

Students

Foreign Exchange Students

The Board encourages international studies. Students are encouraged to participate in international exchange programs and other activities that advance cultural awareness and promote mutual understanding and respect for the citizens of other countries. To that end, it allows foreign exchange students on one year J-I visas, who are residing with families in the community to enroll on a non-tuition basis in the local schools. Students who apply must not have the equivalent of a high school diploma from a foreign school system. Students who are accepted and placed in grade 12 will only receive an honorary diploma. Further, they must meet those criteria established by the administration in the areas of language competency, residency, and deportment. Only foreign exchange students sponsored by organizations screened by the administration will be accepted. The Board reserves the right to limit the number of exchange students in a given year.

With Board approval, a District school may establish a sister-school relationship with a school in another country.

Students entering the United States on F-I visas, may enter the local school system, only upon payment of the full, unsubsidized public education costs before entering the United States. Further, students on F-I visas may remain in the United States for no more than twelve (12) months. The local district, is prohibited by law, from waiving the tuition fee of students on F-I visas.

Exchange students must comply with immunization requirements set forth in state law. Once admitted, exchange students become subject to all District policies and regulations governing students.

Exchange students will be encouraged to participate in all student activities and will be eligible to participate in interscholastic athletics, provided academic requirements and Connecticut Interscholastic Athletic Conference (CIAC) criteria are met.

Legal Reference: Illegal Immigration Reform and Immigration Responsibility Act of 1996
 Connecticut General Statutes
 10-27 International studies, exchange programs. Advisory committee.
 (amended by PA 04-153, An Act Encouraging International Students
 Programs)
 Plyler vs. Doe, 457 U.S. 202 (1982)

Policy adopted: August 20, 2013

REGIONAL SCHOOL DISTRICT NO. 17
 Higganum, Connecticut

Students

Foreign Exchange Students

In order for a foreign exchange student to be eligible for enrollment in the Regional School District No. 17 Public Schools, the following criteria must be met:

- A. The student may not be a graduate of the school system in the country in which he/she is a native.
- B. The student must be sufficiently fluent in English so that he/she would not require any special services such as ESL.
- C. The application for admission must be reviewed by the appropriate school administrator before July 1 of the school year for which the student wishes to enroll.
- D. The school must ascertain that the living situation that the student would be living in the local community is appropriate.
- E. The school must have room for the student and be able to accommodate him/her without incurring additional costs or burden.
- F. The student may not be enrolled more than one year.
- G. The student is not eligible to receive a diploma but can receive an honorary diploma.
- H. The student may be eligible to play interscholastic sports if he/she meets the CIAC criteria.
- I. If the student is not participating in and attending the school program or is disruptive to the smooth and efficient operation of the school, the student may be dis-enrolled.
- J. This program is designed for foreign students who enter the country on one-year J-I visas through established exchange programs designated by the United States Information Agency and the Department of State and officially recognized by the Board, such as Youth for Understanding, American Field Service and Rotary.
- K. The student or sponsoring organization will provide all dues and fees.
- L. All international exchange students shall meet state and District immunization requirements.

Note: Students entering the United States on F-I visas may attend schools in the district only upon full payment of tuition before entering the United States. This tuition fee may not be waived due to federal legislation. Students attending school on an F-I visa are limited to a period of attendance not to exceed 12 months.

District staff shall provide relevant counseling to District students who wish to study in a foreign country. District credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.

Students

Work Permits

Student After-School Employment

Students shall be cautioned against assuming work commitments that will interfere with their studies and achievements in school. Students must be sixteen years of age or older to work in any "manufacturing, mechanical, or barber shop." Students must be fifteen years of age or older to work in any "mercantile-establishment."

Working Papers for Minors

Minors (15-18) receive employment certificates from the Superintendent of Schools or his/her designated agent. The high school issues working papers only to resident students in the town. If a Connecticut resident secures employment in another state, that state issues the papers. If a resident of another state works in Connecticut, that person may obtain the Connecticut certificate with the "promise to work" paper and proof of residency.

