Family Handbook
2022-2023
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.

**MANSFIELD CONNECTICUT**

Public Schools
Welcome to the Mansfield Public Schools 2022-2023 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/Board-Policies

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*2022-2023 School Calendar on outside Back Cover*  
Visit us at: [http://www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe)
SCHOOL DIRECTORY

BOARD OF EDUCATION

EDITH ALLISON
19 Farrell Road
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E.O. Smith High School  860.487.0877
Superintendent’s Office  860.487.1862

Town Offices
Town Manager  860.429.3336
Town Clerk  860.429.3302

M & J Bus Garage  860.429.2040

SCHOOLS/OFFICES

Mansfield Middle School  860.429.9341
Website: www.mansfieldct.gov/mms
205 Spring Hill Road
Mansfield 06268
Larry Barlow, Principal

Mansfield Elementary at Goodwin Gr2-4  860.429.6316*
Website: www.mansfieldct.gov/goodwin
321 Hunting Lodge Road
Mansfield 06268
Lauren Rodriguez, Principal
Rebecca Granatini, Assistant Principal

Mansfield Elementary at Vinton PreK, K, Gr1  860.423.3086*
Website: www.mansfieldct.gov/vinton
306 Stafford Road
Mansfield Center 06250
Lauren Rodriguez, Principal
Rebecca Granatini, Assistant Principal

Central Office  860.429.3350, FAX: 860.429.3379
Website: www.mansfieldct.gov/mboe
4 South Eagleville Road
Mansfield 06268
Peter Dart, Superintendent
Michele Beers, Human Resources Manager
Jil Corso, Administrative Assistant to the Superintendent and
Board of Education Clerk
Tammy Halle, Receptionist/Secretary

Special Education & Student Support Services  860.429.3353 FAX: 860.429.3379
4 South Eagleville Road
Mansfield 06268
Shamim Patwa, Director
Cathy Quinn, Secretary

Food Service Program  860.429.7824, FAX: 860.429.3379
Food Service Director
Tammy Halle, Secretary

Building Use
To request the use of any Mansfield Public School building
after school hours, please email or call Kelley Young at
youngkr@mansfieldct.org or 860.429.9341.

To view the calendars, please visit Mansfield’s website:
www.mansfieldct.gov or see back cover.
### DELAYED OPENINGS/EMERGENCY CLOSINGS/EARLY CLOSING DAYS

**NOTE:** Mansfield Elementary School (MES) will temporarily use the Vinton (Pre-K, K, Gr 1) and Goodwin (Gr 2-4) campuses. Please note the staggered times so buses have time to travel from Vinton to Goodwin. Once the new MES building openings, we will use the Vinton times below for PreK-Gr4.

| HOURS—REGULAR SCHOOL DAY |  |
|---------------------------|  |
| **MES at Vinton Gr K-1**  | School starts - 8:55 AM; School ends - 3:30 PM |
| **Morning Pre-K**         | Session starts - 8:55 AM; Session ends - 11:30 AM |
| **Afternoon Pre-K**       | Session starts - 12:50 PM; Session ends - 3:30 PM |
| **MES at Goodwin Gr 2, 3, 4** | School starts – 9:05 AM; School ends - 3:40 PM |
| **Grades 5-8**            | School starts - 8:05 AM; School ends - 2:45 PM |

### 2 HOUR DELAYED OPENING

|  |
|---------------------------|  |
| **MES at Vinton Gr K-1**  | School starts – 11:00 AM; School ends – 3:30 PM |
| **MES at Goodwin Gr 2-4** | School starts – 11:10 AM; School ends – 3:40 PM |
| **Morning Pre-K**         | CANCELLED  |
| **Afternoon Pre-K**       | Session starts - 12:50 PM; Session ends - 3:30 PM |
| **Grades 5-8**            | School starts – 10:05 AM; School ends – 2:50 PM |

### 3 HOUR DELAYED OPENING

|  |
|---------------------------|  |
| **MES at Vinton Gr K-1**  | School starts – 12:00 PM; School ends – 3:30 PM |
| **MES at Goodwin Gr 2-4** | School starts – 12:10 PM; School ends – 3:40 PM |
| **Morning and Afternoon Pre-K** | CANCELLED |
| **Grades 5-8**            | School starts – 11:05 AM; School ends – 2:50 PM |

### EMERGENCY EARLY CLOSING OF SCHOOL

|  |
|---------------------------|  |
| **MES at Vinton Gr K-1**  | School dismisses – 12:45 PM |
| **MES at Goodwin Gr 2-4** | School dismisses – 12:55 PM |
| **Morning Pre-K**         | School day extended, dismisses – 12:45 PM  |
| **Afternoon Pre-K**       | CANCELLED  |
| **Grades 5-8**            | School dismisses – 12:05 PM |

### SCHEDULED EARLY CLOSING OF SCHOOL: Nov. 21, 22, 23; Dec. 23; Last Day of School TBD

|  |
|---------------------------|  |
| **Morning and Afternoon Pre-K** | CANCELLED |
| **MES at Vinton Gr K-1**  | School dismisses – 12:45 PM |
| **MES at Goodwin Gr 2-4** | School dismisses – 12:55 PM |
| **Grades 5-8**            | School dismisses – 12:05 PM |

### DELAYED OPENING ON A SCHEDULED EARLY CLOSING DAY

*Early closing & Morning Pre-K is CANCELLED and Normal closing time is observed. See times above.*

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The District will notify families using our automated phone/text service, School Messenger, to announce school closings, delayed openings, or other emergencies.

