

## Series 1000 – Community Relations

### 3. Public Activities Involving Staff, Students or Use of School Facilities

#### C. Use of School Facilities

##### (1) Smoke-Free Environment

~~The Suffield Board of Education prohibits smoking on school property, outside of school buildings, or at any school-sponsored activities. For the purposes of this policy, “tobacco product” is defined to include, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco products, such as electronic cigarettes.~~

~~The Suffield Board of Education bans smoking in school vehicles by all persons at all times.~~

The Board of Education recognizes the deleterious health effects of smoking, both to the smoker and from second hand smoke. The Board also recognizes that adults should be serving as providing positive role models for students. Therefore, in accordance with Connecticut Statute 19a-342, the Board of Education prohibits any student or adult from smoking on school property or at school-sponsored events at any time. Furthermore, use of tobacco products is prohibited on any school-related transportation or at any school-sponsored activity. Any person, including those 16 or older, can be subject to discipline if this policy is violated, in accordance with Policy 5144 and any other applicable policies.

As used herein, “smoke” or “smoking” means the lighting or carrying of a lighted cigarette, cigar, pipe or similar device; the use of chewing tobacco; the use of an electronic nicotine delivery system, or a nicotine delivery device or vapor product; chemicals or devices that produce the same flavor of physical effect of nicotine substances; and any other tobacco or nicotine innovations.

#### Definitions

**Electronic nicotine delivery system** means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

**Liquid nicotine container** means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except “liquid nicotine container” does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.



**Vapor product** means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

In addition, the prohibition does not apply to a classroom where a demonstration of the use of an electronic nicotine delivery system or vapor product is taking place as part of a medical or scientific experiment or lesson.

A sign shall be posted on school premises indicating that smoking, including the use of e-cigarettes is prohibited by state law.

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 4118.231/4218.231 Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. 5131.6 Drugs, Tobacco, and Alcohol)

Legal Reference: Connecticut General Statutes

10-233a(h) Definitions, "School-sponsored activity"

19a-342 Smoking prohibited in certain places. Signs required. Penalties. (as amended by PA 19-13)

21a-242 Schedules of controlled substances.

P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

P.L. 107-110, Section 4303, "Non-smoking Policy for Children's Services"

20 U.S.C. 7181-7184 The Pro Children Act of 2001, PL 107-110, 115 Stat 1174

~~Legal Reference: Connecticut General Statutes~~

~~Sec. 1-21b Smoking prohibited in certain places. Signs required. Penalties~~

~~21a-242 Schedules of controlled substances.~~

~~Drug-Free Workplace Act. 102 Stat. 4305-4308~~

~~Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)~~

~~21 U.S.C. 812, Controlled Substances Act, I through V, 202~~

~~21 C.F.R. 1300.11 through 1300.15 regulation~~

~~54 Fed. Reg. 4946 (1989)~~

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December 2, 2014

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

**Series 4000 – Personnel – Certified & Non-Certified****1. Certified Personnel****2. Non-Certified Personnel****A. Permanent Personnel****(8) Rights, Responsibilities and Duties****(b) Professional Responsibilities****(iv) Conduct and Dress****(a) Alcohol, Drugs, and Tobacco**

The Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

**Alcohol and Drugs**

The Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawful manufacture, distribution, dispensing, possession, or use on school grounds or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Controlled drugs are further defined in schedules I through V of section 202 of the controlled substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; and off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Each employee shall notify his or her supervisor of his or her conviction for an offense occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.



An employee who violates the terms of this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

## **Tobacco**

There shall be no smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

For the purposes of this policy, "tobacco product" is defined to include, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco products, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products, such as electronic cigarettes and vapor products.

## **Promulgation of Rules**

A copy of this policy and the consequences of violating the policy shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal references:      Drug-Free Workplace Act. 102 Stat. 4305-4308  
                             Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)  
                             21 U.S.C. 812, Controlled Substances Act, I through V, 202  
                             21 C.F.R. 1300.11 through 1300.15 regulation  
                             54 Fed. Reg. 4946 (1989)  
                             Connecticut General Statutes  
                             ~~1-21b~~19a-342 Smoking prohibited in certain places.

Policy adopted:      June 17, 2003  
Policy revised:      December 2, 2014

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

**Series 5000 - Students****1. Elementary and Secondary****C. Activities****(1) Conduct****(j) Drugs, Tobacco, Alcohol**

Pursuant to the goal of the Board to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, and street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, and other performance enhancing substances, are addressed by this policy.

Possessing, using, or transmitting any substance which is represented to be, or looks like, a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including, but not limited to, Spice, K2 and bath salts are addressed by this policy.

**Definitions**

**Drugs** are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines and narcotics; and non-authorized prescription drugs.

**Controlled substances**, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as, but not limited to, glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

**Under the influence**, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

**Electronic nicotine delivery system** means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

**Liquid nicotine container** means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is pre-filled and sealed by the manufacturer and not intended to be opened by the consumer.

**Vapor product** means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

### **Privacy Rights**

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

### **Illegal Activities**

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, police will be notified, his/her parent(s)/guardian will be contacted, and he/she will be suspended from school and considered for expulsion under guidelines outlined in Policy #5114.