Evidence of Age

Applicants must appear in person, have evidence of age, and a written promise of employment. Satisfactory evidence of age can be shown by: Birth Certificates, Driver's Licenses, Baptismal Certificates, Service I.D.'s and (as a last resort) Information on School District Cumulative Records.

Written Promise of Employment

The written promise of employment is issued by the employer and must state exactly and specifically what the job is and must be signed by an officer of the employer. This form should be examined very carefully and if any changes or alterations appear, they should be verified with the employer. A state "promise of employment" form is generally used, but a written promise of employment on letterhead paper or regular stationery from an employer is acceptable.

Working Papers

Working papers are made out in triplicate. One copy for the minor, one copy for the employer, and the original for school files. It should be signed, not typed, in the appropriate place by issuing officer. Records may be destroyed when the minor reaches 18 years of age.

The Superintendent, or agent designated by the Superintendent shall, upon application and in accordance with procedures established by the State Board of Education, furnish a certificate of age of any student to an employer wishing to employ said student.

Students

Work Permits (continued)

Legal Reference: Connecticut General Statutes

 10-193 Certificate of age of minors in certain occupations

 10-194 Penalty

 10-195 Evidence of age

 10-197 Penalty for employment under fourteen

 10-198 False statement as to age

Students

Student Handbooks

In order to inform students, parents and staff members of pertinent board policies, regulations, and school rules and procedures, the administration shall publish and annually revise student handbooks containing information about the school unit as a whole and the individual schools. The contents of student handbooks must conform with school board policies, administrative regulations, and state and federal laws and regulations. The school board or its designee shall conduct an annual review of the student handbooks. All handbooks and any revisions are to be reviewed by legal counsel and approved by the school board prior to publication.

Handbooks shall be distributed to all students the first week of each school year and to new students when they enroll.

Record of Parent Annual Notice

Dear Parent:

It is important that you and your child read and review the contents of this handbook. It contains notices of rights that you and your child have under law. Please sign and return this page to indicate that you have read and reviewed the handbook with your child.

I understand and consent to the responsibilities in the District's student behavior policies as outlined in this handbook. I also understand and agree that my child, _____, shall be held accountable for the behavior and consequences outlined in the discipline policy at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location. I understand that any student who violates the rules established by the Connecticut Interscholastic Athletic Conference is subject to suspension from participation as describe in those rules. I further understand that any student who violates the school's rules of behavior shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. Directory information may be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information within ten school days of the time this handbook was issued to my child. I have marked through those types of directory information listed above that I wish the District to withhold.

Signature of parent/guardian

Date

Students

School Attendance Areas

The Board of Education shall establish attendance zones to facilitate educational programs and to use existing facilities with optimum effectiveness. The Superintendent of Schools shall recommend school attendance areas in accordance with the following criteria:

1. Safety of students;
2. Student educational needs;
3. Educational programs to be housed;
4. Optimum use of existing facilities;
5. Student residential patterns;
6. Ages of students served;
7. Racial/ethnic balance.

All students will annually be assigned to the school attendance area in which they live.

Attendance Outside of Assigned Area

Parents wishing to have their children attend a school other than the one in the area in which they are living must file a request, in writing, to the Building Principal. These requests will be kept on file until after the opening day of school. At that time permission or refusal will be based on whether or not:

1. There is room within the grade and/or school which the parent has requested.
2. Parents will be responsible for transportation.
3. The request is justified by good and sufficient (educational or medical) reason. Supportive data such as recommendations from professional sources must be provided by the parent(s) or guardian(s).

Such permission, if granted, shall be given annually.

Transportation to another attendance area will be the responsibility of the parents.

Legal Reference: Connecticut General Statutes
 10-55 Pupils to attend regional school.
 10-226a Pupils of racial minorities.
 10-226b Existence of racial imbalance.
 10-226c Plan to correct imbalance.
 10-226d Approval of plan by state board.