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

- **Radio:**  WILI 1400 AM & 98.3 FM, WTIC 1080 AM, WTIC FM 96.5, WRCH FM 100.5, WZMX FM 93.7
- **Television:** WFSB (3), WVIT (30), WTIC (6), 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. 7175
   Mansfield Elementary School at Goodwin 860-429-9082, Ext. 1
   Mansfield Elementary School at Vinton  860-465-8136, Ext. 1

Communication about attendance issues is valuable. An unreported absence imposes an additional burden on the office staff. If we do not hear that your child will be absent, we are required to 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.

Thank you very much for your help!

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 10th absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation.

B. For the student’s 10th 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 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
   a. student illness:
      (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-KINDGERGARTEN**

The Mansfield Public Schools offers a Pre-Kindergarten program at Mansfield Elementary School for children ages three and four. Its primary purpose is to provide an early childhood experience for children with special needs in an integrated, developmentally appropriate prekindergarten environment with other prekindergarten children from the community. The program consists of a morning or afternoon session lasting 2 ½ hours. Busing is provided and children receive a snack. Students are accepted on a space availability basis.

There are several ways to enroll in the prekindergarten program. Children who receive Birth-To-Three services are referred prior to their 3rd birthday. The district also holds annual screening in the spring for all Mansfield children interested in attending. As needed, children are also screened in the fall after the school year begins.

**KINDERGARTEN**

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

**HOMEWORK**

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

**GUIDELINES FOR ACTIVITIES AND TIME ALLOTTED TO DO HOMEWORK**

**Kindergarten**

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

**Grades 1, 2, 3**

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

Homework, if assigned, should take between 15-30 minutes, depending on the age and ability of the student.
**Grade 4:**
Generally, homework assignments for this level are:
1) Long-range reports or projects with timelines, involving work both in school and outside of school.
2) Practice work in skill areas.
3) Completion of work not finished during class time.

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

**Math Activities**
1) Practice facts
2) Reinforce skills

**Social Studies, Science, Health Activities**
1) Develop projects
2) Reinforce skills (use town library, home or school resources)

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

**Grades 5, 6, 7, 8**
It is our policy to assign homework for each grade level generally not to exceed the following daily expectations:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Time</th>
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<tr>
<td>Grades 5/6</td>
<td>60 minutes</td>
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<tr>
<td>Grades 7/8</td>
<td>90 minutes</td>
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**THE RESPONSIBILITIES SURROUNDING HOMEWORK LIE WITH:**

**TEACHERS**
1) To provide students with homework expectations and a process for carrying out these expectations. Deadlines and consequences should be clearly defined.
2) To give purpose and value to assignments by having students understand the relationship between assignments and what is taught in the classroom.
3) To individualize assignments as necessary and appropriate.
4) To consider the student's total daily load and out-of-school responsibilities when deciding upon the duration and content of any assignment.
5) To evaluate, record and return every homework assignment promptly to students. The results of evaluation should be incorporated into the student's overall grade.
6) To communicate with parents when a child begins to fall behind in completing homework assignments.
7) To assume the responsibility for directing the student to the proper resources and materials.
STUDENTS
1) To be responsible for making up work missed when absent.
2) To understand the purpose and requirement of the assignment.
3) To understand the directions.
4) To understand the means of evaluation.
5) To understand that the content, structure and appearance of all written homework assignments are important elements in the grading process.
6) To understand the suggested time allotment.
7) To budget time realistically.
8) To assume responsibility for obtaining the proper resources and materials.
9) To demonstrate integrity and not to give or receive so much help that the value of the homework will be destroyed.
10) To meet the deadlines and understand the consequences.
11) To understand that, even if no homework has been assigned or assigned homework has been completed, he/she may review or revise prior assignments, preview upcoming assignments, and/or read for pleasure and growth.

Families
1) To arrange a quiet, well-lighted place with adequate room for the student to work.
2) To encourage their children to complete homework assignments.
3) To support the value of various types of homework.
4) To demonstrate integrity and not give so much help that the value of the homework will be destroyed.
5) To contact the teacher or school counselor if problems develop and are not resolved by the student.

MAKING UP WORK/HOMEWORK DUE TO EXCUSED ABSENCES

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

TESTING PROGRAM

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

Children in 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 E. O. Smith High School, test results are transferred as part of the Cumulative Record. If you wish to review this record, you may do so by 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).

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

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

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

**COMPUTER USE POLICY**

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education has provides computers and a computer network, including Internet access and an e-mail system, as well as other electronic devices that can access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing etc. (including, but not limited to, laptops, Kindles, radios, I-Pads or other tablet computers). 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. 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, it is important to note that 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.