### **Notification of Policy**

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

1. the unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco,



- including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. compliance with the standards of conduct stated in the handbook is mandatory;
  3. a violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution;
  4. CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy ~~and accompanying administrative regulations;~~ and
  5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

### **Disciplinary Action**

Students who violate this policy will be subject to disciplinary action under Policy #5144 and/or other applicable policies, which includes, but is not limited to, suspension or expulsion, and/or a program recommended by administration. Student athletes who participate in CIAC-controlled activities and violate this policy shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall refer the matter to the Principal or his/her designee. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school Principal or designee. The Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

### **Drug-Free Awareness Program**

The Superintendent shall assure that the school District provides a drug-free awareness program for students-, including the following topics:

- Health and safety-related dangers of drug abuse;



- Review of the Board of Education's policy of maintaining drug-free schools;
- Notification of the availability of drug counseling and rehabilitation programs; and
- Official penalties for drug abuse violations in schools

## **Drugs and Alcohol**

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Student Handbook.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Student Handbook.

## **Inhalant Abuse**

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.



For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide - Laughing Gas, Whippets, CO<sub>2</sub> Cartridge  
Amyl Nitrite - "Locker Room," "Rush," "Poppers," "Snappers"  
Butyl Nitrite - "Bullet," "Climax"  
Chlorohydrocarbons - Aerosol Paint Cans, Cleaning Fluids  
Hydrocarbons - Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use, or possess with intent to use, inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or other substance that contains a volatile chemical.

Any student in District schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

### **Performance-Enhancing Drugs (including food supplement)**

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any

student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that District schools, as members of the CIAC require all athletes playing in CIAC-controlled sports to be chemical free.

### **Tobacco/E-Cigarette Use by Students**

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity including work-study programs. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

~~Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.~~

**Alternate language to consider:** For purposes of this policy, “use of tobacco” shall mean all uses of tobacco, including but is not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products and electronic nicotine delivery systems or vapor product. In order to protect students and staff, the Board prohibits the use of tobacco or nicotine-based products in school buildings, on school grounds, in school vehicles, or at any school-related event.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.

### **Medical Marijuana**

The conditions which follow are applicable to a District student who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana" and as amended by P.A. 16-23.

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.



A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools. A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana
  - On a school bus; ~~or~~
  - On the grounds of any preschool, elementary or secondary school;
  - Utilize marijuana on any form of public transportation or in any public place;
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by P.A. 12-55 as amended by P.A. 16-23; or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131 - Conduct)

(cf. 5131.8 - Out of School Grounds Misconduct)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.12 - Search and Seizure)

(cf. 5145.121 - Vehicle Searches on School Grounds)

(cf. 5145.122 - Use of Dogs to Search School Property)

(cf. 6164.11 - Drugs, Alcohol, Tobacco)

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-220b Policy statement on drugs.

10-221(d) Boards of education to prescribe rules, policies and procedures re: sale or possession of alcohol or controlled drugs.

[21a](#)-240 Definitions dependency producing drugs.  
[21a](#) -240(8) Definitions "Controlled Drugs," dependency producing drugs.  
[21a](#)-240(9) Definitions "controlled substance."  
[21a](#)-243 Regulation re: schedules of controlled substances.  
[21a](#)-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)  
[53](#)-198 Smoking in motor buses, railroad cars and school buses.  
P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.  
P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.  
P.A. 16-23 An Act Concerning the Palliative Use of Marijuana  
P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.  
P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products  
Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.  
PL 114-95 Every Student Succeeds Act, Section 8573  
Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)  
New Jersey v. T.L.O, 469 U.S. 325 (1985).  
Veronia School District 47J v. Acton, 515 U.S. 646. (1995)  
Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy adopted: July 8, 2019

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut



## Series 5000 - Students

### 1. Elementary and Secondary

#### C. Activities

##### (1) Conduct

##### (s) Bullying Prevention and Intervention Policy

The Suffield Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination.- In accordance with state law and the Board's Safe School Climate Plan (see Appendix 1). ~~The-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. Suffield Public Schools, in accordance with the Suffield Safe School Climate Plan which is supported by state law.

The ~~Suffield Public Schools~~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 or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law. ~~The district's commitment to addressing bullying behavior, however, involves a multifaceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.~~

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;



- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

For purposes of this policy, "**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.

For the purposes of this policy, "**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.

~~In alignment with Board of Education goals and e~~Consistent with the requirements under state law, the Suffield Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying;
- 3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section, and that 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 receive prompt notice that such investigation has commenced;
- 5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- 7) provide for the inclusion of language in student codes of conduct concerning bullying;



- 8) require each school to 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 described in subdivision (4), above;
- 9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- 10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- 11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- 16) prohibit bullying (A) 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 local or regional board of education, and (B) 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;
- 17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; ~~and~~
- 18) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a or 10-222j related to the identification, prevention and response to bullying.