Students

Nonresident Students without Tuition

Upon written parental request, nonresident students and those not otherwise entitled to free public education in Regional School District No. 17 may be allowed by the Superintendent of Schools to attend Regional School District No. 17 without tuition and without transportation under one or more of the following conditions:

1. A family who moves from the district after February 1 of the school year may complete that school year;
2. A child may complete the marking period regardless of when the family moves from town;
3. A family residing outside of the district has binding commitment, including a specified date to move into the school district within the first semester of the current school year;
4. Resident students attending Regional School District No. 17 who become relocated outside the district on a temporary basis due to family needs may seek approval of attendance without tuition under this section. The relocation described herein shall not exceed three (3) calendar months, except that attendance without tuition may be granted for up to one (1) year from the date of relocation with permission of the Board of Education.

Seniors attending HKHS

A high school senior who has attended HKHS for at least two (2) years may complete their senior year.

The parents or guardians of students permitted to attend Regional School District No. 17 under all sections above shall assume full responsibility for providing all necessary transportation to such students. Transportation is not provided for any student outside of the district boundaries. (Students placed outside the district for special education reasons are not covered by 1 through 4 above; if necessary, the Superintendent of Schools shall consider such situations individually).

Tuition Students

Regional School District No. 17 does not accept tuition students from outside the district except as listed above. Any exception to this would require Board of Education approval.

Exchange Students

Exchange students, participating in a formal exchange program may be admitted by the Superintendent for no more than two semesters at no tuition cost. Admissions are dependent upon space available and must not lead to the hiring of additional staff. Exchange students will be accorded all the rights and privileges of a resident student during the period of enrollment.

Students

Nonresident Students without Tuition

Evidence of Residency

The Superintendent of Schools or his/her designee will require documentation of family and/or student residency, including affidavits. Prior to a request for evidence of residency of an already enrolled student, the parent or guardian, relative or non-relative, emancipated minor, or student eighteen (18) years of age or older shall be provided with a written statement of why there is reason to believe such student may not be entitled to attend school in Regional School District No 17. An affidavit may require a statement or statements with documentation that there is bona fide student residence in Haddam or Killingworth, that the residence is intended to be permanent, that it is provided without pay, and that it is not for the sole purpose of obliging school accommodations.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

10-253 School privileges for students in certain placements and temporary shelters.

TO BE TYPED ON DISTRICT LETTERHEAD

PARENT/GUARDIAN AFFIDAVIT**AFFIDAVIT OF RESIDENCY FOR PURPOSES OF OBTAINING SCHOOL ACCOMMODATIONS IN THE
REGIONAL SCHOOL DISTRICT No. 17 PUBLIC SCHOOLS**To Be Completed by Parent or Legal Guardian
(use one affidavit per person)

I, _____, being duly sworn, hereby declare upon pains and penalties of perjury and false statement that I am the parent/legal guardian of the below-named child(ren), who will be residing with a legal resident of the Town/City of _____ as follows:

Name: _____

Address: _____

My child(ren) is/are named below as follows:

_____ Name	_____ Age	_____ Grade	_____ School
_____ Name	_____ Age	_____ Grade	_____ School
_____ Name	_____ Age	_____ Grade	_____ School

By executing this affidavit, I understand that I am representing that my child(ren) is/are entitled to free school accommodations from the Town/City of _____ by virtue of their having a legal residence at the above-named address. I hereby represent that my child(ren) are residing at the above-named address:

- (1) permanently,
- (2) without pay, and
- (3) not for the sole purpose of obtaining school accommodations in the Regional School District No. 17 Public Schools.