**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 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.

**PROHIBITION AGAINST SMOKING 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."
BULLYING BEHAVIOR IN THE SCHOOLS

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

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

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

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which:
   (1) causes physical or emotional harm to an individual;
   (2) places an individual in reasonable fear of physical or emotional harm; or
   (3) infringes on the rights or opportunities of an individual at school.

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

The complete Bullying Behavior in the Schools Policy can be accessed at [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe).

SAFE SCHOOL CLIMATE PLAN

The Mansfield Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence. The Board will periodically review and update its Safe School Climate Plan. For the most current version of the Plan, please visit at [www.mansfieldct.gov/mboe](http://www.mansfieldct.gov/mboe).

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

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

   A. The District expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

   B. The District also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

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

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

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

II. **Definition of Bullying**

   A. “Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which:

   1. causes physical or emotional harm to an individual;

   2. places an individual in reasonable fear of physical or emotional harm; or

   3. infringes on the rights or opportunities of an individual at school.

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

III. **Other Definitions**

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

   B. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;
C. “Emotional intelligence” means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

D. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

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

F. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

G. Positive school climate” means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

H. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual intervention, and (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

I. "School climate" means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

J. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with Board of Education.

K. “School-Sponsored Activity” shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
L. “**Social and emotional learning**” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

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

### IV. Leadership and Administrative Responsibilities

#### A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The District’s Coordinator is the Superintendent who can be contacted at mboesupt@mansfieldct.org or 860.429.3350.

The Coordinator shall:

1. Be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
2. Collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. Provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. Meet with the Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district’s Plan.

#### B. Safe School Climate Specialist

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

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

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

1. at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
2. school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees; and
3. medical and mental health personnel assigned to such school.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's website, and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student’s name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.
VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight (48) hours after the investigation is completed. This notification shall include a description of the school’s response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents’ or guardians’ electronic mail addresses are known, that such parents of guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, the Mansfield Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian’s own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board’s obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or designee, may consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability, or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.
VIII. Teen Dating Violence

A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.

C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board’s obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

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

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

X. Other Prevention and Intervention Strategies

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

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

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

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior. If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

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

ii. Disciplinary interventions

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

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

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

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

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

iv. General prevention and intervention strategies

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

a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through middle school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
e. School-wide training related to safe school climate, which training may include Title IX/sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
f. Student peer training, education and support;
g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
k. Use of peers to help ameliorate the plight of victims and include them in group activities;
l. Avoidance of sex-role stereotyping;
m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

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

E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.
### XI. Improving School Climate/Specific Implementation Steps