The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

~~By September 1, 2014, the Suffield~~The Board ~~of Education~~ shall submit its Safe School Climate Plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:      Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*  
                                 Public Act 14-172, "An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates"  
                                 Public Act 14-232, "An Act Concerning the Review and Approval of Safe School Climate Plans by the Department of Education and a Student Safety Hotline Feasibility Study"  
                                 Public Act 14-234, "An Act concerning Domestic Violence and Sexual Assault"  
                                 Public Act 19-166, "An Act concerning School Climates  
                                 Conn. Gen. Stat. 10-145a  
                                 Conn. Gen. Stat. 10-145o  
                                 Conn. Gen. Stat. 10-220a  
                                 Conn. Gen. Stat. § 10-222d  
                                 Conn. Gen. Stat. 10-222g  
                                 Conn. Gen. Stat. 10-222h  
                                 Conn. Gen. Stat. 10-222j  
                                 Conn. Gen. Stat. 10-222k  
                                 Conn. Gen. Stat. 10-222l  
                                 Conn. Gen. Stat. §§ 10-233a through 10-233f



Policy adopted: February 4, 2003  
Policy revised: June 3, 2008, January 17, 2012  
January 6, 2015, September 17, 2018

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

## **SAFE SCHOOL CLIMATE PLAN**

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

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

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

- A. The Suffield Public Schools 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 the district.
- B. The Suffield Public Schools 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 Suffield Public Schools 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 violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

### **II. Definition of Bullying**

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:



1. causes physical or emotional harm to such student or damage to such student's property;
  2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  3. creates a hostile environment at school for such student;
  4. infringes on the rights of such student at school; or
  5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

### III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, 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 his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- I. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Suffield Board of Education.
- J. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

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

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

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

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

##### **B. Safe School Climate Specialist**

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

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

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.



- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Suffield 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), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The School Safe 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 hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement  
If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

## **VIII. Teen Dating Violence**

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



imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

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

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

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

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternative 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 his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- 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 violence education and prevention curricula in kindergarten through high 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/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
  - 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 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 in evidence based practices concerning same;
  - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
  - l. Avoidance of sex-role stereotyping;
  - m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
  - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
  - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
  - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
  - 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 and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees

should intervene promptly whenever they observe 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**

The Suffield Public Schools is committed to maintaining a positive, safe, and healthy school climate. Strategies to support this goal are developed based on review of current school and district data and aligned with research-based best practices in positive behavior support systems. The school and district maintain school improvement plans and district improvement plans that document strategies and evidence of improvement, and school climate committees inclusive of parents, meet and review data and action plans.

## **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. The Board 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 and first aid training offered by the Commissioner of Mental Health and Addiction Services, if offered.

## **XIII. School Climate Assessments**

~~On and after July 1, 2012, and bBiennially thereafter,~~ the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References: Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*  
Conn. Gen. Stat. § 10-222d  
Conn. Gen. Stat. § 10-222g  
Conn. Gen. Stat. § 10-222k  
Conn. Gen. Stat. § 10-222l  
Conn. Gen. Stat. §§ 10-233a through 10-233f



Connecticut State Department of Education Circular Letter C-8, Series  
2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,  
Series 2019-2020 (July 16, 2019)

Public Act 14-172, “An Act Concerning Improving Employment  
Opportunities through Education and Ensuring Safe School Climates”

Public Act 14-232, “An Act Concerning the Review and Approval of Safe  
School Climate Plans by the Department of Education and a Student  
Safety Hotline Feasibility Study”

Public Act 14-234, “An Act Concerning Domestic Violence and Sexual  
Assault”

Public Act 19-166, “An Act Concerning School Climate”

7/28/14

**SUFFIELD PUBLIC SCHOOLS**  
**SUSPECTED BULLYING BEHAVIORS/TEEN DATING VIOLENCE REPORTING FORM**  
**FOR USE BY STUDENTS, PARENTS, SCHOOL EMPLOYEES**  
**AND OTHER COMPLAINANTS**

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

School: \_\_\_\_\_

**PERSON REPORTING INCIDENT:**

Name: \_\_\_\_\_

Telephone Day: \_\_\_\_\_

Evening: \_\_\_\_\_

Cell: \_\_\_\_\_

Email: \_\_\_\_\_

Place an X in the appropriate box: ☐ Student ☐ Parent/Guardian ☐ Close Adult Relative ☐ Employee

☐ Other (explain) \_\_\_\_\_

1. Name of target: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please print)

2. Names(s) of alleged offender(s) (if known): (Please print)	Is he/she a student in this district?	Age	Grade/	School
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____	_____	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____	_____	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____	_____	_____

3. On what dates(s) did the incident(s) happen?  
\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year      Month Day Year      Month Day Year

4. Where did the incident(s) happen (choose all that apply)?

☐ On school property    ☐ At a school-sponsored activity or event off school property

☐ On a school bus        ☐ On the way to/from school/school bus stop

☐ Off school grounds    ☐ Via electronic communication

☐ Other (specify) \_\_\_\_\_

5. Describe the nature of the complaint (be as specific as possible) and state how you became aware of the incident:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Attach a separate sheet if necessary)



6. What do you believe was the reason for the conduct by the offender(s)? Do you believe it was based upon disability, race, national origin, religion, color, age, sex, sexual orientation, gender identity or expression, or marital status of the target? Explain.

(Attach a separate sheet if necessary)

7. Did a physical injury result from this incident(s)? ☐ No ☐ Yes

Nature of injury: \_\_\_\_\_

8. Was the target absent from school as a result of the incident? ☐ No ☐ Yes

If yes, how many days was the target absent from school as a result of the incident? \_\_\_\_\_

Dates of absenteeism: \_\_\_\_\_

9. Did an emotional injury result from this incident(s):

☐ No

☐ Yes, but psychological services have not been sought

☐ Yes, and psychological services have been sought

Dates/location where services were sought \_\_\_\_\_

10. Did any damage occur to the target's property? ☐ No ☐ Yes

Nature of damage \_\_\_\_\_

11. State name(s) of any witnesses to the incident(s):

Name/position/school ( i.e. student, teacher,  
parent, community member, etc.)