If this changes at any point in time, it is my responsibility to notify the Regional School District No. 17 Public Schools regarding the change in residence and make arrangements for my child(ren) to attend school in their new district of residence. If at any point in time it is determined that my child(ren) have been receiving free school accommodations in Regional School District No. 17 in the absence of any legal entitlement to same, I understand that the Regional School District No. 17 Board of Education reserves the right to immediately disenroll my child(ren) from the Regional School District No. 17 Public Schools, and it will be my responsibility to pay tuition to the Regional School District No. 17 Public Schools for any period of time for which it is determined that the child(ren) were not entitled to free school accommodations from the Town/City of _____. I understand that if it is determined that I have defrauded the Regional School District No. 17 Public Schools, I may also be subjected to the pains and penalties of perjury and false statement and such other remedies as may be available under law.

I represent that either (PLEASE INDICATE ONE): (a) The person named above has a custodial or legal relationship with the above-named child(ren) and I have provided the Regional School District No. 17 Public Schools with legal documentation of same such that this person is able to make educational and medical decisions for the child(ren) in my absence; or (b) the person named above is not the legal guardian or custodian of the child(ren), and cannot be relied upon by the Regional School District No. 17 Public Schools to make educational and/or medical decisions for the child(ren).

If (b), PLEASE INDICATE ONE OF THE FOLLOWING:

- (1) I have provided emergency contact information for myself to the Regional School District No. 17 Public Schools and I am the only person with authority to make educational and/or medical decisions on behalf of the above-named child(ren); or
- (2) I have provided legal documentation to the Regional School District No. 17 Public Schools indicating that in my absence, the following person has legal guardianship of my child(ren) and may be contacted to make educational and/or medical decisions regarding the above-named child(ren):

Telephone Number(s): _____

Signed and sworn before me this _____ day of _____, _____.

Signature

Date _____

STATE OF CONNECTICUT)
) SS
COUNTY OF)

Personally appeared, _____, and made oath to the truth of the foregoing statement.

Notary Public

My commission expires _____

Students

Academic Dishonesty: Cheating/Plagiarism

The Regional School District No. 17 Public Schools continually strive for academic excellence. Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of the District.

This policy focuses on two common areas of academic dishonesty: cheating and plagiarism as defined as follows.

Cheating is defined as and includes, but is not limited to, the following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
2. Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students.
3. Obtaining test questions and/or copies of tests outside the classroom test setting.
4. Lending and/or copying from another student's work (homework, tests, projects, assignments).
5. Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading).
6. Allowing another student to copy answers during a test situation.
7. Collaborating with other students on an assignment in direct violation of teacher's instructions.
8. Using books and electronic information in generating an assignment in direct violation of teacher's instructions.
9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers.
10. Submitting work previously presented in this course or in another course.

Students

Academic Dishonesty: Cheating/Plagiarism (continued)

Plagiarism is defined as and includes, but is not limited to, the following:

1. Copying material from the source, including the Internet, without citing the source, or citing the source but omitting quotation marks.
2. Paraphrasing the source without proper citation.
3. Copying stories, in whole or part, which appear in books, magazines, television or film.
4. Copying directly, without making any changes, alterations or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source.
5. Submitting papers written in whole or part by someone else, including the Internet.
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own.
7. Submitting a paper acquired from a research or term paper service, including, but not limited to the Internet.

A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures.

(cf. 5114 - Suspension/Expulsion)

(cf. 5121 - Examination/Grading/Rating)

(cf. 5144 - Discipline/Punishment)

Legal Reference: Connecticut General Statutes

10-221 Board of education to prescribe rules, policies and procedures.

Policy adopted: August 20, 2013

REGIONAL SCHOOL DISTRICT NO. 17
Higganum, Connecticut

Students

Reporting to Parents

The Board of Education encourages regular and effective two-way communication between parent and teacher through frequent and varied reporting methods. Parent-teacher conferences, letters, informal notes, e-mails, telephone calls and school visitation should be used regularly to inform parents of student successes and needs and to inform teachers of parent concerns.

1. **Report Card.** Written reports on student progress will be issued in accordance with a schedule approved by the Superintendent of Schools after consultation with principals and faculties. Reporting dates shall be determined annually and placed on the school calendar.

