principal, or designee. The individual 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 individual 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 an individual is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the individual in completing the written complaint form. In appropriate circumstances, such as due to the age of the student making the complaint, a parent may also be permitted to fill out the form on the student's behalf.

All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall notify the appropriate coordinator or, where no coordinator is required, 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/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

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

1. Offer to meet with the complainant and respondent, if applicable within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) 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 and respondent, if applicable, with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals who may have relevant information and reviewing documents relevant to the complaint;
4. Maintain confidentiality, to the extent practicable, throughout the investigation process, in accordance with state and federal law;
5. Communicate the outcome of the investigation in writing to the complainant, and respondent, if applicable, (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant and respondent, if applicable, shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
6. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent, if applicable, will receive notice and interim measures may be implemented as necessary (see paragraph 5 above);

7. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment, as deemed appropriate by the Superintendent or designee;
8. If either party to the complaint is not satisfied with the findings and conclusions of the investigation, such party 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 party requesting an appeal, 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 designated investigator (if applicable), complainant, and respondent (if any), and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses, the complexity of the investigation, and/or other extenuating circumstances) 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).

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT, 06103-1835 (TELEPHONE NUMBER (800) 477-5737).

<p><b>PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 TITLE II OF THE AMERICANS WITH DISABILITIES ACT</b></p>
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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. To be protected under Section 504 and the ADA (collectively, "Section 504/ADA") as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment, or (3) be regarded as having such an impairment.

Under Section 504, the 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 eligible for regular or special education and related services under Section 504 if it is determined that he/she has a mental or physical impairment that substantially limits one or more major life activities 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 also includes the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory system.

A student can have a disability and be covered by Section 504/ADA 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:

Dr. Shamim Patwa  
Director of Student Support Services  
Telephone: (860) 429-3353

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

Office for Civil Rights  
Boston Regional Office  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921

Telephone: (617) 289-0111

## SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Mansfield Board of Education for the Mansfield Public Schools (the "District") that any form of sex discrimination or sexual harassment is prohibited, whether by students, District employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees and third parties. Any student or employee who engages in conduct prohibited by the Board's Policy regarding Sex Discrimination and Sexual Harassment/Students shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board's Policy regarding Sex Discrimination and Sexual Harassment/Students shall be subject to remedial measures, which may include exclusion from school property.

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

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one of more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Sexual harassment under Connecticut law means any conduct in a school setting 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.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding Sex Discrimination and Sexual Harassment (Students):

- 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.
- Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
- 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.
- Touching of a sexual nature or telling sexual or dirty jokes.
- Transmitting or displaying emails or websites of a sexual nature.
- 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 the Board's Policy regarding Sex Discrimination and Sexual Harassment (Students).

Notice of the Title IX Coordinator

The District's Title IX Coordinator is Michele Beers. Any individual may make a report of sex discrimination and/or sexual harassment to any District employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Michele Beers, Director of Human Resources & Talent Management, Superintendent's Office  
4 South Eagleville Road  
Storrs, CT 06268  
(860) 429-3350; [BeersML@mansfieldct.org](mailto:BeersML@mansfieldct.org)

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX and Connecticut law regarding sexual harassment and sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

### **Explanation of Complaint Process and Procedure**

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the grievance process set forth in Section I of the District's administrative regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the grievance procedures set forth in Section II of the District's administrative regulations. Details regarding the Board's policy and related grievance process and grievance procedure, as well as a complaint form, can be found in the Board's Sex Discrimination and Sexual Harassment/Students policy and Sex Discrimination and Sexual Harassment/Students administrative regulations, available at <https://www.mansfieldct.gov/1775/Board-Policies>. Individuals can also request a copy of the policy, regulations and form from the Title IX Coordinator.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

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, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1- 800-477-5737).

## STUDENT RECORDS

### Notification of Rights Under FERPA

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:  
Student Privacy Policy 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, school choice programs, 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 or eligible student to receive notice and opt out of a student's participation in a survey that concerns one or more of the confidential topics (see #2 above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;
5. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
6. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
7. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
  - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
  - b. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
  - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student.

Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

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

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

## **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.

## **FAMILY ENGAGEMENT POLICY FOR TITLE I**

In accordance with Section 1010 of the Every Student Succeeds Act ("ESSA"), Public Law 114-95, 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 to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public Prekindergarten programs, conduct other activities that encourage and support parent participation;
4. Ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
5. Provide such other reasonable support for parental involvement activities as parents may request; and

6. Inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

### **School-Parent Compact**

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

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the State's challenging academic standards;
2. indicate the ways in which each parent will be responsible for supporting their child's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions related to their child's education and possible use of extracurricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in and observe their child's classroom activities; and
4. ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that the family members can understand.

## **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:

Disability Rights Connecticut, Inc.  
Legal Assistance  
Nancy.Alisberg@disrightsct.org  
Linda.Mizzi@disrightsct.org  
(860) 679-1546

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.

## **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. "

Superintendent 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 website and the website 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.

## CT 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 grievance 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.

## **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: <https://portal.ct.gov/SDE/School-Choice/RSCO/Regional-School-Choice-Office-Home-Page>.

## **REQUESTING THE INITIAL EVALUATION 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 Multi-Tiered Systems of Support (MTSS) 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 MTSS is that all children receive high quality curriculum and instruction in the general classroom or program. Universal common assessments (another part of MTSS) 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 MTSS) 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 Director of Student Support Services for information regarding school policies and procedures for special education referrals and evaluations. The form entitled "[Referral to Determine Eligibility for Special Education and Related Services](#)" (ED621) may be found by clicking the link above.

# DISTRICT CALENDAR

## 2025-2026

### Mansfield Public Schools Calendar



The MPS District Calendar is designed to note the start/end dates of school, vacations, early dismissals, and professional learning days. **Inclement weather days are not built into the calendar. Therefore, if the district closes due to an emergency, additional days will be added to the end of school in June to ensure that students attend 182 days of school.** If the total number of snow days exceeds five additional days, consideration will be given to Professional Learning Days and the February/April vacation days.

Mansfield is a diverse and inclusive community that celebrates many cultural and religious holidays. MPS encourages all students, families, and staff members to respect each other's heritage and cultural diversity. The district encourages families to take time as a student excused absence to celebrate and honor various dates that do not currently align to this calendar. A list of many of the secular holidays as well as other festivals and holy days observed in our community is on the second page. For more information regarding the District's Calendars, please visit the following webpage: <https://www.mansfieldct.gov/1747/Calendars>.

August 2025 <sup>(2)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025 <sup>(20)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025 <sup>(21)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025 <sup>(17)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025 <sup>(17)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026 <sup>(19)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026 <sup>(17)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026 <sup>(22)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026 <sup>(17)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026 <sup>(20)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026 <sup>(10)</sup>						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Color Key/Notes**

- First/Last Student Day
- No School for Students
- Professional Learning/No School
- Early Dismissal

182 Student Days  
7 Professional Learning Days

**NOTE: 6/12/26 Last Day of School for Students Without Added Inclement Weather Days.**  
BOE Adopted 12-12-2024