Contact information (if known)

12. Are you aware of any similar types of activities by the alleged offender(s) or by others against the target? If so, please describe the activity and when it occurred? Was a report made of these activities? If so, to whom and when?

(Attach a separate sheet if necessary)

13. Is there any additional information you would like to provide?

(Attach a separate sheet if necessary, and attach any relevant documentation (i.e. medical documents, photos, posts, video, emails, text messages, former reports, etc.)

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Complainant)

Name/Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Staff member receiving/ reviewing Complaint)

*(If this complaint suggests that the alleged incident(s) was/were based upon the membership of the target in a protected class (such as race, sex, religion, disability or sexual orientation), this complaint shall be shared with the appropriate district civil rights coordinator for possible additional investigation)*

(If applicable) Referred to (name of coordinator): \_\_\_\_\_

Date of referral: \_\_\_\_\_



**SUFFIELD PUBLIC SCHOOLS**  
**BULLYING INVESTIGATION REPORT**  
**(For Staff Use Only)**

1. Name of target: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

School \_\_\_\_\_ ☐ Reg. Ed ☐ Spec. Ed. ☐ 504

2. Name of complainant/relationship to target: \_\_\_\_\_

3. Names(s) of alleged offender(s):	Is he/she a student in the school district?	Age	Grade/	School	Status
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____	_____	_____	<input type="checkbox"/> Reg. Ed <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> 504
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____	_____	_____	<input type="checkbox"/> Reg. Ed <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> 504
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____	_____	_____	<input type="checkbox"/> Reg. Ed <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> 504

4. On what date(s) did the incident(s) happen?

____/____/____	____/____/____	____/____/____
Month Day Year	Month Day Year	Month Day Year

5. Where did the incident happen (choose all that apply)?

- ☐ On school property    ☐ At a school-sponsored activity or event off school property
- ☐ On a school bus        ☐ On the way to/from school/at school bus stop
- ☐ Off school grounds    ☐ Via electronic communication
- ☐ Other (specify) \_\_\_\_\_

6. Summarize the complaint:

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(Attach separate sheet if necessary along with a copy of any written complaint)

7. State name(s) of any witnesses to the incident(s):

Name/position/school (i.e. student, teacher,  
parent, community member, etc.)

Contact information (if known)

_____	_____
_____	_____
_____	_____

8. Date the target was interviewed? By whom? When? Where? \_\_\_\_\_

Did he/she provide a statement? ☐ Y ☐ N If yes, ☐ Oral ☐ Written (Attach written statement)

Was he/she asked to provide the name of any witnesses? ☐ Y ☐ N

State the names of witnesses provided: \_\_\_\_\_

_____
_____
_____

9. Date the offender interviewed? By whom? When? Where? \_\_\_\_\_

Did he/she provide a statement? ☐ Y ☐ N If yes, ☐ Oral ☐ Written (Attach written statement)

Was he/she asked to provide the name of any witnesses? ☐ Y ☐ N

State the names of witnesses provided: \_\_\_\_\_

10. List all individuals who were interviewed:

Names(s) of individuals/witnesses interviewed:

Written Statement  
Provided

Relationship to target/or  
title/position

_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____
_____	<input type="checkbox"/> Y <input type="checkbox"/> N	_____

(Attach all written statements)



11. List and describe all documentation considered as part of the investigation (i.e. bus referral/report, student records, student attendance records, medical records, nurse referral, disciplinary referral, police report, photographs, surveillance tapes, emails, text messages, postings, other physical evidence(attach copies whenever possible): \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

12. Summarize your investigation (include who was spoken to, where and when/dates as well as who conducted such interviews, include the substance of any oral/written statements given, indicate credibility as appropriate, specify what documentation or other information was considered and the weight given to it and why, state any conclusions reached regarding the incident, individuals, or the veracity or reliability of individuals/ information and note where information was or failed to be corroborated).
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(Attach Separate Sheet as Needed)

13. The definition of bullying as defined by state law is “the repeated use by one or more students of a written, oral or electronic communication, or a physical act or gesture directed at or referring to another student attending school in the same school district that either causes physical or emotional harm to such student or damage to such student’s property, places such student in reasonable fear of harm to himself or herself, or of damage to his or her property and for off school ground incidents, creates a hostile environment at school for such student, or infringes on the rights of such student at school, or substantially disrupts the educational process or the orderly operation of a school”.

Bullying" shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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”.

**Check all of the following that apply with respect to this investigation:**

- ☐ Target and offender(s) are students in the same school or school district
- ☐ Target and offender(s) are not students in the same school district
- ☐ Involves repeated activity by one student against the target
- ☐ Involves repeated activity by more than one student against the target
- ☐ Involves a written, oral or electronic communication
- ☐ Involves a physical act

Describe the act and/or injury: \_\_\_\_\_

☐ Involves emotional harm to target

Describe the nature of the harm/effect: \_\_\_\_\_

☐ Involves damage to target's property

Describe the damage/cost of repair: \_\_\_\_\_

☐ Target has reasonable fear of harm to self or property

Explain: \_\_\_\_\_

☐ Offender's actions have created a hostile environment at school for the target

*("Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate)*

Explain:

☐ Target's rights at school have been infringed

Explain:

☐ Offender's actions have substantially disrupted the educational process or orderly operation of a school

Explain:

14. Based upon the completed investigation, was it concluded that a verified act of bullying occurred against the target?