Report cards should reflect the educational growth of the student in relationship to each student's ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for his/her age and grade.

2. **Progress Reports.** Student progress reports to parents/guardians should be sent as needed between marking periods - not only to indicate student achievement. Parental acknowledgment of these communications should be encouraged.

At all levels, teachers also will report on student progress at regularly scheduled parent conferences.

If parents are separated or divorced, both have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Non-custodial parents shall receive written reports and conference notifications upon a request to the school principal.

Parents will be advised no later than the penultimate reporting period of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

46b-56 Access to records of minor children by non-custodial parent.

Policy adopted: August 20, 2013

REGIONAL SCHOOL DISTRICT NO. 17
Higganum, Connecticut

Students

Bus Conduct

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus.

Students will be advised that they may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

(cf. 5114/5114.1 - Suspension/Expulsion; Due Process)

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education re school attendance.

10-220 Duties of boards of education

10-221 Boards of education to prescribe rules

10-233c Suspension of students

Students

Conduct

Video Cameras on School Buses

The Board of Education recognizes the need to maintain appropriate conduct on school buses. Accordingly, the Board of Education authorizes, when appropriate, the installation of video cameras on school buses as an aid in monitoring student behavior. These cameras produce both video and audio coverage. The tapes from these cameras may be used to assist school administrators in deciding upon appropriate disciplinary action.

Legal Reference: Connecticut General Statutes

 10-221 Boards of Education to prescribe rules

 Education of the Handicapped Act of 1975, as amended.

 Individuals with Disabilities Education Act.

 Family Educational Rights and Privacy Act

Students

Student Driving and Parking

Student Use of Motor Vehicles

The student use of automobiles on school grounds whether to drive or to park is a privilege and governed by Board of Education policy. Seniors may request parking privileges during the school day. All students park their vehicles at their own risk. All requests for parking privileges must be accompanied by proof of proper licensing. All students who receive approval to park on school property must complete and sign an application that includes regulations for on-campus operation and parking of motor vehicle.

The only automobiles that will be allowed to park on the school grounds will be those that have been issued permits. Each permit will have a number and the permit will be valid only for the car that it is assigned to. Permits will be for the academic year only. Any student abusing his/her permit privileges will have the permit revoked. Permits will be issued by the administration. Upon arrival at school, students are not to remain in their car, but are to come directly into the building.

Use of Automobiles

A permit must be issued which is valid for the academic year only to the car(s) assigned in order for that car to be driven or parked on school grounds. A temporary permit may be issued under emergency circumstances at the discretion of the Principal. Permits shall be issued according to the following criteria:

1. Adequate space
2. Meeting and maintaining the following responsibilities:
 - A. A valid driver's license, vehicle registration, and insurance as required under Connecticut Law.
 - B. Maintaining an attendance record without invalid absence or tardiness to homeroom or school.
 - C. Maintaining slow and safe control of the vehicle on the school grounds and streets surrounding school parking area.
 - D. Leaving after the departure of the school buses at dismissal.
 - E. Recognizing that school buses shall have the right of way at all times.
 - F. Coming immediately and directly into the building from the parking area.
 - G. Signing of acknowledgement that the school district assumes no responsibility for student vehicles on school property.
 - H. All traffic and parking signs on campus must be followed.

Students

Student Driving and Parking (continued)

Revocation of Permits

Given that driving and parking on school property by students is a privilege rather than a right, the Board reserves its discretion to revoke permits that have been issued for conduct that includes but is not limited to the following:

1. Reckless or dangerous driving on the school grounds.
2. Leaving the school grounds without permission.
3. Failing to park in the area designated.
4. Failing to follow posted traffic signs.
5. At the request of their parents.
6. Excessive tardiness. (see attendance policy)
7. Loitering of students in their cars.
8. Failing to give school buses the right of way at all times.
9. Failure to follow all CT Motor Vehicle regulations.
10. Creating a nuisance, which interrupts the school environment, i.e. loud radio playing, exhaust systems, screeching tires.