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<tr>
<th>Component</th>
<th>Actions</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Bullying Policy</td>
<td>Continue to implement and enforce Bullying Behavior in the Schools Policy that includes:</td>
<td>Board of Education and Superintendent</td>
<td>Ongoing</td>
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<td></td>
<td>• Student codes of conduct that are defined and prohibit bullying and teen dating violence in accordance with state law.</td>
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<td></td>
<td>• Bullying and teen dating violence are prohibited on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.</td>
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<td>• Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.</td>
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<td>• Teen dating violence is prohibited off-campus if it is seriously disruptive of the educational process.</td>
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<td></td>
<td>• Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence is also strictly prohibited.</td>
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<tr>
<td>Reporting Procedures</td>
<td>• Orally notify the Safe School Climate Specialist or school Administrator after being witness to acts of bullying or receiving reports of bullying.</td>
<td>All school employees</td>
<td>Within one school day after witnessing or receiving report</td>
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<td>• File a written report with the Safe School Climate Specialist after being witness to acts of bullying or receiving reports of bullying.</td>
<td>All school employees</td>
<td>Within two school days of oral notification</td>
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<td>• Any student who believes s/he has been the victim of bullying/cyberbullying may report the matter to any school employee, either in writing or anonymously.</td>
<td>All Students</td>
<td>Ongoing</td>
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<td>• Parent(s)/guardian(s) may file written reports of suspected bullying/cyberbullying.</td>
<td>All Parents</td>
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<td>• Parents/Students notified of procedures for reports of teen dating violence</td>
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| Notification Requirements     | • Provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.  
• Notify students and the parents or guardians of students of the process by which students may make reports of bullying.  
• Provide students with notice of the definition of bullying, cyberbullying and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying.  
• Publish Safe School Climate Plan on the school district's Internet website and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks. | Safe School Climate District Coordinator and/or Safe School Climate Specialists       | Annually                                  |
| Investigation                 | • Develop and disseminate investigation procedures for use by safe school climate specialists.  
• Investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.  
• Review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.  
• Determine whether the alleged conduct occurred & whether such conduct constitutes bullying as defined in the district policy. | Safe School Climate District Coordinator and/or Safe School Climate Specialists       | Included in Safe School Climate Plan                                  | Promptly                                  |
| Response to Verified Acts of Bullying | • Take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior, if it is determined that bullying has occurred.  
• Notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that          | Safe School Climate District Coordinator and/or Safe School Climate Specialists       | Upon determination that bullying has occurred | 48 hours after the completion of the investigation |
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<td>may result from the commission of further acts of bullying.</td>
<td>Safe School Climate District Coordinator and/or Safe School Climate Specialists</td>
<td>Upon determination that bullying has occurred</td>
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<td>• Invite the parent(s)/guardian(s) of students who engage in any verified acts of bullying after the completion of the investigation to a meeting at which the following will be shared:</td>
<td>Safe School Climate District Coordinator and/or Safe School Climate Specialists</td>
<td>Upon determination that bullying has occurred</td>
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<td>1. A description of the verified act(s).</td>
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<td>2. A description of the intervention plan.</td>
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<td>3. Any consequences that may result from the commission of any further acts of bullying.</td>
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<td>• Invite the parent(s)/guardian(s) of any student against whom an act of bullying was verified after the completion of the investigation at which the following information will be shared:</td>
<td>Safe School Climate District Coordinator and/or Safe School Climate Specialists</td>
<td>Upon determination that bullying has occurred</td>
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<td></td>
<td>1. A description of the verified act(s).</td>
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<td>2. A description of the school’s interventions designed to keep the student safe &amp; prevent any further acts of bullying.</td>
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<td>3. The content of the student safety support plan.</td>
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<td>• Develop a student safety support plan for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take designed to protect such students against further acts of bullying.</td>
<td>Safe School Climate Specialists</td>
<td>As appropriate</td>
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<td>• Develop case-by-case interventions to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.</td>
<td>Safe School Climate Specialists</td>
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<td>• Notify the appropriate local law enforcement agency when principal, or designee, believes that any acts of bullying constitute criminal conduct.</td>
<td>Safe School Climate District Coordinator and/or Specialists</td>
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<td>• Responses to finding of teen dating violence to conclude appropriate interventions and supports as determined appropriate by the investigating administrator.</td>
<td>Safe School Climate District Coordinator and/or Specialists</td>
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<tr>
<td>Safe School Climate Coordinator, Specialists and Safe School Climate</td>
<td>• Appoint District Safe School Climate Coordinator</td>
<td>Superintendent</td>
<td>Annually</td>
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<td>Committee</td>
<td>• Appoint Safe School Climate Specialist in each school</td>
<td>Superintendent</td>
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<td>Safe School Climate District</td>
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<td>• Establish Safe School Climate Committee in accordance with the law, (including at least one parent/guardian of a student at the school)</td>
<td>Coordinator and Specialists</td>
<td>Annually</td>
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<td>• Establish roles, responsibilities and procedures for Safe School Climate Committee including:</td>
<td>Safe School Climate District Coordinator and Specialists</td>
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<td>• Receive copies of completed reports following investigations of bullying;</td>
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<td>• Identify and address patterns of bullying among students in the school;</td>
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<td>• Implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying;</td>
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<td>• Review and make recommendations to amend school policies relating to bullying;</td>
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<td>• Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school;</td>
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<td>• Educate students, school employees and parents and guardians of students on issues relating to bullying;</td>
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<td>• Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;</td>
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<td>• Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.</td>
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<td>Prevention and Intervention Strategy</td>
<td>• Identify effective evidence-based prevention and intervention strategies approved by CSDE. Strategies may include, but are not limited to the following:</td>
<td>Safe School Climate District Coordinator, Specialists and Safe School Climate Committee</td>
<td>Annually</td>
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<td>o Students will participate in an evidence-based approach, program or process approved by the State Department of Education that is designed to ensure a positive school climate &amp; prevent bullying and teen dating violence.</td>
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<td>Component</td>
<td>Actions</td>
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<tr>
<td>Students will be made aware school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;</td>
<td>o Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying and teen dating violence may occur;</td>
<td>All School Employees</td>
<td>Ongoing</td>
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<td>o Inclusion of grade-appropriate bullying and/or teen dating violence education and prevention curricula in kindergarten through high school;</td>
<td>All School Employees</td>
<td>Ongoing</td>
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<td>o Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees;</td>
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<td>o School-wide training related to safe school climate;</td>
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<td>o Student peer training, education and support;</td>
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<td>o Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions.</td>
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<td>• Implement the prevention and intervention strategies identified by the Safe School Climate Committee</td>
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<td>• Provide students with access to evidence-based prevention and intervention strategies</td>
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<td>Assessment of School Climate</td>
<td>- Complete an assessment using the school climate assessment instruments including surveys, approved and disseminated by the State Department of Education for each school</td>
<td>Safe School Climate Committee</td>
<td>Biennially</td>
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<td>- Submit assessment results for each school in the district to the State Department of Education.</td>
<td>Safe School Climate District Coordinator</td>
<td>According to CSDE guidelines Ongoing</td>
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<td></td>
<td>- Review and analyze data obtained from climate surveys/ make necessary modifications to the district plan</td>
<td>Safe School Climate District Coordinator</td>
<td>Ongoing</td>
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<td>Component</td>
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| Documentation and Record Keeping | • Maintain a procedure for each school to:  
| | o Document and maintain records relating to reports and investigations of bullying in the school.  
| | o Maintain a list of the number of verified acts of bullying in the school and make such list available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.  
| | • Report the number of verified acts of bullying in the district’s schools to the Department of Education in such manner as prescribed by the Commissioner of Education | Safe School Climate District Coordinator & Specialists | Annually based on timeline established by CSDE |
| | • Provide all certified school employees training on the prevention, identification and response to bullying, teen dating violence and the prevention of and response to youth suicide. The training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate via in-service training.  
| | • Provide all other school employees training provided by the State Department of Education.  
| | • District safe school climate coordinator to complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services | Safe School Climate District Coordinator and Specialists | Annually |
| | | CSDE with Safe School Climate District Coordinator and Specialists | Annually | After July 1, 2014 |