☐ Y ☐ N Explain the basis for your conclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Date of written notice of the conclusion of the investigation provided to the following?

\_\_\_\_\_ Parent of the target

\_\_\_\_\_ Parent of the offender(s)

\_\_\_\_\_ District Safe School Climate Coordinator

16. Do you believe there is a basis for further investigation based upon: (check all that apply)

☐ race ☐ color ☐ ancestry ☐ national origin ☐ gender ☐ sexual orientation ☐ gender identity

☐ gender expression ☐ socioeconomic status ☐ academic status ☐ physical appearance

☐ mental, physical, developmental or sensory disability

☐ by association with an individual or group who has or is perceived to have one or more of any of the above characteristics (list characteristic) \_\_\_\_\_

Was a referral to a district civil rights coordinator made ☐ Y ☐ N

To whom? Date of referral?

\_\_\_\_\_

17. If bullying was verified, describe the responsive action:

As to the target: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***(Responsive action must include a plan of support for the target, and if the target is a special education student, a PPT must be convened to consider whether bullying has impacted the provision of FAPE and if the IEP remains appropriate)***

Components of Target's Support Plan \_\_\_\_\_  
\_\_\_\_\_

As to the offender(s): (list separately if more than one offender):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***(Remember to check the status of each offender to determine whether he/she is a regular, special education or 504 student. For those students not identified as Special Education or 504 students, consider whether a referral is warranted by the student's conduct /student history and for those perpetrators who are already identified as special education students, a PPT should be convened to determine if their IEP remains appropriate)***

System Wide Interventions (i.e. changes to curriculum, assembly program, etc.) (if applicable):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Staff member completing this report)



PERSON COMPLETING REPORT:

Name: \_\_\_\_\_

Position: \_\_\_\_\_ School \_\_\_\_\_

DATE COMPLAINT RECEIVED BY  
SCHOOL/DISTRICT: \_\_\_\_\_

☐ ORAL COMPLAINT ☐ WRITTEN COMPLAINT ☐ ANONYMOUS

DATES OF INVESTIGATION: \_\_\_\_\_

DATE OF FIRST DAY OF INVESTIGATION: \_\_\_\_\_

DATE INVESTIGATION WAS COMPLETED: \_\_\_\_\_

*(If bullying is verified, parents of both the target and the offenders must be notified within 48 hrs. of the completion of investigation and must be invited to separate parent meetings with school personnel; the meeting invitation may be combined with notification of a verified act of bullying)*

DATE OF AND METHOD OF NOTIFICATION OF ACT OF VERIFIED BULLYING:

TO PARENT(S) OF TARGET \_\_\_\_\_

TO PARENT(S) OF OFFENDER(S) \_\_\_\_\_

DATE OF INVITATION TO PARENT MEETING

TO PARENT(S) OF TARGET \_\_\_\_\_

TO PARENT(S) OF OFFENDER(S) \_\_\_\_\_

DATE OF PARENT MEETING AND NAMES OF THOSE ATTENDING:

TARGET \_\_\_\_\_

OFFENDER(S) \_\_\_\_\_

NAME OF INVESTIGATOR(S) TITLE/POSITION/SCHOOL (if different than person completing this report):

\_\_\_\_\_  
\_\_\_\_\_

(If applicable) DATE OF REFERRAL (made as result of the bullying investigation/incident(s)):

☐ TO LAW ENFORCEMENT \_\_\_\_\_ ☐ DISTRICT CIVIL RIGHTS

COORDINATOR \_\_\_\_\_

TARGET TO:

☐ PPT \_\_\_\_\_ ☐ 504 Meeting \_\_\_\_\_ ☐ SAT \_\_\_\_\_ OTHER (SPECIFY) \_\_\_\_\_

PERPETRATOR TO:

☐ PPT \_\_\_\_\_ ☐ 504 Meeting \_\_\_\_\_ ☐ SAT \_\_\_\_\_ OTHER (SPECIFY) \_\_\_\_\_

**Suffield Public Schools**  
**Report of Bullying/Consent to Release Student Information**

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

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

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To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Suffield Public Schools may need to disclose the name of your child and/or other information in connection this investigation which may otherwise disclose your child's identity.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the Suffield Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

\_\_\_\_\_ I do **NOT** give permission for the Suffield Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Please print)

**Suffield Public Schools**  
**Report of Teen Dating Violence/Consent to Release Student Information**

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

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

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To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough investigation of the report, the Suffield Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the Suffield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

I do **NOT** give permission for the Suffield Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Please print)



## Series 6000 – Instruction

### 1. Elementary and Secondary

#### D. Curriculum

#### (2) Basic Instructional Program

#### (c) Wellness Policy

##### Overview

In advancing student achievement, the Board of Education recognizes the strong connection between academic performance, health and wellness. The Board embraces a district-wide culture aimed at enhancing student outcomes and improving student well-being ~~decreasing childhood obesity~~ by promoting health and wellness in schools for students and staff. This policy seeks to achieve such a culture by establishing a wellness committee, as well as goals and guidelines for the following areas of focus:

- 1) Nutrition Promotion and Education
- 2) Physical Activity and Physical Education

In accordance with federal and state law, this policy provides students access to healthy foods and beverages; provides opportunities for developmentally appropriate physical activity; and requires all meals served by the District to meet or exceed federal nutritional guidelines issued by the U.S. Department of Agriculture and Connecticut Nutrition Standards for Foods in Schools, whichever are greater.