Although school grounds are public property the Board has the responsibility for protecting school property and for assuring the safety of all persons on school grounds. Thus it has authority to set up controls related to driving and parking on school property, as well as the use of school grounds and facilities by the public.

Motorized Recreational Vehicles

The Board of Education declares that the grounds of the school (including roads and parking lots) are off limits to use at all times, by scooters, mini-bikes, snowmobiles, or other recreational type vehicles. When school is being occupied for school community purposes, parking lots are available for parking only.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

Students

Eligibility to Participate in Co-curricular Activities

Any student enrolled in the Haddam-Killingworth Regional High School shall be eligible to participate in after-school co-curricular activities including the interscholastic athletics program provided the student:

1. At a minimum, all students must meet the criteria established by the Connecticut Interscholastic Athletic Conference (CIAC), and
2. Eligibility for fall activities shall be determined by the student's grades for the fourth quarter of the previous year.

Such activities are to supplement the curriculum and participation in such activities is a privilege, not part of the right to school accommodations. The administration reserves the right to establish conditions for participation in such activities.

Students

Accidents

Accident record keeping's basic purpose is to provide information for and support to a comprehensive safety education program for all students and school employees.

Accident reports support the safe and efficient operation of the school system as well as the protection and education of the students. In addition, careful analysis and study of the reports have far-reaching implications for buildings, equipment, curriculum practices and administration.

Some specific goals of the accident reporting process shall be: . . .

1. To protect students, teachers and administrators from physical deficiencies of the school buildings and grounds.
2. To measure uses of the school and grounds (such as movements of student groups during peak times and in certain areas of the school) and to modify conditions so as to reduce congestion and accidents.
3. To provide information on kinds of accidents and the areas in which they occur and to adjust safety instruction in an effort to reduce the number of future mishaps.
4. To reveal gaps in the instructional program which may be filled by well-planned safety educational experience.
5. To determine relationships between accident experiences and school population, i.e., are falls caused by faulty traffic patterns during class changes, or, are a few students having problems such as coordination or vision, which cause them to be unable to cope with the traffic patterns.
6. To protect the school and school personnel from suffering unfortunate publicity and from becoming involved in litigation arising out of accident cases.

Students

Crisis Response

Crisis Management Teams

Each building in the district will have a Crisis Team to help manage overwhelming events that happen in the schools or community. The Crisis Teams will include the building Principal, the School Nurse, Counseling Staff, the Associate Principal, Principal Assistants, Head Teacher, and others. The District Crisis Team will include the Superintendent or designee, Pupil Services Director, Head Nurse, Guidance Director, Director of Grounds and Buildings and others.

Crisis may include any event affecting groups of people when confidentiality of information is not an issue. The following are examples of crisis - major accidents, completed suicide, acts of violence, natural disasters, and medical emergencies.

Students

Crisis Response

Crisis Management Teams

In the event of a crisis occurring:

1. Any person knowing of a Regional District No. 17 group of students who are reacting to a crisis within or near the Haddam or Killingworth communities shall call the Principal and or a member of the school Crisis Management Team.
2. If warranted, the Principal shall use the "school closing" emergency calling system to notify all staff. Staff may be asked to arrive 30 minutes earlier than usual to attend a meeting on the first day following the crisis.
3. The Crisis Management Team and other support staff shall meet as soon as possible to assign tasks to determine the schedule for the day and to assess the need for community support personnel.
4. If warranted, the following steps will be followed:
 - a. At an early morning meeting the Principal reviews with all the staff the known facts of the case in order to establish a common reference base and to dispel rumors. She/he then announces the schedule and events of the day.
 - b. A support staff person describes the possible feelings which the students may be experiencing and suggests how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
 - c. Guidelines are provided for helping students who are upset and for having them escorted to one of the "crisis centers" set up in the building.
 - d. Teachers are encouraged to allow for the expression of grief in their classes in whatever way and to whatever extent they are comfortable. The building Principal is to return to the normal routine as soon as possible within each class and within the school.
 - e. The teachers are asked to dispel rumors wherever possible and to discourage any "glorification" of the event.
 - f. Teachers are asked to give the name of the students they consider will be "at risk" to any member of the Crisis Management Team.
 - g. The staff is asked to plan for a faculty meeting immediately after school to review the events of the day.
5. Each building will have a pre-established location of their crisis center(s).
6. Additional student personnel staff from other buildings and from community agencies may be called in to assist as designated by the Crisis Management Team.
7. A member of the Crisis Management Team will be assigned to contact and monitor each student who may be directly affected by the situation.

Students

Crisis Response (continued)

8. The teachers meet with students in the homeroom in order to:
 - a. Read a statement prepared by the crisis team to the students.
 - b. Review the known facts and to dispel rumors.
 - c. Inform them of the existence of the crisis center.
 - d. Encourage them to express their reactions in whatever way is appropriate to them.
(All responses are acceptable, from severe upset to no reactions whatsoever.)
 - e. Ask them to be supportive of one another and to escort any friend who is upset to a teacher or to the crisis center.
9. All building staff members are assembled after school to:
 - a. Allow for expression of feelings and mutual support.
 - b. Review the events of the day.
 - c. Review the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping, and compile a list based on staff observations of individual student reactions during the day.)
10. Crisis Management Team members will ensure that the feelings of students "at risk" are addressed, and that guidelines for helping students' troubled friends are offered.
11. At the discretion of the Crisis Management Team, phone calls may be made to parents of individual students who are particularly upset during the day.
12. The Crisis Management Team will meet on a daily basis to assess the continued effect of the trauma until such meetings are deemed to no longer be necessary.
13. All discussions with the media will be done by the Superintendent, and/or designee.

Legal Reference: Connecticut General Statutes
 10-154a Professional communications between teacher or nurse and student.
 10-207 Duties of medical advisors.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-221 Boards of education to prescribe rules.
 19a-221 Quarantine of certain persons.
 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
 The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Students

Crisis Response

Crisis Management Teams

Each building in the district will have a Crisis Team to help manage overwhelming events that happen in the schools or community. The Crisis Teams will include the building Principal, the School Nurse, Counseling Staff, the Associate Principal, Principal Assistants, Head Teacher, and others. The District Crisis Team will include the Superintendent or designee, Pupil Services Director, Head Nurse, Guidance Director, Director of Grounds and Buildings and others.

Crisis may include any event affecting groups of people when confidentiality of information is not an issue. The following are examples of crisis - major accidents, completed suicide, acts of violence, natural disasters, and medical emergencies.

Students

Crisis Response

Crisis Management Teams

In the event of a crisis occurring:

1. Any person knowing of a Regional District No. 17 group of students who are reacting to a crisis within or near the Haddam or Killingworth communities shall call the Principal and or a member of the school Crisis Management Team.
2. If warranted, the Principal shall use the "school closing" emergency calling system to notify all staff. Staff may be asked to arrive 30 minutes earlier than usual to attend a meeting on the first day following the crisis.
3. The Crisis Management Team and other support staff shall meet as soon as possible to assign tasks to determine the schedule for the day and to assess the need for community support personnel.
4. If warranted, the following steps will be followed:
 - a. At an early morning meeting the Principal reviews with all the staff the known facts of the case in order to establish a common reference base and to dispel rumors. She/he then announces the schedule and events of the day.
 - b. A support staff person describes the possible feelings which the students may be experiencing and suggests how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
 - c. Guidelines are provided for helping students who are upset and for having them escorted to one of the "crisis centers" set up in the building.
 - d. Teachers are encouraged to allow for the expression of grief in their classes in whatever way and to whatever extent they are comfortable. The building Principal is to return to the normal routine as soon as possible within each class and within the school.
 - e. The teachers are asked to dispel rumors wherever possible and to discourage any "glorification" of the event.
 - f. Teachers are asked to give the name of the students they consider will be "at risk" to any member of the Crisis Management Team.
 - g. The staff is asked to plan for a faculty meeting immediately after school to review the events of the day.
5. Each building will have a pre-established location of their crisis center(s).
6. Additional student personnel staff from other buildings and from community agencies may be called in to assist as designated by the Crisis Management Team.
7. A member of the Crisis Management Team will be assigned to contact and monitor each student who may be directly affected by the situation.

Students

Crisis Response (continued)

8. The teachers meet with students in the homeroom in order to:
 - a. Read a statement prepared by the crisis team to the students.
 - b. Review the known facts and to dispel rumors.
 - c. Inform them of the existence of the crisis center.
 - d. Encourage them to express their reactions in whatever way is appropriate to them.
(All responses are acceptable, from severe upset to no reactions whatsoever.)
 - e. Ask them to be supportive of one another and to escort any friend who is upset to a teacher or to the crisis center.
9. All building staff members are assembled after school to:
 - a. Allow for expression of feelings and mutual support.
 - b. Review the events of the day.
 - c. Review the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping, and compile a list based on staff observations of individual student reactions during the day.)
10. Crisis Management Team members will ensure that the feelings of students "at risk" are addressed, and that guidelines for helping students' troubled friends are offered.
11. At the discretion of the Crisis Management Team, phone calls may be made to parents of individual students who are particularly upset during the day.
12. The Crisis Management Team will meet on a daily basis to assess the continued effect of the trauma until such meetings are deemed to no longer be necessary.
13. All discussions with the media will be done by the Superintendent, and/or designee.

Legal Reference: Connecticut General Statutes
 10-154a Professional communications between teacher or nurse and student.
 10-207 Duties of medical advisors.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-221 Boards of education to prescribe rules.
 19a-221 Quarantine of certain persons.
 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
 The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Students

Relations with Non-custodial Parents

Non-custodial parents usually have the right to access a student's educational records and should be encouraged to participate as fully as possible in a student's educational experience. Absent a court order limiting a parent's right to participate, schools should respect the non-custodial parents' interests in his/her child's education and development. Non-custodial parents are generally entitled to access student records, receive progress reports, visit their children at school, and participate in conferences.

The Board of Education, unless informed otherwise, assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to these rights, the custodial parent will be required to submit legal documents to the Superintendent which restrict the rights of the non-custodial parent (e.g. a court order).

Unless there are specific court-imposed restrictions, such as a final divorce decree which includes specific denial of rights or a restraining order denying certain rights, the non-custodial parent, upon written request may access school records. School records are those records maintained by the school district in the cumulative record and include report cards and progress reports.

The Board of Education presumes that the person who enrolls a student in school is the student's custodial parent. Further, the parent with whom the student resides is known as the custodial parent unless a legal document or signed parental agreement indicates otherwise. Verification may be required from the custodial parent.

Only the custodial parent has the right to remove the student from school property. Written authorization from the custodial parent will be cause for exception to this provision. If school personnel anticipate a possible student abduction, law enforcement personnel are to be notified immediately.

The custodial parent has the responsibility to keep the school office informed as to the address of residence, in a manner determined by the school, and how he/she may be contacted at all times.

(cf. 5113.2 - Attendance and Excuses)

(cf. 5118 - Nonresident Students)

(cf. 5124 - Reporting to Parents)

(cf. 5125/5125.1 - Student Records/Confidentiality)

(cf. 5142.2 - Student Dismissal Precautions)

Students

Relations with Non-custodial Parents (continued)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

46b-56 Access of records of minor children by non-custodial parent

Federal Family Educational Rights and Privacy Act of 1974

Department of Education 34 C.F.R. Part 99 (May 9, 1980 45FR 30802) regs. implementing

FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) - parent and student privacy and other rights with respect to educational records.