XII. Annual Notice and Training
A. Students, and parents or guardians of students, shall be notified annually of the process by which students may make reports of bullying.
B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students’ (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

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

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

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 www.mansfieldct.gov/mboe.

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:

1. 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.

2.

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, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. “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. § 355(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 operations plan which has been formulated to respond
to all hazards. Should an emergency situation arise in our area while school is in session, we want you to be
aware that the district has made preparations to respond effectively to such situations.

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

1. Impress upon your children the need for them to follow the directions of any school personnel in times
   of an emergency.
2. Monitor important information such as the extent of the emergency, updates, and, if needed, reunification locations. 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:

- He/she is 18 years of age or older.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

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.

VISITORS AND OBSERVATIONS 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.

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**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, an 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/Forms/Immunization_Requirements.pdf](https://portal.ct.gov/-/media/SDE/School-Nursing/Forms/Immunization_Requirements.pdf)

### GENERAL HEALTH POLICIES

#### Taking of Medications

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

- the written medication order of an authorized prescriber;
- the written authorization of the student's parent or guardian or eligible student; and
- 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 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.
- 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 STUDENTS WITH 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 ECP comply with the district’s policies and procedures regarding the administration of medications to students.

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

**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.

Mansfield Board of Education
POLICY REGARDING WELLNESS

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

- Review any available state, federal, and/or evidence-based private sources in order to provide guidance on wellness issues, and
- Assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students.
The Advisory Council involves parents, students, staff, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the Board of Education, and members of the public, 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.

**Health Education and Life Skills**

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

The district/schools will:

1. Review the need for a certified Health Educator for the elementary and middle school levels.
2. Provide a Health Education Program for all students in grades K-8 in accordance with the
Mansfield Board of Education *Human Development and Health Education Curriculum.*

3. Will use core information for students to analyze and evaluate health and safety issues, information and resources in order to become healthy, responsible citizens.
4. Provide students with appropriate access to valid and useful health information and health promotion products and services.
5. Provide opportunities, as appropriate, for students to practice behaviors that enhance health and/or reduce health risks.
6. Strive to teach students communication, goal setting, and decision-making skills that enhance personal, family and community health.

**Health Services**

The purpose of school health services is to facilitate and promote student learning through teaching appropriate health strategies and proving 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.

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

The Board of Education is legally responsible for providing transportation only to and from a student's legal residence or designated bus stop, in accordance with the district's transportation policy and guidelines. With the number of requests received to accommodate childcare/baby-sitting and bus guest needs, the Board has established the following procedures to ensure the safety of the children it transports and reasonableness of its transportation operation:
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 by July 14th of the coming school year. After the July 14th deadline, requests will be handled on a first-come, first-served basis and will be granted:

1) for long-term changes only (3 or more months);
2) if space is available on the bus;
3) affording new students (those registering after the July 14th deadline) with first priority for space; and
4) when the bus schedule is not unduly disrupted with respect to time or distance.

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

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

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 TRANSPORTATION OF STUDENTS

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

Mansfield Town Hall
4 South Eagleville Road
Mansfield, CT 06268
Fax: (860) 429-7785

MansfieldCT.gov/YouthServices
Mansfield Youth Services
Mansfield Advocates For Children – MAC

Staff

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<td>Family With Service Needs (FWSN) Referrals and Supports</td>
<td>Book Buddies</td>
<td>In-School Programs</td>
<td>Back To School Program</td>
</tr>
<tr>
<td>Truancy Referrals and Supports</td>
<td>Community Update Weekly Email List</td>
<td>Adventure Based Programs</td>
<td>Case Management</td>
</tr>
</tbody>
</table>

Information and Referrals

Local Childcare Directory
Service Learning
Referrals

Office Hours:
Monday – Wednesday 8:15 am – 4:30 pm
Thursday 8:15 am – 6:30 pm
Friday 8:00 am – 12:00 pm

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

1. a **meat or meat alternate** such as yogurt, lean beef, chicken, or low-fat cheese
2. a whole-grain rich **grain** such as whole-wheat bread or brown rice
3. a fresh or canned **fruit** selection and 100% fruit juice
4. raw or cooked **vegetables** in a variety of colors
5. low-fat or fat-free **milk**

Each student must select at least three of these five components on their tray to make a meal, including a fruit, juice, or vegetable. They can certainly take all 5 components to get the most out of their school meal, including a full cup of vegetables and a full cup of fruit!

**Eat Local @ Mansfield Public Schools!**

Our farm to school program allows us to purchase and serve thousands of pounds of local produce to our school community. We will continue to encourage students to try the local fruits and vegetables being offered.

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

Please review our policies for purchasing meals:

**Meal Account**
Students in all Mansfield schools are assigned a meal account in PowerSchool.

**How do I put money on my child's meal account?**
Elementary students may purchase “milk only” for a charge of $0.50. Middle school and E.O. Smith students will have the ability to make a la carte purchases. All transactions should be made in person by either the student or their parent/guardian unless paying online. Parents currently have three options to pay for their student’s meal account:

- E-Check/Credit/Debit Card – Deposit money on your student's account online. See next page for instructions.
• Check – Write a check to Mansfield Food Service and send in or bring the check to the school kitchen. Please include the student’s name and/or ID number on the check. It is most ideal if you could write out separate checks per student if you have multiple students in the school(s).
• Cash – Send to the school kitchen in a sealed envelope. Please include the student’s full name.

**HOW TO BUY SCHOOL MEALS**

All meals are recorded on a computerized point-of-sale system (PowerSchool) which is a debit-based accounting system. Students and their families should plan to pre-pay for items they intend to purchase. You may sign up for email balance notifications (information below).

**Elementary Schools:** Mealtimes are according to each elementary school’s schedule. Students are signed up for meals/milk only from the classroom using a Google form by the classroom teacher.

**Mansfield Middle School:** Breakfast will be available on carts in the hallways near bus and parent drop-off entrances. Students purchasing a la carte items can verbalize either their name or student ID# to the cashier. A la carte items such as CT Healthy Food Certified snacks, beverages, and ice cream can be purchased separately. Parents need to submit a note or complete the small form students obtain from the cashier allowing students to purchase foods a la carte. Even if a student has cash, a la carte privileges still need to be present on a student’s account for them to purchase these items. Please have a conversation with your student(s) regarding limits of their a la carte purchasing. Students are only permitted to buy two items in any one category of snack.

**Balance information and student ID numbers can be obtained by contacting us. For questions concerning account use, or any other topic, please contact the Food Service Office.**

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<thead>
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<tbody>
<tr>
<td>Goodwin</td>
<td>Darlene Dodge</td>
<td>860-429-9082, ext. 3</td>
</tr>
<tr>
<td>Vinton</td>
<td>Terry Glaude-Boucher</td>
<td>860-465-8136, ext. 3</td>
</tr>
<tr>
<td>Middle School</td>
<td>Kim Boisvert</td>
<td>860-429-5004, ext. 7235</td>
</tr>
<tr>
<td>Food Service</td>
<td></td>
<td>860-429-7824 <a href="mailto:foodserve@mansfieldct.org">foodserve@mansfieldct.org</a></td>
</tr>
</tbody>
</table>

**How do I know when my child’s account is running low on money?** MMS parents may log into PowerSchool to check account balances and transaction amount details. Elementary parents are welcome to contact the kitchen manager or Food Services Office to inquire about their student’s account balance. The best time to call is in the morning outside of breakfast serving hours. Additional emails and/or letters will be sent home to parents of students who owe money. Parents may opt into receiving Low Balance Notifications or Weekly Balance Notifications via e-mail. For Microsoft Outlook users: visit [https://www.mansfieldct.gov/1595/Lunch-Menus-Online-Payment](https://www.mansfieldct.gov/1595/Lunch-Menus-Online-Payment) and click the applicable notification links. You can also opt in by simply emailing foodserve@mansfieldct.org with your student’s name, school, and which notification level you’d like to receive. You will automatically receive e-mails through SchoolMessenger if your child’s account is in the negative. The email address you wish to receive notifications to must be the email address listed on your student’s SchoolMessenger profile. The Food Service Office does not have the ability to update this information if you would like notifications sent to an email address not listed.

**Account Balance:** If a student account has a positive balance at the close of the school year, it will automatically be credited to their meal account for the next school year at any Mansfield School or E.O. Smith High School. Negative balances do not carry forward to the next school year. We can transfer balances between siblings upon request. If your student is not continuing onto E.O. Smith from Mansfield Middle School or is a graduating E.O.
Smith senior, you may choose to request a refund of the account or donate the balance to the food services program.

We look forward to serving your child this year and welcome your feedback regarding our menus and choices. Visit our website and Facebook page for information, menus, free/reduced applications, and more! Please do not hesitate to contact me if you have any questions.

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

1. Go to: https://www.mansfieldct.gov/1595/Lunch-Menus-Online-Payment and click on the “Click Here to Pre-Pay for School Lunches Online” link. This will redirect you to the Town of Mansfield payment portal for the meal program.
2. Enter your information in the fields shown. You will need to know your student’s ID number to complete the fields. ID numbers can also be obtained by calling the Food Services office at (860) 429-7824.
3. Click “Continue” and follow the payment instructions on the website.
4. You will receive an email confirmation of your payment.

Important Notes:
• Please allow up to 1 business day for the deposit to appear on your student’s PowerSchool account.
• Remember to print or save a copy of your payment for your own records.
• Your student’s account balance and meal transactions can be reviewed on PowerSchool for students at Mansfield Middle School.

APPLICATION FOR FREE OR REDUCED-PRICE MEALS

Children need healthy meals to learn. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. Please call your child’s school nurse for further information.

NOTE: Free or reduced-price meal applications are not required from each household. We encourage you to apply only if you think you may qualify. Children receiving Supplemental Nutrition Assistance Program (SNAP), Temporary Family Assistance (TFA) or Medicaid (HUSKY) benefits may be directly certified and automatically eligible for free meals without applying for benefits. (Some children who receive Medicaid (HUSKY) benefits may also be directly certified and automatically eligible for reduced-price meals.) Questions regarding SNAP/TFA/Medicaid and direct certification should be sent to the determining official, 860-429-7824. If you have received a NOTICE OF DIRECT CERTIFICATION for free or reduced-price meals from the Food Service Department, do not complete the application unless instructed to do so by the district. Let the school know if any children in your household are not listed on the Notice of Direct Certification letter you received, since free or reduced-price meal benefits are extended to all children in a household when directly certified.

Additionally, all school-aged children in income-eligible households can receive school meal benefits regardless of a child’s immigration status and the district/school does not release information for immigration-related purposes in the usual course of operating the Child Nutrition Programs.

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

The answers to common questions below can help you with the application process.

1. **Who can get free or reduced-price meals?**
   • All children in households receiving SNAP or TFA benefits are eligible for free meals. Note: Some children receiving Medicaid (HUSKY) benefits are eligible for free or reduced-price meals.
• Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals. (Note: A foster child is categorically eligible for free meals and may be included as a member of the foster family if the foster family chooses to also apply for benefits for other children. Including children in foster care as household members may help other children in the household qualify for benefits. If non-foster children in a foster family are not eligible for free or reduced-price meal benefits, an eligible foster child will still receive free benefits.)
• Children participating in their school’s Head Start program are eligible for free meals.
• Children who meet the definition of homeless or runaway are eligible for free meals.
• Children may receive free or reduced-price meals if your household’s income is within the limits of the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced-price meals if your household income falls at or below the limits on this chart:

<table>
<thead>
<tr>
<th>Household size</th>
<th>Yearly</th>
<th>Monthly</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25,142</td>
<td>2,096</td>
<td>464</td>
</tr>
<tr>
<td>2</td>
<td>33,874</td>
<td>2,823</td>
<td>652</td>
</tr>
<tr>
<td>3</td>
<td>42,606</td>
<td>3,551</td>
<td>820</td>
</tr>
<tr>
<td>4</td>
<td>51,338</td>
<td>4,279</td>
<td>988</td>
</tr>
<tr>
<td>5</td>
<td>60,070</td>
<td>5,006</td>
<td>1,156</td>
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<td>6</td>
<td>68,892</td>
<td>5,734</td>
<td>1,324</td>
</tr>
<tr>
<td>7</td>
<td>77,584</td>
<td>6,462</td>
<td>1,492</td>
</tr>
<tr>
<td>8</td>
<td>86,266</td>
<td>7,189</td>
<td>1,659</td>
</tr>
<tr>
<td>Each additional family member</td>
<td>+ 8,732</td>
<td>+ 728</td>
<td>+ 168</td>
</tr>
</tbody>
</table>

2. **How do I know if my children qualify as homeless or runaway?** Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and you have not been told your children will get free meals, please call or e-mail Shamim Patwa, 860-429-3353.

3. **Do I need to fill out an application for each child?** No. Use one Free and Reduced-price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to Food Service Department, 4 South Eagleville Road, Storrs, CT 06268, (860) 429-7824.

4. **Should I fill out an application if I received a letter this school year saying my children are already approved for free or reduced-price meals?** No, but please read the letter carefully and follow the instructions. If any children in your household were missing from your eligibility notification, contact Food Service Department, 4 South Eagleville Road, Storrs, CT 06268, (860) 429-7824, foodserve@mansfieldct.org immediately.

5. **Can I apply online?** No. Currently we are not accepting online applications. Please confirm that an original application is received by the Food Service Department if you’ve emailed or faxed yours in.

6. **My child’s application was approved last year. Do I need to fill out a new one?** Yes. Your child’s application is only good for that school year and for up to 30 operating days into the new school year (or until a new eligibility determination is made, whichever comes first). When the carryover period ends, unless you are notified that your children are directly certified or you submit an application that is approved, your children’s meals must be claimed at the paid rate. Though encouraged to do so, the LEA is not required to send a reminder or a notice of expired eligibility.

7. **I get WIC. Can my children get free meals?** Children in households participating in WIC may be eligible for free or reduced-price meals. Please send in an application.

8. **Will the information I give be checked?** Yes. We may also ask you to send written proof of the household income you report.

9. **If I don’t qualify now, may I apply later?** Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced-price meals if the household income drops below the income limit.

10. **What if I disagree with the school’s decision about my application?** You should talk to school officials. You also may ask for a hearing by calling or writing the Superintendent, 4 South Eagleville Road Storrs, CT 06268 or to mboesupt@mansfieldct.org.

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**Federal Reduced Eligibility Income Chart**

(Effective July 1, 2022, to June 30, 2023)

<table>
<thead>
<tr>
<th>Household size</th>
<th>Yearly</th>
<th>Monthly</th>
<th>Weekly</th>
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<td>Each additional family member</td>
<td>+ 8,732</td>
<td>+ 728</td>
<td>+ 168</td>
</tr>
</tbody>
</table>
11. **May I apply if someone in my household is not a U.S. citizen?** Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced-price meals.

12. **What if my income is not always the same?** List the amount that you **normally** receive. For example, if you normally make $1,000 each month, but you missed some work last month and only made $900, put down that you made $1,000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.

13. **What if some household members have no income to report?** Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. When this happens, please write “0” in the field. However, if any income fields are left empty or blank, those will **also** be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.

14. **We are in the military. Do we report our income differently?** Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, or receive Family Subsistence Supplemental Allowance payments, these must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.

15. **What if there isn’t enough space on the application for my family?** List any additional household members on a separate piece of paper and attach to your application. Contact Food Service Department, 4 South Eagleville Road, Storrs, CT 06268, (860) 429-7824, foodserve@mansfieldct.org to receive a second application or request one at the school.

16. **How will I know if the application was approved or denied?** You will receive a notification letter from the Food Service Department either way.

17. **My family needs more help. Are there other programs we might apply for?** To find out how to apply for SNAP benefits and to contact the Department of Social Services office in your town, contact United Way’s free referral number **2-1-1** (free call, statewide).

If you have other questions or need help, please call **860-429-7824**.

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**PROMOTING A HEALTHY SCHOOL ENVIRONMENT**

### Healthy Celebrations and Healthy Fundraisers

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

**Benefits of Healthy Celebrations and Fundraisers**

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

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

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

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

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

**Additional Resources**
- *More information on food and nutrition from the USDA:* http://www.choosemyplate.gov/

**DISTRICT EQUITY STATEMENT**

*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.

**NON-DISCRIMINATION STATEMENT**

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, 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 one 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  
Human Resources Manager, Superintendent’s Office  
4 South Eagleville Road  
Storrs, CT 06268  
(860) 429-3350  
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:
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).

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

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act (“Title II”) also prohibits discrimination on the basis of disability by state and local governments. 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  
8th Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Telephone: (617) 289-0111

U.S. Department of Education  
Office for Civil Rights  
550 12th Street, SW  
Washington, DC 20202-1100  
Telephone: 1-800-421-3481
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

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 Human Resources Manager, Superintendent’s Office  (860) 429-3350
4 South Eagleville Road
Storrs, CT  06268        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/DocumentCenter/View/3056/Board-of-Education-Policies?bidId=1. 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 a 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

**RIGHT TO TEACHER/PARAEDUCATOR QUALIFICATIONS**

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

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

If you wish to obtain this information, please contact Dr. Shamim Patwa, Director of Student Support Services, at (860) 429-3353.

**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;
4. 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;
5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. 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, 3rd Fl.  
Hartford, CT 06106  
(860) 541-5000

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

ASBESTOS NOTIFICATION

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

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

PESTICIDE APPLICATION ON SCHOOL PROPERTY

It is the policy of the Mansfield Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Mansfield public school, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.
The decision to apply pesticide in any building, or the grounds of any Mansfield public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

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

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

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

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

**INDOOR AIR QUALITY**

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

**GREEN CLEANING PROGRAMS**

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

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.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

I. Filing of Complaint
A. Violation of Law
   A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:
   1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
   2. Part B, Subpart 1 of Title I (Reading First).
   3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
   4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
   5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
   6. Part D of Title II (Enhancing Education Through Technology).
   7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
   8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
   9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
   10. Part A of Title V (Innovative Programs).

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

C. Content of Complaint
   The complaint shall be in writing, signed by the complainant and contain the following:
   1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
   2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint
A. Analysis
   Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.
B. Dismissal of Complaint
   The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:
   1. Failure to file a proper complaint pursuant to Section I.
   2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
   3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
   4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

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

IV. Response to Complaint
Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.
A. Content of Response
   The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.
B. Interview
   The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation
Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally. Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.
Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.
   1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
   2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.
A. Data Collection
The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted. Pursuant to 34 CFR 99.35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation
The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary. Any on-site visit shall be coordinated with the respondent.

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

The report shall contain the following contents:

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

D. Corrective Action Plan
If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official. Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

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

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

NOTIFICATION CONCERNING SCHOOL CHOICE

In accordance with law, the Mansfield Public Schools also offers opportunities for representatives of State Technical High Schools, state charter schools, magnet schools and other choice programs to recruit Mansfield Public Schools’ students. Further information concerning opportunities for school choice programs may be found at: http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_position_statement.pdf.
PROCEDURES FOR REQUESTING THE INITIAL EVALUATION OF A CHILD TO DETERMINE THE PRESENCE OF A DISABILITY

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

The Mansfield Public Schools makes a practice of using 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 Special Education Director for information regarding school policies and procedures for special education referrals and evaluations. The link for the form entitled “Referral to Determine Eligibility for Special Education and Related Services” (ED621) is www.mansfieldct.gov/mboe under Forms/Documents.