##### Wellness Committee

A community-wide Wellness Committee shall convene to review and consider best practices, as well as evidence-based strategies and techniques to advance wellness for students and staff. The Committee shall consist of teachers of physical education/health, teachers of family consumer science, school health professionals, school/district administrators, the food services director, members of the Board of Education, parents, students, and additional community members/public. The Committee responsibilities are as follows:

- The Committee shall meet at least three times per school year, with minutes taken and made available to the public.
- The Committee shall develop an action plan, informed by current evidence-based strategies, regarding wellness improvements in this policy's two focus areas: 1) nutrition promotion and education, and 2) physical activity and physical education.
- The Committee shall monitor and ensure the action plan aligns with the goals set forth in this policy for those two focus areas.
- The Committee shall demonstrate progress in each focus area every school year.
- The Committee shall present a formal three-year assessment and evaluation report to the Board regarding implementation of the action plan, annual progress made, and ongoing opportunities for improvement.



- Upon presentation of the triennial assessment to the Board, the Superintendent or his/her designee shall ensure the results are made available to the public via the District website, email, and other methods deemed appropriate by the Board.

### **Goals for Nutrition Promotion and Education**

1. The District will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
2. The District will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
3. Nutrition education shall be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Students shall be able to demonstrate competence through application of knowledge, skill development and practice, when applicable.
4. The District shall encourage a broader health and wellness culture outside of school settings to involve family and community partnerships regarding nutrition education and promotion.

### **Guidelines Supporting Above-Mentioned Nutrition Promotion and Education Goals Cafeteria, Vending Machines, and School Stores:**

- The District shall offer varied, nutritious and age appropriate food and beverage choices in cafeterias, vending machines, and school stores that are consistent with federal and state requirements and guidelines, as well as nutritional guidelines recommended for each age group. The focus shall be on moderating calories; limiting saturated fats, sodium, sugars, and processed foods; and increasing consumption of nutrient-rich foods such as fresh fruits and vegetables, organic foods, whole grains, low-fat dairy, lean meats and legumes.
- The Superintendent or his/her designee shall establish administrative procedures to control food and beverage sales that compete with the District's food service provider in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods and beverages of minimal nutritional value as defined by the USDA and will ensure all foods and beverages sold to students separately from school meals meet Connecticut Nutrition Standards.
- Cafeteria environments at all schools shall include adequate space for students to eat in clean and pleasant surroundings with convenient access to hand washing or sanitizing facilities before and after meals.
- The District shall provide meals at appropriate times with adequate time allotted for students to eat. ~~(The School Nutrition Association recommends at least 20 minutes for lunch from the time a student is seated with their food.)~~
- The District shall participate in the National School Breakfast and Lunch Program as defined by the federal and state government. Reimbursable school meals served shall meet, at a minimum, federal nutrition requirements and regulations established for each program. The District shall make every effort to eliminate any social stigma attached to the identification of students receiving free or reduced price meals. A summer food service program is currently not available.
- Based on State Health Department requirements, Qualified Food Operators will administer the school meal program. The Food Services Director, as advised by a



registered dietitian, will be responsible for staff development according to an individual's level of responsibility.

- The schools shall comply with state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines shall be implemented to prevent food-borne illness in schools.

#### **Classroom and Other Settings:**

- The District shall strive to promote the sale and consumption of nutritious food and beverages throughout all district activities including classroom snacks, classroom activities, celebrations and fundraisers.
- The Board encourages families to provide healthy classroom snacks for their children. At the start of each school year, the District shall provide families with a list of suggested healthy classroom snack ~~ideas~~ ~~ideas~~ (see Appendix 1).
- The distribution of homemade goods for consumption in classrooms or school buildings is not permitted, due to the unknown nutritional content and ingredients.
- Student birthday celebrations shall be food-free. At the start of each school year, the District shall provide staff with a list of ideas for food-free birthday celebrations (see Appendix 2). Teachers shall choose appropriate options for their classrooms.
- Classroom and/or grade-level celebrations involving non-homemade treats shall be limited to three per year, per classroom. All treats must include ingredient labels. Such celebrations shall be approved in advance and tracked by the building principal or his/her designee.
- Curriculum-based initiatives involving food will not count as "classroom celebrations" as per this clause, subject to approval by building leadership.
- Other than approved classroom celebrations, students shall not be permitted to share food due to allergies and other restrictive dietary concerns.
- The Board encourages PTO/PTAC organizations to engage in healthy fundraising opportunities that limit the sale of candy, chocolate and other food items.
- Staff and parents shall avoid using food or beverages as positive reinforcement, except in approved situations involving extenuating circumstances. At the start of each school year, the District shall provide staff and parents with a list of suggested alternatives (see Appendix 3).
- Staff shall not withhold food or beverages as a punishment.
- Nutrition education shall be a part of comprehensive school health education and shall be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. All PreK-12 instructional staff shall be encouraged to incorporate nutritional themes from current state frameworks into daily lessons, when appropriate, and to reinforce and support health messages.
- The District shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and families.
- Staff shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition.
- The District shall disseminate information to parents, students and staff about community programs that offer nutrition assistance to families.



## **Goals for Physical Activity and Physical Education**

1. Schools will support and promote an active lifestyle for students.
2. Physical education will be taught in all grades using current national standards and/or state-developed frameworks. Programs shall utilize developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Students shall be able to demonstrate competence through application of knowledge, skill and practice.
3. All students will be required to engage in the District's physical education program, unless otherwise exempted.
4. Recess and other physical activity breaks; before and after school activities; and walking and bicycling to schools, where safe to do so, are supported by the Board.
5. The District encourages children and adolescents to participate in 60 minutes of physical activity every day before, during and after school.
6. The District shall encourage a broader health and wellness culture outside of school settings to include family and community partnerships regarding physical activity and physical education.

## **Guidelines Supporting Above-Mentioned Physical Activity and Physical Education Goals**

### **Physical Activity**

- In classroom settings, students shall be provided with opportunities for physical activity, in addition to physical education. Classroom teachers shall provide short physical activity breaks between lengthy lessons or classes, as appropriate, and are encouraged to increase the amount of movement breaks offered during the school day. In addition, opportunities for physical activity shall be integrated into subject lessons, as appropriate, and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments.
- Teachers and other school and community personnel shall not use physical activity or exercise, such as running laps and pushups, as punishment. They shall not withhold opportunities for physical activity, such as recess and physical education, as punishment or to enforce the completion of academic work.
- All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs.
- All high schools and middle schools, as appropriate, shall offer interscholastic sports programs.
- The district shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs.
- After-school enrichment programs shall provide and encourage, through the provision of space, equipment support and activities, daily periods of moderate to vigorous physical activity for all participants, as allowed by competing demands of the programs.

### **Physical Education**

- Content for physical education classes shall include movement, personal fitness, and personal and social responsibility.
- Classroom health education shall compliment physical education by reinforcing the knowledge, decision-making and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television, playing video games, etc.
- The Board encourages the District to not only meet, but exceed, state standards with regards to physical education requirements. Options for doing that include, but are not limited to, exploring ways to increase classroom physical education time during the school day and developing protocol to give children credit for being involved in sports and activities outside the school day, which would be in addition to credits required under current standards.

### **Staff Wellness**

Every staff member shall be encouraged to improve their own health and wellness with the purpose of:

- improving quality of life
- improving staff morale
- creating positive role models for students
- building commitment of staff to promote student health, as well as improve school nutrition and physical activity

Health and wellness information will be available to all staff members through newsletters, school websites, or other means deemed appropriate by the District. In addition, the Board encourages the District to engage in partnerships with community organizations, such as Parks and Recreation and YMCA, to offer classes for staff in school buildings, such as yoga or healthy cooking workshops. The Board also encourages the Wellness Committee to develop additional activities for staff that promote nutrition, health and wellness for team building and other purposes. The Board encourages staff to use the fitness room at the high school after school hours.

### **Student, Family and Community Engagement and Partnerships**

- The District will engage students in promoting a healthy school environment. Schools shall consider student needs in planning for a healthy school nutrition environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted in both classroom and cafeteria settings.
- The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The district shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective communication strategies that allow sharing of information from school to home and from home to school.
- The district shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day.

- Schools shall partner with community organizations to deliver consistent health messages and support school-based activities that promote healthy eating and physical activity.

### **Marketing**

Any food and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. In addition, the marketing of food and beverages at school during the school day may only be permitted for food and beverages that promote student health and are helpful in reducing childhood obesity.

Food and beverage marketing includes oral, written, or graphic statements made for the purpose of promoting the sale of food or beverages made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Examples include, but are not limited to, products on the exterior of vending machines, scoreboards, posters, menu boards, coolers, tray liners, trash cans, beverage cups and other food service equipment. Such items do not need to be immediately replaced if non-compliant with these marketing standards, however as the District, School Nutrition Services, Athletic Department, PTO, or PTAC review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the marketing standards established by this policy. The requirements do not apply to marketing that occurs at events outside of school hours.

The District shall promote clear, consistent, positive and motivating messages, both verbal and nonverbal, that explain and reinforce healthy eating and physical activity habits. The District shall build awareness among students, parents, teachers, food service staff, coaches, nurses, other school staff members, and PTO/PTAC organizations about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness.

### **Monitoring and Evaluation**

The Board designates the Superintendent or his/her designee to ensure compliance with this policy. He/she is responsible for retaining all documentation of compliance with this policy, including, but not limited to, copies of this wellness policy, the wellness committee’s action plan, the wellness committee’s three-year assessment and evaluation report, and compliance with community involvement requirements (wellness committee membership). The Superintendent or his/her designee will also be responsible for public notification of the three-year assessment and evaluation report, including any future updates to this policy.

The Superintendent or his/her designee shall provide periodic implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy. The current policy and latest three-year assessment shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks, and/or the District’s website. In addition, the annual notification shall include information on opportunities for public involvement.

Legal Reference:      Connecticut General Statutes  
10-16b Prescribed courses of study.



10-215 Lunches, breakfasts and the feeding programs for public school children and employees.  
10-221 Boards of education to prescribe rules, policies and procedures.  
10-215a Non-public school participation in feeding program.  
10-215b Duties of state board of education re: feeding programs.  
10-216 Payment of expenses.  
10-215e Nutrition standards for food that is not part of lunch or breakfast program.  
10-215f Certification that food meets nutrition standards.  
10-221o Lunch periods. Recess.  
10-221p Boards to make available for purchase nutritious, low-fat foods.  
10-221q Sale of beverages.  
Regulations of Connecticut State Agencies  
10-215b-1 Competitive foods.  
10-215b-23 Income from the sale of food items.  
National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12,)  
The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265  
Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220  
Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751  
Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)  
School Breakfast Program, 7 C.F.R. Part 220 (2006)  
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)  
Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted: June 20, 2006  
Policy revised: August 6, 2018

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

**Ideas for Nut-Free Healthy Snack ~~Ideas~~**

1. Popcorn
2. Fresh fruit
3. Cheese and crackers
4. Salsa with veggies, tortilla or pita chips
5. Frozen grapes
6. Turkey roll-up: roll turkey around string cheese and serve alone or with honey mustard dipping sauce
7. Sweet potato chips or crackers
8. Olives
9. Rice cakes, plain or with assorted toppings
10. Roasted chickpeas
11. Baby carrots or cucumbers with hummus
12. Hard boiled or deviled eggs
13. Cottage cheese with fruit
14. Old-fashioned oatmeal with chia seeds
15. Apple chips
16. Pumpkin or sunflower seeds
17. Nut-free trail mix
18. Kale chips
19. Mini quiche
20. Greek yogurt with honey
21. Cinnamon apple (cut, dip in orange juice and sprinkle with cinnamon)
22. Applesauce (add cinnamon or apple pie seasoning if desired)
23. Guacamole with veggies, tortilla or pita chips
24. Snap peas
25. Edamame
26. Banana chips
27. Fruit leather
28. Fruit or veggie and cheese mini kabobs
29. Fresh veggies (tomatoes, peppers, cucumbers, carrots) with Greek yogurt-based dip
30. Celery sticks with cream cheese or Wow! Butter with raisins
31. Raisins

Websites: Healthy Snack Options

1. Amazon.com
2. Vitacost.com
3. Thrivemarket.com
4. Thespruce.com
5. Brandless.com

### **Ideas for Food-Free Birthday Celebrations**

- Birthday child selects book to donate to the library. Their name goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc.).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in the cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.



## **Ideas for Alternatives to Using Food as a Reward**

### **Elementary Schools**

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with teacher or principal
- Eat lunch, read, or enjoy class outdoors
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Offer stickers, pencils, or bookmarks
- Extra recess or physical activity break
- Trip to treasure box filled with non-food items (stickers, pencils, erasers, or bookmarks)
- Dance to favorite music in class
- Bank system – earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Have “Free Choice” time at the end of the day or end of class period
- Listen to a book on tape with headset

### **Middle School Students**

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or no homework pass
- Earn extra credit
- Fun brain teaser activities
- Computer time
- Eat lunch outside or have class outside

### **High School Students**

- Reduced homework
- Late homework or no homework pass
- Earn donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards
- Earn extra credit

## Series 6000 - Instruction

### 1. Elementary and Secondary

#### G. Curriculum Extensions

#### (2) Program Adaptations/Alternative Programs

##### (I) Virtual/Online Learning

The Board of Education believes that distance education through virtual/online learning is an alternative effective means of instruction for students. A virtual school is hereby defined as an educational organization that offers courses at various grade levels through internet or web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive virtual/online learning does not require the student to be physically present in the same location as the instructor or other students.

Virtual/online education courses for credit recovery will be part of this district's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students may earn credit through distance education provided by virtual/online courses.

All virtual/online education programs and courses will be consistent with district instructional goals and aligned with Connecticut's academic standards, curriculum frameworks and assessments. The administration is directed to periodically review instructional materials of virtual/online courses to ensure they meet program standards. Further, such courses must provide the opportunity for substantive, personal and timely interactions between staff and students and among students.

Credits through online or virtual learning may be earned in the following circumstances:

- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- A student has failed a course and wishes to recover credits in that course area.
- The course will serve as a replacement of a course due to scheduling conflicts.
- The course is not ~~traditionally~~ offered within the SHS Program of Studies.
- The student's PPT or Section 504 team has determined it to be an appropriate means of instruction.
- The student completes the program under the regular supervision and support of a SPS employee.
- ~~A similar add/drop procedure is followed consistent with that employed for all SHS courses.~~

As determined by the Board/school policy, students applying for permission to take a virtual course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a virtual/online learning environment.
- Obtain the written approval of the principal or his/her designee before a student enrolls in a virtual/online course.
- Adhere to the district code of conduct and policies regarding the use of technology and the internet.

The school must receive an official record of the final grade before awarding credit toward graduation.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision, ~~and~~ monitoring, and support of students taking virtual courses.

Students will have access to sufficient library media resources such as a “virtual library” available through the internet, laboratory facilities, technical assistance, and hands-on training and information.

### **District Review Committee**

The Superintendent shall establish a committee to review all virtual/online education courses prior to use by the district, which is suggested to include. ~~This committee will be comprised of~~ the Assistant Superintendent, a high school administrator, a high school counselor, content area supervisors, and department leaders, and/or others deemed appropriate. The Curriculum and Instruction Student Program and Services SubcCommittee of the Board will be made aware of virtual/online education courses being used by the district.

### **Evaluation**

The district will evaluate the educational effectiveness of the virtual/online courses and the teaching and learning process through review of student assessments and records, and feedback from teachers, students, and parents.

Policy adopted: February 4, 2014  
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SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut