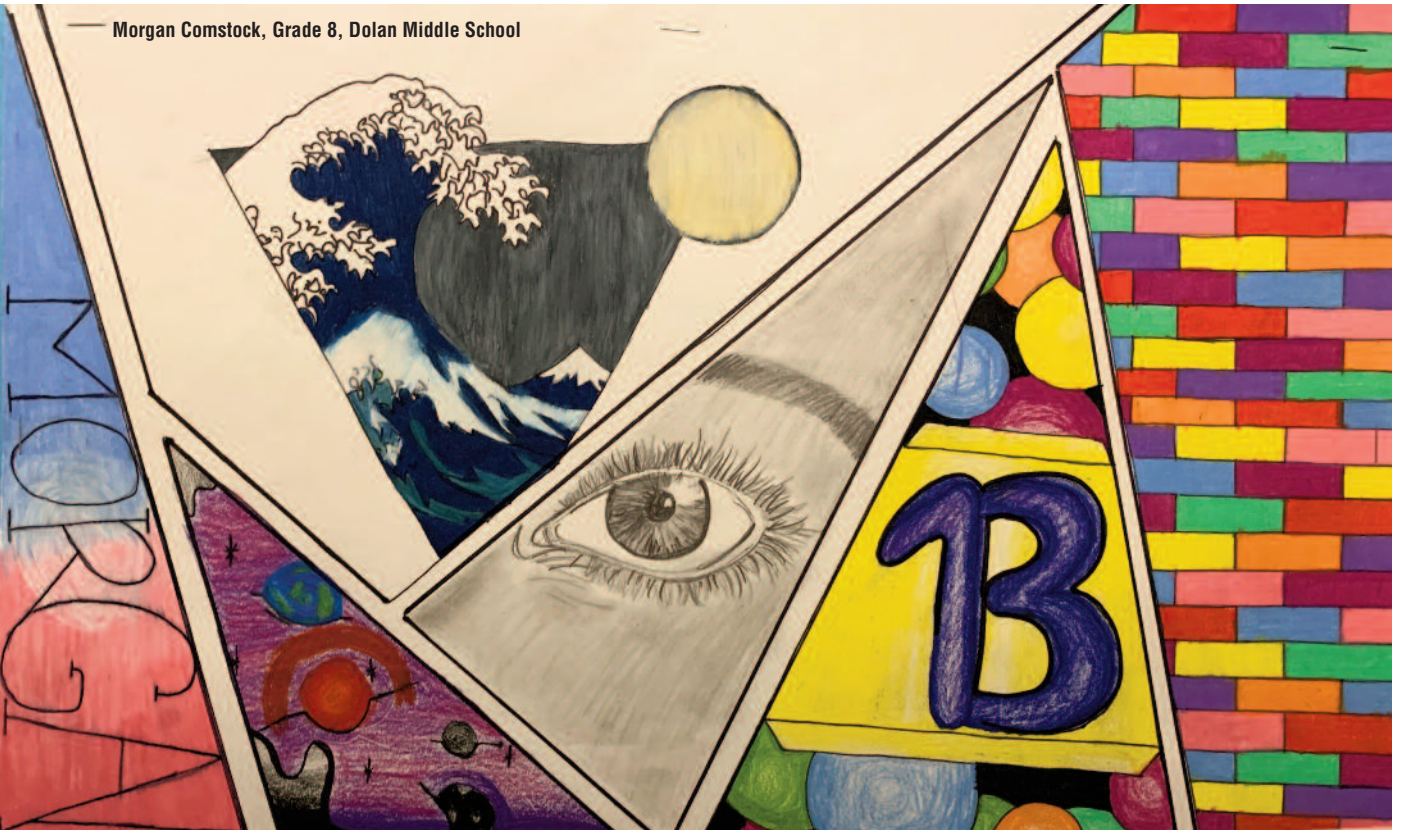




Policy Guide for Families

2019 - 2020

Morgan Comstock, Grade 8, Dolan Middle School



Stamford Public Schools Policies & Regulations are updated throughout the school year. The most up-to-date policies and regulations are available online at <https://www.stamfordpublicschools.org/board-education>.



Julia Matias, Grade 7,
Dolan Middle School

Please let us know if you need this document translated.

Déjenos saber si usted desea que este documento sea traducido.

Tanpri, fê-n konnen si-w bezwen dokiman sa-a an Kreyòl.

Contact your building principal.

Stamford Public Schools Policies & Regulations

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Throughout the course of the school year, policies are from time to time revised or updated. For the most up-to-date Stamford Board of Education policies, please check the website at www.stamfordpublicschools.org/policies.

STAMFORD PUBLIC SCHOOLS DIRECTORY

PRE-K

Apples Early Childhood Educational Center
381 High Ridge Road, 06905
203-977-5094

Stamford School Readiness Program
(various locations across the city)
888 Washington Blvd, 06901
203-977-4589

ELEMENTARY SCHOOLS

Davenport Ridge
203-977-4291
1300 Newfield Avenue, 06905

Hart Magnet
203-977-5082
61 Adams Avenue, 06902

Julia A. Stark
203-977-4583
398 Glenbrook Road, 06906

K.T. Murphy
203-977-4516
19 Horton Street, 06902

Strawberry Hill, an ext. of Rogers
203-977-6600
200 Strawberry Hill Avenue, 06902

Newfield
203-977-4282
345 Pepperidge Road, 06905

Northeast
203-977-4469
82 Scofieldtown Road, 06903

Roxbury
203-977-4287
751 Westhill Road, 06902

Springdale
203-977-4575
1127 Hope Street, 06907

Stillmeadow
203-977-4507
800 Stillwater Road, 06902

Toquam Magnet
203-977-4556
123 Ridgewood Avenue, 06907

Westover Magnet
203-977-4572
1 Elmcroft Road, 06902

**ELEMENTARY/
MIDDLE SCHOOL**
Rogers International School
203-977-4560
202 Blachley Road, 06902

MIDDLE SCHOOLS
Cloonan
203-977-4544
11 West North Street, 06902

Dolan
203-977-4441
51 Toms Road, 06906

Rippowam
203-977-5255
381 High Ridge Road, 06905

Scofield Magnet
203-977-2750
641 Scofieldtown Road, 06903

Turn of River
203-977-4284
117 Vine Road, 06905

**HIGH SCHOOLS &
PROGRAMS**
**Academy of Information
Technology & Engineering**
203-977-4336
411 High Ridge Road, 06905

Stamford
203-977-4223
55 Strawberry Hill Avenue, 06902

Westhill
203-977-4477
125 Roxbury Road, 06902

SPS Anchor at Harbor Landing
203-977-6156
68 Southfield Avenue, 06902

Adult and Continuing Education
203-977-4209
175 Atlantic Street, 06901

CENTRAL OFFICE

Academics

Pre-K (Stamford School Readiness Program). 203-967-4589
Teaching & Learning. 203-977-4098
English Language Learners. 203-977-6125
Special Education. 203-977-4524
Testing and Assessment. 203-977-4198
Magnet School Lottery Info. 203-977-4198
Summer School. 203-977-1177
Section 504 Coordinator. 203-977-4119
Title IX Coordinator. 203-977-5903

Resources and Services

First Student Bus Company. 203-325-8538
District Transportation Office. 203-977-4249
School Lunch Program (Chartwells). 203-977-4737
Facilities. 203-977-4525
Public Affairs Office. 203-977-4095
Office of Family and Community Engagement. 203-977-4465 or
203-977-5312
Student Records. 203-977-4191

The Central Office of the Stamford Public Schools is located on the 5th and 3rd floors of Stamford Government Center, 888 Washington Boulevard in downtown Stamford. Office hours are Monday through Friday 8:00 a.m. to 4:00 p.m. during school months and 7:30 a.m. to 3:30 p.m. during the summer. *For an automated directory of departments, please call 203-977-4105.*

STAMFORD BOARD OF EDUCATION MEMBERS 2019-2020

Mr. Mike Altamura • maltamura@StamfordCT.gov
Mr. Jack Bryant • jbryant@StamfordCT.gov
Mrs. Jennienne Burke • jburke@StamfordCT.gov
Mr. Frank Cerasoli • fcerasoli@StamfordCT.gov
Mr. Daniel Dauplaise • ddauplaise@StamfordCT.gov

Mr. Andy George • ageorge@StamfordCT.gov
Mrs. Jackie Heftman • jheftman@StamfordCT.gov
Mayor David Martin (non-voting) • dmartin@StamfordCT.gov
Mrs. Jackie Pioli • jpioli@StamfordCT.gov
Mr. Nicola Tarzia • ntarzia@StamfordCT.gov

PT COUNCIL CO-PRESIDENTS 2019-2020

Michelle Lesser • Mshelle1@aol.com / **Jennifer Forman** • Jbsaund1@yahoo.com
<https://stamfordptcouncil.com>

POLICY #0000:

Mission Statement

The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student.

POLICY #0100:

Vision Statement

The Stamford Public Schools will be a learning organization that continuously improves its effective, innovative and transformational teaching and learning. We will challenge, inspire and prepare all students to be productive contributing members of society.

SCHOOL SCHEDULES AND BELL TIMES

Elementary Schools	Regular Day Schedule	Delayed Opening (2 hours)	Early Release
Newfield, Northeast, Stillmeadow	8:10 a.m. – 2:40 p.m.	10:10 a.m.	12:30 p.m.
Hart Magnet	8:55 a.m. – 3:25 p.m.	10:55 a.m.	1:15 p.m.
Davenport Ridge, K.T. Murphy, Strawberry Hill, Rogers International School, Roxbury, Springdale, Stark, Toquam Magnet, Westover Magnet	9:00 a.m. – 3:30 p.m.	11:00 a.m.	1:20 p.m.
Elementary/Middle School	Regular Day Schedule	Delayed Opening (2 hours)	Early Release
Rogers International School	9:00 a.m. – 3:30 p.m.	11:00 a.m.	1:20 p.m.
Middle Schools	Regular Day Schedule	Delayed Opening (2 hours)	Early Release
Cloonan, Rippowam	7:25 a.m. – 2:05 p.m.	9:25 a.m.	11:45 a.m.
Dolan, Turn of River, Scofield Magnet	8:00 a.m. – 2:40 p.m.	10:00 a.m.	12:20 p.m.
High Schools	Regular Day Schedule	Delayed Opening (2 hours)	Early Release
Stamford High, Westhill High Academy of Information Technology and Engineering	7:25 a.m. – 2:05 p.m.	9:25 a.m.	11:45 a.m.

SCHOOL CLOSING NOTIFICATION OPTIONS

‡ Subscribe to automatic alerts from the district website

For the earliest notification via e-mail:

- Go to www.stamfordpublicschools.org
- Stamford Quick Links click on Subscribe to News and District Alerts
- Input your e-mail address
- Select District Alerts (you can also subscribe to District News)
- Click on Subscribe Me

‡ Follow @SPSSuper on Twitter

For an early morning tweet regarding school closings, delays, or releases.

‡ Automated phone call

- The district uses an automated outbound calling service to notify families of a school cancelation, delay, early release, emergency, or important reminders. In the event of an early morning message, such as a closure or delay, the system will call your designated home phone number. If a notification is necessary during the school day, such as an unscheduled early release, the system will call ALL emergency numbers you provide. Please be sure your numbers are up to date. Report any changes in writing to your school's main office.

‡ Go to: www.ctweather.com

- Click on IAN cancellations, then Schools to see latest information.

‡ Register for text alerts from media outlets

- WFSBTV Channel 3: <http://www.wfsb.com/category/213401/wfsb-mobile>
- WCVITTV Channel 30: <http://www.nbcconnecticut.com/weather/school-closings/>

‡ Television Stations

- Connecticut News 12
- WTNHTV Channel 8
- WFSBTV Channel 3
- WCVITTV Channel 30

**PLEASE NOTE:
ALL DELAYED OPENINGS WILL BE
2 HOURS.**

OPCIONES DE NOTIFICACIONES DE CIERRES DE LAS ESCUELAS

‡ Suscríbese a las alertas automáticas en el sitio web del distrito

Para ser notificado lo más temprano posible por e-mail:

- Vaya a www.stamfordpublicschools.org
- Stamford Quick Links (Enlaces Rápidos de Stamford) haga clic en Subscribe to News and District Alerts (Suscríbese a Noticias y Alertas del Distrito)
- Ingrese su correo electrónico
- Seleccione District Alerts (Alertas del Distrito) [Puede suscribirse también a District News (Noticias del Distrito)]
- Haga clic en Subscribe Me (Suscríbame)

‡ Siga @SPSSuper en Twitter

Para un "tweet" a primera hora de la mañana sobre los cierres, retrasos o salidas de las escuelas.

‡ Llamadas telefónicas automatizadas

- El distrito usa un servicio de llamadas salientes automatizadas para notificar a las familias de cancelaciones, retrasos, salidas tempranas, emergencias o recordatorios importantes. En caso de un mensaje a primera hora de la mañana, como un cierre o retraso, el sistema llamará al número de teléfono de casa designado. Si se necesita una notificación durante las horas de clases, como por ejemplo una salida temprana no programada, el sistema llamará a TODOS los números de emergencia que usted proporcione. Por favor, asegúrese que sus números estén actualizados. Informe cualquier cambio por escrito a la oficina principal de sus escuelas.

‡ Vayan a: www.ctweather.com

- Haga clic en IAN cancellations (cancelaciones), entonces en Schools (Escuelas) para ver la información más reciente.

‡ Inscribese para recibir alertas de texto de los medios de comunicación

- WFSBTV Channel 3: <http://www.wfsb.com/category/213401/wfsb-mobile>
- WCVITTV Channel 30: <http://www.nbcconnecticut.com/weather/school-closings/>

‡ Canales de Televisión

- Connecticut News 12
- WTNHTV Channel 8
- WFSBTV Channel 3
- WCVITTV Channel 30

**ATENCIÓN:
TODAS LAS APERTURAS ATRASADAS
SERÁN ATRASADAS POR DOS HORAS**

ATTENDANCE AND EXCUSES

POLICY #5113

The Board of Education is firmly committed to the importance of regular class attendance and believes that all students should attend and be on time for each class each day. Research has shown a positive correlation between regular class attendance and student performance. Regular attendance is essential for a positive school experience, both socially and academically. Students learn through participation and performance in the classroom, so that a student's presence in and contributions to the class are important. Effective learning takes place when students are present and, in many classes, only if students are present.

Excessive absences can break the continuity of the learning process. Regular attendance and punctuality are preparations for success both in school and in life.

All students should understand that attendance affects performance and achievement and may, therefore, affect grades. All absences will be recorded.

Students should know that parents will be promptly informed of their absenteeism. The Superintendent shall develop effective procedures to assist parents, students, and school staff in achieving regular student attendance.

Policy Approved: June 14, 1988. Amended: November 12, 1991; July 20, 1993. Readopted: June 27, 2000.

ATTENDANCE AND EXCUSES

REGULATION #5113-R

ATTENDANCE

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. A student is considered to be "in attendance" if present at their assigned school, or activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

At the beginning of each school year or upon time of enrollment during the school year, school personnel will: notify in writing the parent or other person having control of each child of the obligation to assure regular school attendance by the child; obtain from the parent or person having control of each child, a telephone number or other means of contact during the school day; and ensure that copies of the policy and regulations can be found on the district website as well in each school's handbook.

The Board of Education requires that accurate records be kept on the attendance of each child, and students should not be absent from school without parental knowledge and consent.

EXCUSES

A student's absences from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. Such documentation includes: a signed note from the student's parent/guardian; a signed note from a school official that spoke in person with the parent/guardian regarding the absence; or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one a student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by the district administration and in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements;
2. The absence meets the definition of a disciplinary absence, which is the result of school or district disciplinary action and is excluded from the State Board of Education approved definitions.

When a child enrolled in school fails to report to school on a regularly scheduled school day, and if school personnel have not been notified of an excused absence, a reasonable effort to notify the parent/guardian of the child, by telephone and by mail, shall be made. The required mailed notice shall include a warning that two (2) unexcused absences from school in one month or five (5) unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

TRUANCY

Efforts to remedy truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. "Truant" shall mean a student age five to eighteen, inclusive, who has four (4) unexcused absences in any one month, or ten (10) unexcused absences in one school year. A student five or six years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five or six years of age. A student seventeen years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. The withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

REMEDICATION OF TRUANCY

The school administration will make a concerted effort to remedy truancy in its early stages for students who are found to be truant. Procedures to be followed include:

A. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K-12 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Stamford Public Schools.

ATTENDANCE, ACADEMICS, AND PRIVILEGES

- B. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-12 a telephone number or other means of contacting such parent or other person during the school day.
- C. Make a reasonable effort by telephone and by mail to notify parents/guardians of the child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents/guardians are aware of the absence. The required mailed notice shall include a warning that two (2) unexcused absences from school in one month or five (5) unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. (Note: Persons who, in good faith, give or fail to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice.)
- D. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
- E. A meeting with appropriate school staff and the parent or other person having control of the child to review and evaluate the reasons for the truancy shall be held not later than ten (10) school days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year. Such meeting may involve the School or District Attendance Team.
- F. A designated staff member shall coordinate services with and referrals of children to community agencies providing child and family services as appropriate.
- G. In addition to the procedures specified in sections A through F above, a regular education student who is experiencing attendance problems shall be referred to the building Child Study Team, or other appropriate school based team, for program review, assistance, and intervention. The team will review the student's need for referral for a Planning and Placement Team (PPT) meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems shall be referred for a PPT meeting for program review.
- H. The Superintendent of Schools may file for each such student a written complaint with the Superior Court pursuant to Section 46b-149, not later than fifteen (15) calendar days after the failure of a parent/guardian to attend the meeting or upon failure to cooperate with the school in attempting to solve the truancy problem, alleging the belief that the acts or omissions of the child are such that his/her family is a family with service needs (FWSN).
- I. If a FWSN petition is filed and the court orders an educational evaluation of the student, the District shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

CHRONIC ABSENTEEISM DEFINITIONS

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence, or disciplinary absence, as defined by the State Board of Education, or an in-school suspension that is greater than or equal to one-half of a school day.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the district or at individual schools in the district meet the following circumstances:

- A. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
 - B. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
 - C. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) the District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
1. The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.
 2. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall annually include data pertaining to truancy and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education.

Regulation Adopted: November 12, 1991. Amended: June 27, 2000; June 28, 2016.

ATTENDANCE/HIGH SCHOOL REGULATION #5113A-R

ATTENDANCE/HIGH SCHOOL

The administration expects that students will attend every class daily. Students, Parents/ Guardians, Teachers, Guidance Counselors, and Administrators share responsibility for student attendance.

Students must attend class and keep track of any absences. They must make up any work missed during absences.

Parents/Guardians must provide the school with updated phone numbers and must support the emphasis on regular daily attendance.

Teachers must record attendance daily.

Guidance Counselors must inform administrators of absence patterns.

Administrators must enforce the attendance policy and regulation.

DOCUMENTATION OF ABSENCES

Parents/Guardians are required to notify the school in writing when a student is absent within ten (10) school days of the student's return to school. If documentation is not received within this time frame the absence will be unexcused and, therefore, unappealable. Documentation may come in the form of parent/guardian notes or notification from official sources. (NOTE: parent/guardian notes will only be accepted for nine (9) days of Appealable absences in a given school year. For the 10th absence and all thereafter, only official absence documentation will be accepted.)

The student must present written documentation of an absence to the principal or his/her designee. The student will be given an Absence

ATTENDANCE, ACADEMICS, AND PRIVILEGES

Documentation Form to bring to each class for teachers' signatures (see Appendix A). The student will return the Absence Documentation Form and written documentation to the data processing office.

TYPES OF ABSENCES

The high school attendance policy recognizes three types of absences: Exempt, Appealable, and Unappealable. Exempt absences do not count towards credit loss. Appealable and Unappealable absences do count towards credit loss.

A. Exempt Absences are documented absences that do NOT lead to loss of credit and do NOT need to be appealed. Students are allowed to make up missed work and apply it to their grade.

1. Standardized Testing: Attendance will be taken for any standardized test and documented by the school.
2. College Acceptance Orientation: An absence for a student attending an orientation to a college to which he/she has been accepted will not count towards loss of credit.
3. Appointments with Student Support Staff: A scheduled appointment made by student support staff will count as an Exempt Absence.
4. Death in the Family: For absences due to a death in the family, the parent/guardian must notify the school by providing documentation for the absence.
5. Long Term Illness: For students who are absent because of hospitalization or long term illness (three (3) or more consecutive school days), the parent/guardian must provide a physician's note (letterhead, signed, and dated) or other official documentation.
6. Mandated Court Appearances: For students who attend court or have been detained, the parent/guardian must notify the school either before the date or in writing when the student returns, and present official documentation from the court/authorities for the dates missed.
7. Religious Holidays: Absences as a result of observance of religious holidays must be documented with a parent/guardian note.
8. Field Trips or School-Related Activities: Absences relating to school activities may include, but are not limited to, field trips, early dismissal for participation in athletic events, and meetings with school personnel.
9. Suspension: For absences due to suspension, the parent/guardian will be notified of the suspension and the date when the student will be expected to return to school. The student must return on the indicated date.

B. Appealable Absences are absences for which the school receives written documentation of the reason the student was absent, but do not meet the criteria of Exempt Absences. These absences MAY be appealable. Appealable absences count towards loss of credit, but allow for students to make up missed work and apply it to their grade.

1. College Visits: Parents/Guardians are asked to schedule all visits during school vacations or weekends.
2. Student-initiated Appointments: Students should schedule appointments with a guidance counselor, social worker, or school psychologist before or after school or during a free period such as study hall or lunch. If a student chooses to make an appointment during regular class time, the student support professional will determine if the student-initiated appointment is appealable.
3. Short Term Illness: An absence due to an illness up to two (2) consecutive school days verified by a note from the parent/guardian or physician.
4. Non-emergency Medical Visits: Doctor and dental appointments should be scheduled for after-school hours. If after-school arrangements are not possible, then written notice from the physician is required for the absence to be considered for appeal. The physician's note must be presented to the principal or his/her designee upon the student's return to school.
5. Visits to Nurse: Visits to the school nurse will count as Appealable absences if the student brings a pass from the teacher and the nurse deems the visit necessary.
6. Early Dismissal: Proper documentation for early dismissal will include official documentation from the school nurse or documentation from

the parent/guardian including the reason that early dismissal is necessary.

7. Other: Other absences with official documentation or documentation from a parent/guardian.
- C. Unappealable Absences are absences for which the school receives no documentation, documentation received beyond the ten (10) school days notification requirement, or absences that do not meet the criteria to be considered appealable. Unappealable absences count towards loss of credit. Students may receive a grade of zero for all missed work. Students with five (5) or more Unappealable absences per semester in any one course forfeit the right to appeal for credit.
 1. Class Cuts: Absences from class without permission when a student is in school for the day.
 2. Family Vacations/Trips: Discretion should be used in planning such events. Stamford Public Schools strongly discourages travel outside of school vacation periods. Students and parents/guardians should realize that if extended vacations contribute to excessive absence, an appeal for reinstatement of credit will not be possible.
 3. Leaving School Grounds: Leaving school grounds without permission resulting in missed class time.
 4. Tardies: See below.

TARDINESS

Students are expected to come to school and class on time. Tardies cannot be appealed and will be considered Unappealable absences as follows:

- A. Four (4) tardies to a class will be recorded as one (1) Unappealable absence.
- B. Any tardy of more than 15 minutes (including arriving to school 15 minutes after the bell) will be counted as one (1) Unappealable absence, even if the student is present for the remainder of the class period.
- C. Students with sixteen (16) or more tardies per semester in any one course forfeit the right to appeal for credit.
- D. Late passes to class are not considered documented. The exception to this rule will be Late Bus passes distributed when a school bus arrives late to school.

Excessive tardies – defined as more than eight (8) in a quarter – shall necessitate school official communication with the parent/guardian to support regular attendance. Students with excessive tardies are subject to disciplinary action.

Absences and Excessive Tardies to Study Halls and Other Classes

Study Halls and other “non-credit bearing” classes are not an “optional” part of a student's schedule and must be attended. Privileges, such as attending prom, parking on school property, or participation in extra-curricular activities may be revoked at the discretion of the principal or designee due to a lack of attendance.

LOSS OF CREDIT

To achieve a passing grade and credit in a course, students must be in attendance. Should a student be absent from a course in excess of ten (10) Appealable and/or Unappealable absences per semester-long course or twenty (20) Appealable and/or Unappealable absences per full-year course, the student will lose credit for that course. (See Appendix B for possible absence scenarios.)

If a student violates the Attendance Policy, his/her transcript will reflect the appropriate loss of credit. Students are expected to attend class when credit is lost; regular attendance following loss of credit strengthens a student's appeal. Students losing credit can still earn a passing grade in the course. The grade will be factored into the student's grade point average and may be used as a prerequisite for future courses as follows:

- A. GPA: The full grade will count as if the loss of credit did not exist. On the transcript there will be a letter grade with “LC,” which indicates the loss of credit. If/when a course is taken a second time, both courses (the first time the course was taken and the second time the course was taken) will appear on the transcript.

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B. Prerequisites: If a student receives a passing grade in a course that is part of a sequence, but loses credit toward graduation due to absences, the student will not need to repeat the course to move on in the sequence (e.g., a passing grade in Algebra 1 will allow the student to move on to Geometry, regardless of credits).

APPEALS PROCESS

A. Appeals Process to Regain Credit

The attendance policy is not designed to deny credit to students who, through no fault of their own, are unable to attend school or class. In January and June, students who have lost credit will have an opportunity to go before the Appeals Board to have credit reinstated. To be eligible for the Appeals Process, students must continue classroom responsibilities and attend class regularly. The following applies to the Appeals Process:

1. Students with five (5) or more Unappealable absences or sixteen (16) or more tardies per semester in any one course forfeit the right to appeal for credit.
2. Students must have made up any work missed in a semester/full year course and have a passing grade to qualify for an appeal.
3. At the discretion of the principal or his/her designee, Appealable absences may be exempted. In such cases, no further appeal is required.
4. Students must sign up for an appeal. Therefore, students should monitor their attendance, including tardies. Teachers are not required to inform students of the opportunity to appeal.

B. Appeals Board

The Appeals Board will be selected by the principal and composed of:

- 1-2 administrators
- 2-3 classroom teachers
- 1-2 student support staff
- 1-2 guidance counselors

In an effort to preserve impartialness, Appeals Board members will not hear any appeal for which: 1) they have the student in class, or 2) the student is on their case-load, or 3) they are the student's grade-level administrator. The Appeals Board will hear cases and make decisions. All decisions are final and cannot be appealed.

1. Appeals will be heard on a "first to sign up, first to be heard" basis.
2. Appeals will be heard during January for first semester loss of credit and June for second semester loss of credit. (A first semester loss of credit must be appealed in January; it may not be appealed in June.)
3. The Appeals Board will not hear cases if the deadline for submitting the appeal request is missed.
4. The decision of the Appeals Board will be based on a majority vote.
5. Decisions will be made within one week of the Appeals Process. The Appeals Board will notify parents/guardians, in writing, of its decision.

COMMUNICATION TO STUDENTS AND PARENTS/GUARDIANS

- A. Student and parents/guardians will have access to information concerning attendance via the district's student information system.
- B. School personnel will attempt to notify parents/guardians by telephone and by mail to report absences daily. These attempts will be documented in writing. Parents/Guardians are also encouraged to regularly monitor their child's attendance and if there is a problem/discrepancy to notify the school through the child's counselor or administrator.
- C. The Appeals Process, including the deadline to sign up for an appeal, will be communicated to students and posted on the school's website. Students will see the principal or his/her designee to sign up for an appeal. If a student fails to attend the scheduled appeal, the appeal will be denied unless the student provides a physician's note or other official documentation.
- D. Students and parents/guardians will be notified concerning absences by mail utilizing the following letters:

1. Loss of Credit Warning Notice: generated when one-half of the number of permitted absences has been accumulated in a course (i.e., five (5) Appealable and/or Unappealable absences in a semester course; ten (10) Appealable and/or Unappealable absences in a full-year course). The purpose of this notification is to inform the parent/guardian and the student of the possibility of loss of credit if the student's attendance does not improve.
2. Loss of Credit Notice: generated when a student loses credit in any course.
3. Appeals Board Hearing Results Notification: used to communicate the decision of the Appeals Board to the student and parent/guardian when a student appeals a loss of credit.

NOTIFICATION OF REGULATION

This regulation 5113A-R will be mailed to parents/guardians before each school year. This regulation will be included in the Student Handbook and posted on the school website. This regulation will be reviewed with students in Connection Time or other appropriate class at the start of the school year and will be provided to students and parents/guardians when they register during the school year.

Regulation Adopted: May 27, 1997. Amended: June 27, 2000; June 28, 2016.

5113A-R APPENDIX A

Exempt – Documented absences that are excused and do NOT count towards loss of credit.	Appealable – Documented absences that are excused but count towards loss of credit. Cannot exceed 10 per semester or 20 per year.
Absence documentation is attached for the following reason(s):	
<ul style="list-style-type: none"> ___ Standardized Testing ___ College Acceptance Orientation ___ Appointment with Support Staff ___ Death in Family ___ Long Term Illness ___ Court Appearance ___ Religious Holiday ___ Field Trips/School Related Activity ___ Suspension 	<ul style="list-style-type: none"> ___ College Visit ___ Student-initiated Appointment ___ Short Term Illness (Parent Note) (Doctor Note) ___ Non-emergency Medical Visit ___ Visit to Nurse ___ Early Dismissal ___ Other

NOTE: ALL DOCUMENTATION MUST BE SUBMITTED WITHIN TEN SCHOOL DAYS OF RETURN FROM THE ABSENCE(S). NO NOTES WILL BE ACCEPTED WITHOUT THIS FORM ATTACHED.

Student Name: _____ Grade: 9 10 11 12

Date(s) of Absence: _____ Period(s): _____

Directions: The student will obtain this form from the principal or his/her designee. The student will then present this form to be signed by the teacher(s) whose class was missed. At the end of the day the student will return this form with required signatures to the designated mailbox in the main office.

Teachers' Signatures

- Period 1: _____
- Period 2: _____
- Period 3: _____
- Period 4: _____
- Period 5: _____
- Period 6: _____
- Period 7: _____

Authorized Signature: _____ Date: _____

5113A-R APPENDIX B

POSSIBLE ABSENCE SCENARIOS

Scenario 1:

A student is taking a year long English course. The student takes a 2-day college visit, goes on 2 field trips, takes a 4-day extended vacation, has short term illnesses totaling 14 days, and is tardy 4 times to class.

Event	Number of occurrences	Type of absence	Number of absences towards credit loss
College Visit	2	Appealable	2
Field Trip	2	Exempt	0
Extended Vacation	4	Unappealable	4
Short Term Illness	14	Appealable	14
Tardy (less than 15 minutes)	4	Unappealable	1

This student has accrued 21 absences towards loss of credit, exceeding the limit of 20 absences for a full year course. The student will lose credit for the course unless he is able to successfully appeal some of the appealable absences.

Scenario 2:

A student is taking a semester long social studies course. She cuts 5 classes, has short term illnesses totaling 3 days, and goes to the nurse during 1 class period.

Event	Number of occurrences	Type of absence	Number of absences towards credit loss
Cut	5	Unappealable	5
Short Term Illness	3	Appealable	3
Visit to Nurse	1	Appealable	1

This student has accrued 9 absences towards loss of credit. Although she has not exceeded the limit of 10 absences for a semester course, the student will lose credit and is unable to appeal because 5 of the absences are unappealable.

Scenario 3:

A student is taking a semester long music class. On 4 occasions this student returns 20 minutes late to class after lunch.

Event	Number of occurrences	Type of absence	Number of absences towards credit loss
Tardy (more than 15 minutes)	4	Unappealable	4

The tardies are more than 15 minutes so each counts as an unappealable absence. This student has accrued 4 absences towards loss of credit for the semester.

PROMOTION AND RETENTION

PROMOTION

REGULATION #5135-R

The instructional program's goal is to develop and extend learning as students move from one grade or one level of school to the next.

Principals and other supervisors should help teachers (especially of grades K through 3), see their work as a learning continuum. Teachers of these grades should plan together to assure an appropriate and meaningful primary education program.

At the intermediate, middle, and high school level principals and other supervisors should continuously monitor instruction and curriculum implementation to assure that appropriate attention is given to varied student learning styles, needs and abilities, and proper placement according to individual needs and abilities.

The expectation at each grade level is that given appropriate instruction and support by teachers, administrators, parents and others, students can learn.

Additional support shall be provided to students in accordance with Public Act 99-288, An Act Concerning Educational Accountability (the "Act"), as follows. Unless the school principal determines that such instruction is not necessary based on the recommendation of the student's teacher, additional instruction shall be provided to each student who fails to meet the state-wide standard for remedial assistance on the fourth grade mastery examination, and, effective with the 2001-2002 school year, to each student who fails to meet the state-wide standard for remedial assistance on the sixth grade mastery examination. Such additional instruction shall be designed to address the student's deficiencies and may include tutoring, an after-school or school vacation program, or a weekend school program funded through the Act. Such students shall be required to attend school the summer following the examination on which they failed to reach such standards, provided that the Superintendent may exempt an individual student from this requirement, upon the recommendation of the school principal, based on the student's progress with the additional instruction provided to the student. Such students who have not been exempted and who have been offered an opportunity to attend summer school but fail to attend summer school shall not be promoted.

In accordance with the Act, district personnel shall evaluate the reading level of students in grades one, two and three at the middle and at the end of each school year. If a student is determined to be substantially deficient in reading based on the middle of the year evaluation, district personnel shall notify the parents or guardian of that determination. If a student is determined to be substantially deficient in reading based on the end of the year evaluation, school personnel shall develop a personal reading plan for such student. The personal reading plan shall include measures to improve the student's reading level, such as tutoring, a transitional class, or a summer reading program. A personal reading plan shall be maintained for each student who is substantially deficient in reading until the student achieves a satisfactory level of proficiency.

Promotion of students who are substantially deficient at year-end shall be based on progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a student who is substantially deficient in reading is to be promoted from third to fourth grade, the school principal shall provide to the Superintendent written justification for such promotion. The Superintendent shall report to the Commissioner of Education on the number of students who are substantially deficient in reading and are promoted from third to fourth grade.

RETENTION

Retention is most common at the primary grades. Accordingly, principals and supervisors who work with primary grade teachers should:

1. Help teachers recognize the variety of children's learning styles, and adjust their teaching styles accordingly.
2. Help teachers develop self-confidence and a sense of worth in each learner.

3. Help teachers set high expectations for learners. This does not mean a stressful academic atmosphere, nor that students work must be difficult. It does mean a belief and confidence that each child can learn and, with appropriate instruction, will learn.

The Board of Education expects that there will be few, if any, retentions. In the event that retention is considered, careful monitoring and assessment of each individual case is required. Parents must be notified by April 1, by a principal that retention is possible. Unless parent involvement is secured there is scant likelihood that retention will benefit the student.

The principal, the teacher, and support personnel who have been involved with the learner must consult and plan together, with the involvement of parent or guardian, to develop a specific plan for appropriate instruction. This procedure is not intended to be an Individual Education Plan (I.E.P.), but should be a thoughtful educational plan that all agree will assist the learner to achieve the expectations stated in paragraph one of Policy #5135.

Principals will review this policy with their teaching staff and monitor it on a regular basis. It should be reviewed as appropriate with parents.

Regulation Adopted: February 24, 1987. Readopted: June 27, 2000. Amended: May 22, 2001.

HOMEWORK

POLICY #6154

Stamford Public Schools' Board of Education believes that teachers and families must work together to motivate and support all students to develop responsibility and study habits that will enable them to become life-long learners. The Stamford Public Schools staff assigns relevant and challenging homework assignments that reinforce classroom learning objectives.

The general purposes of homework are to: reinforce classroom instruction; develop specific skills through practice; prepare for future lessons; foster the habits of consistent independent study and time management; and provide an opportunity for student learning outside the classroom. Homework can also preview new learning and ready students for their class experience. Homework assignments should never be used punitively. Homework assignments shall be modified based on students' individual needs (i.e., IEP, 504 Plans, other interventions, and extenuating circumstances). Feedback for homework should be formative in nature, given in a timely fashion, and count for a maximum of 10% of the student's grade.

Additionally, no assignments shall be due, or assessments given, on the day immediately following major religious holidays that are also school holidays (i.e., Good Friday, eve and day of Yom Kippur and Rosh Hashanah). When such a major holiday falls on a weekend, no assignments shall be due, or assessments given, on the day immediately following that weekend. Students observing religious holidays, that are not school holidays, shall not have homework due on that day if a student or a family requests an extension, as described above.

Policy Adopted: September 10, 1963. Amended: February 8, 1977; September 9, 1986. Readopted: July 25, 2000. Amended: September 24, 2013.

PARENTAL INVOLVEMENT POLICY FOR TITLE I STUDENTS

POLICY #5008

In accordance with Section 1118 of the No Child Left Behind Act of 2001 ("NCLB"), Public Act 107-110, it is the policy of the Stamford Board of Education to provide parents of students participating in the district's Title I programs substantial and meaningful opportunities to participate in the education of their children within these programs. To facilitate parental participation, the Board encourages parents of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district's Title I programs, to participate in the

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improvement of such programs and to help improve their child's progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents of children participating in Title I programs. The district shall distribute this written parental involvement policy to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of parental involvement under Section 1118 of NCLB.

The Board shall, with the involvement of Title I parents, conduct an annual evaluation of this policy in order to assess its effectiveness in involving parents in the improvement of the Title I programs and to identify barriers to greater parent participation in Title I program activities.

Each year, the Board shall also conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school and information regarding the importance of parental involvement.

In addition to the required annual meeting, and if requested by parents, the Board shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board's Title I programs and their application to their child's programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1112 of NCLB, and in the process of any school review and improvement should a school fail to make adequate annual progress as required by Section 1116 of NCLB. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist Title I schools in planning and implementing effective parent involvement. Parental involvement in Title I programs shall be coordinated with parental involvement strategies under other district programs.

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

1. provide assistance to parents of students participating in Title I programs in understanding topics related to their child's progress, such as explanation of state academic standards and assessment tools, the requirements under Title I, and how to monitor their child's progress;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology;
3. educate teachers, staff and administrators about how to better communicate and work with parents;
4. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
5. provide such other reasonable support for parental involvement activities as parents may request; and
6. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

SCHOOL-PARENT COMPACT

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the State's student academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions related their child's education and positive use of extra-curricular time;
3. Stress the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff; and opportunities to volunteer, participate in and observe their child's classroom activities.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

ADOPTED: March 23, 2004.

PARENT-SCHOOL COMPACT

Parents, students and staff involved in Title I programs within the Stamford Public School District agree to share responsibility for improving student academic achievement. In furtherance of this agreement, these parties agree to the following: ways:

The Stamford Public Schools shall be responsible for:

- providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students in the [name of school] Title I program to meet state academic achievement standards;
- communicating with parents regarding their child's progress and providing timely information about Title I programs and assessment tools;
- encouraging ongoing communication between teachers and parents;
- educating staff about the importance of parental involvement;
- providing, at minimum, annual parent-teacher conferences during which the school-parent compact will be discussed as it relates to the individual child's achievement;
- providing frequent reports to parents on their child's progress;
- providing reasonable access to school staff;
- providing opportunities for parents to volunteer, participate in and observe their child's classroom activities.

Teachers participating in Title I programs shall be responsible for:

- communicating with parents on an ongoing basis;
- participating in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;
- providing frequent reports to parents on their child's progress;
- providing opportunities for parents to volunteer, participate and observe their child's classroom activities.

Parents shall be responsible for supporting their child's learning in the following ways:

- monitoring their child's attendance;
- monitoring their child's homework completion and television watching;
- volunteering in their child's classroom;
- encouraging positive use of their child's extracurricular time;
- promoting familiarity and compliance with Board of Education policies regarding school conduct; and
- participating, as appropriate, in decisions relating to their child's education.

Policy Adopted: March 23, 2004. Amended: October 20, 2003.

INSTRUCTION

GRADING AND WEIGHTING OF GRADES

POLICY #6146.3

Students shall be graded on their work at all levels. For grades 9 through 12, students shall receive grades ranging as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Students who receive an F will not earn credit for a course.

All AP, IB, ECE, and ECS at Norwalk Community College courses shall be weighted by using a factor of +.070 and all Honors classes shall be weighted by using a factor of .05. Such weighting of grades in AP/IB/ECE classes shall occur only for students who take the AP/IB/ECE examination. If the student cannot afford to pay related test fees, upon verification of such circumstances, the District will pay such fees.

All ungrouped and other level courses (i.e. 1,2,3) shall be given equal weight.

Two sets of class rankings shall be established: weighted and non-weighted. Plus and minus grades shall be included in the computation of grades in accordance with administrative regulation.

The Student Handbook in each school that offers honors courses, Advanced Placement(AP), International Baccalaureate(IB), Early College Experience (ECE) and Early College Studies (ECS) courses shall include this policy and the related Regulations 6146.3R.

Adopted: March 26, 1985. Amended: June 11, 1996; July 25, 2000; December 5, 2000; March 27, 2001 287982 v.01; August 2019.

INSTRUCTION

WEIGHTING OF GRADES/ CALCULATION OF GPA

REGULATION #6146.3-R

Students will receive two class rankings based on weighted and unweighted grades. Either or both may be used as appropriate except that:

1. Student transcripts will include both GP As and class rankings.
2. The list of students to be recognized at graduation for their high level of scholarship shall include the top five (5) percent of students from the weighted and unweighted grade point averages.

The method of calculating the GPA shall be:

1. Calculate GPA
A=4.0, A- = 3.75, B+ = 3.50, B = 3.0, B- = 2.75, C+ = 2.50, C = 2.0, C- = 1.75, D+ = 1.50, D = 1.0, D- = .75, F = 0
2. Add +.05 for each Honors Course
3. Add +.070 for each AP, IB, ECE, and ECS at Norwalk Community College course. Such weighting of grades in AP/IB/ECE classes shall occur only for students who take the AP/IB/ECE examination. A student/parent/guardian may request a waiver of fees associated with AP/IB/ECE and ECS courses, including, but not limited to, course and test enrollment fees. To make such a request the parent/guardian will complete a "Consent to Share Free/Reduced Lunch Status" form provided by the District. Upon verification of eligibility for a waiver of fees, the District will pay for such fees.

Regulation Adopted: July 15, 1990. Amended: June 11, 1996; July 25, 2000; December 5, 2000; March 27, 2001 (287982 v.01) August 23, 2019.

ACCEPTABLE USE OF THE INTERNET AND OTHER ELECTRONIC COMMUNICATION SYSTEMS FOR STUDENTS

REGULATION #5132-R

Computers and networks provide access to resources as well as the ability to communicate with other users worldwide. Such open access is a privi-

lege and requires that individual users act responsibly. Users must respect the rights of other users; respect the integrity of the system and related physical resources; and observe all relevant laws, regulations, and contractual obligations. Use of computers by students and access by students to computer networks and to the Internet are services made available only to further the educational mission of the Stamford Public Schools. In order to be granted these access privileges and to retain them, students must abide by the guidelines set forth in the Board's "Acceptable Use of the Internet and other Electronic Communication Systems for Students" policy and these regulations at all times when they use the Stamford Public Schools systems. These computer systems are expensive to purchase, install and maintain. As the property of the district these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, access to the computer systems is a privilege, and not a right. Students under the age of 18 may use electronic information retrieval systems in supervised settings and only with the written permission of a parent or guardian through a duly executed "Acceptable Use Agreement." Stamford students may use the district's electronic information retrieval systems provided they:

- Abide by the Acceptable Use Policy
 - Sign an "Acceptable Internet Use Agreement"
 - Obtain the signature of a parent/guardian (for students under age 18)
- Any parent or student inquiry regarding any decision relative to Stamford's Acceptable Use Policy and/or these administrative regulations should be directed to the District Internet Administrator.

Information Networks

The Stamford Public Schools' network connects all of the schools and offices. This makes sharing of information and communicating with all schools and offices possible. This network supports activities that have educational value for administration, instruction and learning by teachers and students. The Internet is a collection of many worldwide networks that support the open exchange of information. The Internet provides immediate access to information anywhere in the world.

Student Behavior

Students are expected to use all computer equipment, both hardware and software and network access to pursue intellectual activities, to seek resources, to access libraries and for other types of learning activities. Students must explore this new "space" to discover what is available there. They will learn new things and can share their newfound knowledge with classmates, teachers, parents and global learning partners. For the safety of all involved, caution must be exercised.

Because the Stamford Public Schools' network is used as part of a school activity, the policy on student behavior applies to network activity. Therefore, the Acceptable Use Policy is an extension of the district's Policy on Student Behavior. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, and tampering with hardware and software, bullying and harassment. Conduct including, but not limited to, the following, is prohibited with respect to use of these computer systems:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime, pursuant to Public Act 95-143, and other laws);
- Gaining or seeking to gain unauthorized access to computer systems;
- Damaging computers, computer files, computer systems or computer networks;
- Using another person's password under any circumstances;
- Trespassing in or tampering with any other person's folders, work or files;
- Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
- Sending any copyrighted material over the system. In addition, as noted above, if a particular behavior or activity is generally prohibited by law or

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by Board policy or school rules or regulations, it must not occur in the use of these computer systems.

- Deliberately accessing, creating, displaying, transmitting, or otherwise possessing or disseminating material that contains pornography, obscenity, sexually explicit, or indecent/inappropriate language, text, sounds, or pictures.

Improper behavior may result in disciplinary penalties, including but not limited to, loss of computer privileges, suspension, and/or expulsion.

Copying Software

With a few exceptions, software on the Stamford Public Schools' computers and network are licensed for use on the Stamford Public Schools' computers only. Copying software from a computer or network is prohibited unless specifically authorized in writing by an appropriate authority. In addition to disciplinary penalties imposed by the Stamford Public Schools, illegal copying of software is subject to civil damages and criminal penalties, including fines and imprisonment.

Moral and Ethical Issues

The Stamford Public Schools wants to provide a stimulating educational environment in which students, teachers, and parents can grow as a learning community. While the Stamford Public Schools want this valuable educational tool used, the use of inappropriate information on the Internet will not be condoned. Some materials exist which are inappropriate to the instructional setting, and reasonable measures will be taken to prevent them from being accessed. Users must clearly understand that access to such material in any form is strictly forbidden. The network is designed to achieve and support instructional goals and is not intended to be used for financial gain. Any information that does not support classroom learning should be avoided. Although the actual percentage of unacceptable materials is small, it can cause concern for students and parents if a student accesses those materials while doing legitimate research. If a student has a question or concern regarding any materials found, students should apprise the teacher. The Stamford Public Schools has in place the state recommended web filtering software to minimize the risk to students. However, filtering software is not 100% effective; while filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. It is the user's responsibility not to initiate access to materials that are inconsistent with the goals, objectives and policies of the educational mission of the District.

Electronic Libraries

Materials on the Internet can be considered part of a vast digital library. Electronic database and information search tools to access the Internet are part of school media centers and libraries. Guidelines for access to information have already been established in the Library Bill of Rights of 1980. These principles can be applied to the Internet as well. This document states that "attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights"; however, school librarians are required to devise collections that are "consistent with the philosophy, goals and objectives of the school district." This means that students have the right to information, but the school has the right to restrict any information that does not apply to the approved curriculum.

Student Email

Students will be issued a district-owned email account which is the sole property of Stamford Public Schools. All email activities must comply with the Acceptable Use Policy. The user accepts all responsibility to understand the policy. The primary purpose of the student email system is for students to communicate with school staff and fellow students to collaborate on school activities. Use of the school's email system is a privilege. Students are responsible for messages and materials stored and sent from their email accounts. Students should not share their passwords. The email system should be used for educational purposes only and cannot be used to operate personal business. Students should have no expectation of privacy. The district reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost mes-

sages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.

Virtual Field Trips

The information networks offer many opportunities for "virtual field trips" to distant locations. The Stamford Public Schools consider all connections to remote locations as "virtual field trips." Rules that apply to student conduct on field trips apply to "virtual electronic field trips" as well. It is important that students realize that they represent their school and their school district when they use information networks, and are expected to be on their best behavior.

Monitoring

It is expected that students will comply with district standards and will act in a responsible and legal manner at all times, in accordance with district standards, state and federal laws. It is important that students and parents understand that the district, as the owner of the computer systems, intends to monitor and review the use of these computer systems in an effort to ensure that users engage only in appropriate uses. As part of monitoring and reviewing, the district will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords and message delete function for E-mail, can be bypassed for these purposes. The district's ability to monitor and review is not restricted or neutralized by these devices. The monitor and review process also includes oversight of Internet site access and of document downloading and printing.

Therefore, all users must be aware that they should not have any reasonable expectation of personal privacy in the use of these computer systems. In addition, the Stamford Public Schools accept the requirements of the Children's Internet Protection Act (CIPA). Accordingly, each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by CIPA and as determined by the Superintendent or their designee. The Superintendent or their designee shall make arrangements to enforce the use of such filtering devices. Administrators or other authorized personnel may disable the filtering device for legitimate pedagogical research or for any other lawful purpose, provided such person obtains prior approval from the Superintendent or their designee. Filtering should be viewed as only one of a number of techniques used to manage students' access to the Internet and to encourage acceptable usage. Filtering should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors.

Filtering should be used in conjunction with:

- Educating students concerning the dangers of inappropriate material on the Internet;
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using the district's "Acceptable Use" agreement;
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, both in person and/or electronically.

Internet Safety

Students are expected to conduct themselves in an appropriate manner at all times when they use or interact with any of Stamford Public Schools' hardware and software resources. This includes, but is not limited to, interaction with district computers, email communication, web browsing software, or even usage of one's own personal hardware over a district network connection.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking website, collaborating using web 2.0/3.0 tools, instant messaging, video messaging, chat rooms, and cyber-bullying awareness and response.

ATTENDANCE, ACADEMICS, AND PRIVILEGES

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of students, staff and volunteers. The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Reporting of Misuse

Anyone who is aware of problems with, or misuse of these computer systems, should report this to their teacher or principal immediately.

Most importantly, the Board and the administration urge any student who receives any harassing, threatening, intimidating or other improper message through (any computer system/communications device, whether district or privately-owned), to report this immediately. Such acts may constitute violations of the district's anti cyber-bullying policy or other policies.

It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. Please report these events!

Use of Personal Electronic Devices

Connection of any personal electronic device to any network on school grounds is subject to all regulations and guidelines in this document. Students and staff are permitted to connect to the district network via the secure wireless connection provided by the school system, but all access must be in accordance with this Regulation for Acceptable Use of the Internet and Electronic Communication Systems, the School's Student Handbook, and the mission of the school district. Ability for students to use their own devices at school or in a particular class is at the sole discretion of the building administrator and/or classroom teacher. Students are NOT permitted to use their own computing devices to access the Internet via personal Wi-Fi accounts or by any manner other than connecting through the secure wireless connection provided by the school system. Each user is responsible for their personal device and should use it responsibly and appropriately. Stamford Public Schools takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. It is the responsibility of each individual to secure their devices when not in use.

Use of Web 2.0/3.0 Tools

Classroom blogs, wikis, student email, podcasts, Google Apps accounts, online curriculum software/websites or other Web interactive tools must follow all established Internet safety guidelines. Staff and students using blogs, podcasts or other web tools for educational purposes are expected to act safely. Students using such tools agree to not share their username or password with anyone other than their teachers and parents and treat blog spaces and online spaces, or discussion forums, as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog. Users who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences consistent with the district discipline policies.

Regulation Adopted: June 27, 2000. Amended: June 26, 2012; April 26, 2016.

ELIGIBILITY FOR HIGH SCHOOL ATHLETICS POLICY #5118-R

1. A student who has an out-of-district transfer from one Stamford public high school to another shall be ineligible for interscholastic competition

for a period of 365 days commencing upon the date of registration at the high school to which the student transfers.

2. Students in the freshman class must be enrolled in at least five courses to be eligible for a fall sport.

3. To participate in any sport a student must:

a) take at least five courses, and

b) pass and earn credit in four of these courses in the marking period previous to and during the sport (or the previous year to begin a fall sport), and

c) attain a 2.3 average in the marking period previous to and during the sport.

4. Final year's grades (GPA) in a given year shall determine eligibility for the fall season, unless the student has successfully met the eligibility requirements by attending summer school during the same academic year. Any student who does not meet the 2.3 grade point average (GPA) will be deemed eligible only through the appeal process as per section 6(e) below.

5. Students who receive more than one out-of-school suspension in a school year will be ineligible to participate in any sport for the remainder of that school year.

6. Each school principal or his/her designee shall determine eligibility prior to the start of each season's athletics. If a student becomes ineligible for an academic reason, the student shall have the right to appeal the decision. The appeal process shall be as follows:

a) The appeal shall be submitted to the principal by the student or the athletic director on behalf of the student.

b) Students must have a minimum of a 1.0 GPA (and have passed four courses) in the previous marking period to be eligible for an appeal to participate in a sport if they are not in compliance with 3 (c) as previously stated (Students must have a 1.0 cumulative GPA and four credits earned the previous academic year to be eligible for a Fall sports appeal).

c) The principal and/or designee shall consider the appeal. Appropriate education personnel shall meet with the student, and communicate, in writing, the conditions of the appeal to the parent or guardian within 24 hours of the appeal. This academic support plan will need to be signed off by the Principal, Athletic Director, Coach, Guidance Counselor, student and parent/guardian in order to be considered in effect and granted. There are two levels of appeal that the student may be granted:

Level 1 appeal: may be granted for only one quarter and only once per school year. A Level 1 appeal cannot be granted for two consecutive quarters and requires the student to obtain a GPA of 1.7 or higher. If this expectation is not met, the student will be deemed ineligible until such time as the student achieves a GPA of 1.7 or higher.

Level 2 appeal: is for students with a GPA between 1.7 and 2.3. Those students will remain with an academic support plan until such time as their GPA is 2.3 or higher.

d) The decision of the principal is final.

e) If an appeal is granted, the academic support plan will specify the terms of the appeal and will be in effect for the remainder of the athletic season(s). The principal or his/her designee shall monitor the student's progress regularly in the areas specified in the support plan which includes but is not be limited to: attendance, behavior, academics, and participation by the student in afterschool study hall and tutoring.

7. Board Policy 5118-R will be applied to all athletics.

8. These requirements are subject to review and modification by a Planning and Placement Team in situations involving students with disabilities or by a Section 504 team for students with a Section 504 plan.

9. Eligibility standards of the Connecticut Interscholastic Athletic Conference shall apply whenever they are stricter than the requirements set out above.

STAMFORD PUBLIC SCHOOLS Stamford, Connecticut

Regulation Approved: September 10, 1963. Amended: October 26,

ATTENDANCE, ACADEMICS, AND PRIVILEGES

1976; August 14, 1984; July 29, 1990; August 20, 1991; August 27, 1996; June 27, 2000; November 27, 2001; April 29, 2014; July 29, 2016; November 14, 2017; September 25, 2018.

CONCUSSION AND HEAD INJURY AWARENESS AND PREVENTION

POLICY #4115.5

The Board of Education of the Stamford Public Schools recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activities and can have serious consequences if not managed carefully. The Board understands that the proper education of coaches, physical educators, other school personnel, parent/guardians, and student-athletes is essential not only to preventing head injuries, but also in recognizing the related symptoms in order to seek treatment. The Board also recognizes that concussions can impact the academic ability of students during rehabilitation and management of the injury.

Legal References: Connecticut General Statute Sec. 10-149b. Training courses for coaches re concussions and head injuries. Connecticut General Statute Sec. 10-149c. Student athletes and concussions. Removal from athletic activities. Policy Adopted: December 3, 2013.

CONCUSSION AND HEAD INJURY AWARENESS AND PREVENTION

REGULATION #4115.5-R

I. DEFINITIONS

A. Concussion:

A concussion, as defined by the Center for Disease Control (CDC), is a type of traumatic brain injury caused by a bump, blow, or jolt to the head that can change the way the brain functions. Athletes and individuals who sustain a concussion and participate in a sports or recreational activity prior to the injury fully healing place themselves at a greater risk of acquiring a second injury (i.e., Second Impact Syndrome), experiencing prolonged symptoms, incurring permanent cognitive impairments or even death.

B. Student-Athlete:

A student participating in any tryout, practice, or competition of a school team.

C. Licensed Health Care Professional:

A physician licensed pursuant to chapter 370 of the Connecticut General Statutes, a physician assistant licensed pursuant to chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to chapter 375a of the Connecticut General Statutes.

D. Coach:

A "coach" means any person who holds or is issued a coaching permit by the Connecticut State Department of Education and who is hired by the Stamford Board of Education to coach intramural or interscholastic athletics.

II. STUDENT ATHLETE AND PARENT INFORMED CONSENT OF CONCUSSIONS AND HEAD INJURIES

A. Each year, every student athlete and a parent or guardian must verify in writing that they have received information on concussions and head injuries and sign a statement acknowledging receipt of the information. The informational sheet¹ will describe:

1. The nature and risk of a concussion or head injury
 2. The criteria for removal from play and return to play
 3. The risks of not reporting injury and continuing to play
- B. The informational sheet and consent form shall be signed and returned by the student athlete and the student athlete's parent/guardian prior to

the student initiating practice or competition. In addition, every student athlete must view the Connecticut Concussion Task Force video² prior to the student initiating practice or competition.

III. MANDATORY TRAINING CONCERNING CONCUSSIONS

- A. Any coach of intramural or interscholastic athletics, who holds or is issued a coaching permit, must, before commencing his/her coaching assignment for the season, complete an initial training course concerning concussions and head injuries. This training course must be approved by the State Department of Education.
- B. Coaches must provide proof of initial course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
- C. One year after receiving an initial training, and every year thereafter, coaches must review current and relevant information regarding concussions and head injuries prior to commencing their coaching assignments for the season. This current and relevant information shall be that approved by the State Department of Education. Coaches need not review this information in the year they are required to take a refresher course, as discussed below.
- D. Beginning with the July 1, 2015, school year and each year thereafter, coaches must complete a refresher course concerning concussions and head injuries not later than five (5) years after receiving their initial training course, and once every five (5) years thereafter. Coaches must provide proof of refresher course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.

IV. MANAGEMENT OF CONCUSSIONS AND HEAD INJURIES

A. Removal from Play for a Suspected Concussion

1. Any coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who:
 - a. is observed to exhibit signs, symptoms, or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or
 - b. is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred.
2. The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.
3. If confusion, unusual behavior or responsiveness, deteriorating condition, loss of consciousness, or concern about neck and spine injury exists, the student athlete should be referred at once for emergency care.

B. Return to Play After a Concussion or Head Injury

1. Following receipt of clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games, or competitions, until such student athlete:
 - a. no longer exhibits signs, symptoms, or behaviors consistent with a concussion at rest or with exertion; and
 - b. receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.

V. MISCELLANEOUS

- A. For purposes of these administrative regulations, "licensed health care professional" means a physician licensed pursuant to Chapter 370 of the Connecticut General Statutes, a physical assistant licensed pursuant to

ATTENDANCE, ACADEMICS, AND PRIVILEGES

to Chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to Chapter 375a of the Connecticut General Statutes.

- B. Should a coach fail to adhere to the requirements of these administrative regulations, the coach may be subject to discipline up to and including termination, as well as permit revocation by the State Board of Education.

Adopted: December 3, 2013.

RESIDENCY

POLICY #5111.1

It shall be the policy of the Stamford Board of Education to enroll only those students eligible to attend the Stamford Public Schools in accordance with applicable law. Any exceptions to this policy shall be made by application to the Board.

References: Please see Regulation 5007-R, Administrative Regulations Regarding Homeless Students and Youth, for additional information regarding the enrollment of homeless students.

Policy Adopted: September 12, 1995. Amended: June 27, 2000; November 23, 2004.

ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN AND YOUTH

REGULATION #5007-R

In accordance with federal law, the Stamford Board of Education does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law with respect to homeless children and youth, the provisions of law shall control.

I. DEFINITIONS

A. Enroll and Enrollment

Includes attending classes and participating fully in school activities.

B. Homeless Children and Youth

Means children and youth twenty-one years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
3. Are living in emergency or transitional shelters.
4. Are abandoned in hospitals.
5. Are awaiting foster care placement.
6. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
7. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
8. Are migratory children living in the above described circumstances.

C. School of Origin:

Means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled.

D. Unaccompanied Youth:

Means a youth not in the physical custody of a parent or guardian.

II. HOMELESS LIAISON

A. The District's Homeless Liaison is:

Mr. Joseph O'Callaghan, (203) 977-4902.

B. The duties of the Homeless Liaison include:

1. Ensuring that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.
2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in, the District's schools.
3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible.
4. Ensuring that parents and guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.
5. Ensuring that public notice of the educational rights of homeless children and youth is disseminated in places in which these children and youth receive services under the McKinney-Vento Act.
6. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act.
7. Ensuring that parent(s)/guardian(s) of homeless children and youth or unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
8. Assisting homeless children and youth in enrolling in school and accessing school services.
9. Informing parent(s)/guardian(s) of homeless children and youth, school personnel, and others of the rights of such children and youth.
10. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
11. Assisting unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of his or her right to appeal such decisions.
12. Ensuring that homeless children and youth and unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over enrollment or placement.
13. Collaborating and coordinating with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

III. ENROLLMENT OF HOMELESS CHILDREN AND YOUTH

A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian to provide contact information prior to enrollment.

B. To facilitate enrollment administrators

1. May permit parents/guardians of homeless children and youth to sign affidavits of residency to replace typical proof of residency.
2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
4. Shall contact previous school for records and assistance with placement decisions.
5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. SCHOOL SELECTION

A. Standards for School Selection

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian.

Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the child or youth is actually living are eligible to attend.

B. Procedures for Review of School Selection Recommendation

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Stamford Board of Education.

C. Dispute Resolution Process

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Stamford Board of Education, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10) 86(b).
4. Within ten (10) days of receipt of an appeal to the Stamford Board of Education by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Stamford Board of Education concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).
5. If the Stamford Board of Education finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Stamford Board of Education's

decision to the State Board of Education within twenty (20) days of receipt of the Stamford Board of Education's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist the parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending the determination of the appeal.

V. SERVICES

A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:

1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.
2. Transportation services.
3. Vocational and technical education.
4. Programs for gifted and talented students.
5. School nutrition programs.
6. Before and after school programs.

B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. TRANSPORTATION

A. The District shall provide transportation comparable to that available to other students.

B. Transportation shall be provided, at a parent or guardian's request, to and from the school of origin for a homeless child or youth.

Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.

C. To comply with these requirements:

1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no interdistrict transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) shall ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. CONTACT INFORMATION

A. Local Contact: for further information, contact:

Joseph O'Callaghan, Department Head, Social Work and Home Instruction, (203) 977-4902.

B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator, Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457-1543, (203) 807-2058.

ADOPTED: April 27, 2004.

OUT-OF-ATTENDANCE ZONE PLACEMENT

REGULATION #5117.1-R

I. DEFINITIONS AND CONDITIONS

A. Out-of-Attendance Zone Placement

Out-of-Attendance Zone Placement refers to a child attending a school other than the one in the attendance zone of his/her legal residence. Enrollment in magnet schools or special district programs such as 504 or Special Education are not considered Out-of-Attendance Zone placements. A parent or guardian initiates the request for Out-of-Attendance Zone placement. Requests may be granted only after careful consideration and for limited reasons.

B. Legal Guardian

A legal guardianship is recognized when there is appropriate documentation of the transfer of parental responsibility to someone other than the parent.

C. Out-of-Attendance Zone Process

The Superintendent's designee conducts the review of requests for Out-of-Attendance Zone placement.

D. Duration

Out-of-Attendance Zone placement shall be granted for one school year only. New applications and renewals must be filed with the Office of Family and Community Engagement (OFCE) for placement. Renewals must be filed by May 15; parents/guardians will be informed by June 15.

New applications filed by July 15 will be processed and parents/guardians informed by August 15. New applications filed by August 16 will be processed and parents/guardians informed by September.

1. New applications filed on/or after September 2 will be processed and parents/guardians informed within two weeks of receipt of application.

E. Transportation

Parents/guardians must provide transportation, unless placement is made to comply with individual educational needs as are prescribed by a Planning and Placement Team (PPT), by a Section 504 team, or by recommendation of a school's English Language Learner team.

F. Student Responsibility

Students are subject to the district's Attendance Policy and Regulations (5113, 5113-R) and Student Behavior Policy and Regulations (5131, 5131-R). Students who do not comply may be required to return to their districted school.

II. REASONS FOR GRANTING OUT-OF-ATTENDANCE ZONE PLACEMENT REQUESTS

A. Medical/Psychological Issues

The Board recognizes Out-of-Attendance Zone placements to accommodate serious medical/psychological needs of students.

1. The parent/guardian is required to provide sufficient documentation to establish the medical/psychological necessity for a student to attend a school outside his/her attendance zone. The request must also establish the advantages of the receiving school over the regularly assigned

school to avoid documented physical and/or psychological harm that would otherwise occur.

2. Medical problems must be documented by a physician. Psychological problems must be documented by a psychologist, psychiatrist, professional clinic or agency while the student is in treatment.
3. At the discretion of the Superintendent's designee, permission may be sought to speak with a physician to document a medical issue and/or treatment. Medical/psychological documentation may be forwarded to the City Health Director or other designated agent of the Board for review and recommendation.

B. Child Care Issues

The Board recognizes Out-of-Attendance Zone placement to accommodate families of elementary and middle school students, where both parents/guardians are working.

1. The parent/guardian is required to complete an Out-of-Attendance Zone application.
2. The Out-of-Attendance Zone application must include:
 - a. A letter provided by the parent/guardian's employer stating the hours and location of employment.
 - b. A letter provided by the baby sitter/child care provider documenting his/her place of residence and the schedule of child care.
 - c. A description of efforts to obtain child care in the child's zoned school or the necessity to maintain the existing child care services such that out-of-attendance zone placement is needed.

C. PROFESSIONAL COURTESY

C1. Resident Staff

1. Certified staff who reside in Stamford may request Out-of-Attendance Zone placement for their children to attend the school at which they teach rather than the districted school. Staff may not select a third school (e.g., a teacher teaching at Westhill who live in the Stark district cannot request that his/her elementary school child attend Roxbury).
2. Certified staff who reside in Stamford and teach in magnet schools may request that their children be placed in the magnet schools in which they teach. Children of magnet school teachers will be admitted as space permits, after students who have applied through the lottery are admitted to fill classes at the district's class size average, up to the contractual class limit.
3. Enrollment of a child of certified staff to the school at which the parent/guardian teaches shall be subject to the availability of space in existing classes at the child's grade level. Enrollment may be denied if the enrollment of such a student would exceed the contractual class size limit.
4. Certified staff will receive notification of the child's school assignment after class enrollments are determined and no later than the week directly prior to the start of the school year of entry.
5. Except as provided in this policy, students in the SPS remain subject to any and all applicable policies of the Stamford Board of Education. Resident students will be afforded all the protections under Stamford's conduct and discipline policies.

C2. Non-Resident Staff

1. Non-resident certified staff may request their children to attend the school at which the parent/guardian teaches. The district will assign children of non-resident staff to schools if the school levels of the parent/guardian and child differ (e.g., the parent teaches at the elementary level, but the child is of high school age).
2. Non-resident certified staff who teach in magnet schools may request that their children be placed in the magnet schools in which they teach. Children of magnet school teachers will be admitted as space permits, after students who have applied through the lottery are admitted to fill classes at the district's class size average, up to the contractual class size limit.

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3. Enrollment of children of non-resident staff to the school at which the parent/guardian teaches shall be subject to the availability of space in existing classes at the child's grade level. Enrollment may be denied if the enrollment of such a student would, in the judgment of the Superintendent's designee, require creation of an additional class or grouping on the assignment of paraprofessional support in accordance with the teacher's contract. The district will then offer enrollment to the child at a school closest to where the parent/guardian teaches, as space permits.
4. Non-resident certified staff will receive notification of the child's school assignment by the week directly prior to the start of the school year of entry.

5. Non-resident certified staff may request their children to enroll in Stamford Public Schools in accordance with the Stamford Teacher contract and subject to applicable federal and state laws, including laws requiring payment of tuition for services in excess of the district average per pupil cost. Tuition shall be paid prior to the beginning of the school year. If adjustments occur as a result of subsequent placement in special programs or provisions or additional services, the added costs will be payable upon billing.

The Stamford Public Schools does not determine the admission of a student based on the student's disability status. After admission, if the Superintendent of Schools, or his or her designee, determines that a non-resident student is in need of special education or related services, and provision of those services exceeds the per pupil expenditures of the Stamford Public Schools, the non-resident student's receipt of such services will be conditioned upon payment of that portion of the tuition over and above the per pupil cost. For tuition non-resident students, payment for special education and/or related services will be in addition to the tuition cost.

The obligations of the Stamford Public Schools, relative to the location, identification and evaluation of students, and the provision of special education and/or related services to non-resident students, shall be in accordance with the Individuals with Disabilities Education Act, 42 U.S.C. 1401 et seq. and applicable state law.

6. Except as provided in this policy, students in the Stamford Public Schools remain subject to any and all applicable policies of the Stamford Board of Education. Non-resident students who attend by permission of the Superintendent's designee may be disenrolled at any time due to behavior/discipline concerns.

III. GENERAL CONSIDERATIONS

- A. Out-of-Attendance Zone placement may be limited by Board of Education policies relating to the following:
 1. Class size
 2. Socioeconomic balance
 3. Other pertinent Board of Education policies
- B. When a parent requests an out-of-attendance zone placement, transportation shall be the responsibility of the parent, unless the placement is made for individual educational needs as determined by a Planning and Placement (PPT) team, a Section 504 team, or English Language Learner team meetings. For non-resident staff, all transportation is the responsibility of the parent/guardian.
- C. A student, who applies for and receives approval for an out-of-attendance zone placement, may be ineligible for interscholastic competition. Eligibility shall be determined in accordance with the rules of the Connecticut Interscholastic Athletic Conference and policies of the Stamford Public Schools.

IV. SPECIAL CONSIDERATION

- A. Special consideration may be given in the following cases provided the students record of past attendance, academic performance and behavior is acceptable:
 1. Students who are Stamford residents, entering the last year at a

particular school level (i.e., grade 5, 8, or 12), may be granted permission to complete the educational program at that school. Students who move out of Stamford may also request to remain at the school they attended, but will be charged the tuition rate, calculated for the school year in which the child is enrolled.

2. A student who moves out of his/her attendance zone after December 1, but remains a Stamford resident, may be allowed to remain in his/her school for the balance of that school year. The student is required to enroll in his/her district school in the following year. A student who moves out of Stamford after December 1, may also remain in his/her school, but will be charged the prorated tuition rate.
3. School personnel may request that a student be placed in a school program other than at his/her assigned school to accommodate requirements of IDEA, Section 504, or state statutes for English Language Learners. The school assignment is determined by the district.

Approved: August 23, 1983. Amended: August 6, 1988; October 26, 1993; June 27, 2000; March 24, 2009.

PROCEDURE FOR IMPLEMENTATION GUIDELINES FOR OUT-OF- ATTENDANCE ZONE PLACEMENT

STANDARD PROCEDURES FOR OUT-OF- ATTENDANCE ZONE PLACEMENT:

The procedures below apply to initial Out-of-Attendance Zone placements as well as reapplications.

1. Out-of-Attendance Zone forms may be obtained from the Board of Education, 888 Washington Blvd., Stamford, Connecticut, Office of Family and Community Engagement. Out-of-Attendance Zone forms may also be obtained at Stamford schools, except the magnet schools.
2. Completed forms and necessary, accompanying documentation should be returned to the Office of Family and Community Engagement. The principals from both the sending and receiving schools. After consultation with the principals, the Superintendent's designee will make the decision to either accept or reject the request based on Board policy. The parent or guardian may appeal this decision as set forth below.
3. The Superintendent's designee will notify the parent/guardian and schools involved of the final disposition of the request.
4. For reapplication the above procedure applies.

OUT-OF-ATTENDANCE-ZONE APPEALS:

1. In the case where an out-of-attendance zone request is denied, the denial may be appealed following the steps below:
 - Parent receives written notice from the Superintendent's designee that the request for out-of-attendance zone placement has been denied.
 - Parent may write a letter of appeal to the Superintendent of Schools. The appeal letter must identify the specific basis for the requested placement.
 - If the Superintendent is satisfied with the decision and rationale, he forwards his response to the parent, indicating that the decision stands.
 - If the Superintendent of Schools wishes to continue the review process based on the parent's appeal he/she may convene an appeal review.
 - The appeal review will consist of the following:

The Superintendent of Schools (or his/her designee), not the person making the original decision, will review the appeal on paper. If necessary, the designee may invite the parent/guardian to a meeting to which the relevant principal may also be invited, if he/she has relevant information.

After the Superintendent (or his/her designee) makes a decision, the parent or guardian will be informed of this decision in writing.

If the appeal is granted, a letter to the parent/guardian will contain the conditions as outlined in the out-of-attendance zone placement guidelines. There is no further right of appeal from an adverse decision of the

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Superintendent of Schools or his/her designee, not the person making the initial decision. These conditions, if not complied with, may result in the student having to return to his regularly assigned school.

Approved: October 26, 1993. Amended: June 27, 2000; March 24, 2009.

REGULATION AND PROCEDURES FOR APPLICATION AND ADMISSION TO MAGNET SCHOOLS

REGULATION #5117.2-R

A. Board Policies

Board policies regarding application and admission to magnet schools apply. All principals and other staff should familiarize themselves with these policies.

B. Management Responsibilities

The magnet application procedure and magnet admission procedure for all magnets will be directed system-wide by the Superintendent or their designee who is responsible for the proper operation of these procedures.

C. Priority Admission Based on Residence in an Assigned or Preferred Attendance Area

- Hart Magnet Elementary School** will enroll all students who reside on streets in Hart's attendance area. These students need not apply for admission to Hart. These students may apply, if they wish, for admission to other magnet schools. In addition, Hart will admit students via the magnet application process outlined in Section G below.
- Rogers International Magnet Elementary School** (Rogers Interdistrict Regional School) will enroll all new Stamford students beginning in the 2009-10 school year through the lottery process. All new students will be required to complete a lottery application. Stamford students will be admitted according to their lottery number, Advantaged/Disadvantaged status, and priority categories below:

- Siblings from Preference Area 1 (defined in the September 2008 Redistricting Plan)
- Siblings from Preference Area 2 (defined in the September 2008 Redistricting Plan)
- Siblings not from a Preference Area
- Students from Preference Area 1
- Students from Preference Area 2
- All other Students

Rogers will be required to include up to 25% of its students from out of town.

- Strawberry Hill Beginning in the 2016-2017 Strawberry Hill will enroll students through the lottery process. All Students will be required to complete a lottery application. Stamford students will be admitted according to their lottery number, Advantaged/Disadvantaged status and priority categories below:

- Siblings from Preference Area 1 (students who live on streets currently assigned to the overcrowded schools-Newfield, Springdale, Stark, Stillmeadow, and K.T. Murphy who would be identified as walkers)
- Siblings from Preference Area 2 (non-walker from the overcrowded elementary schools Newfield, Springdale, Stark, Stillmeadow, and K.T. Murphy)
- Siblings not from a Preference Area
- Students from Preference Area 1
- Students from Preference Area 2
- All other students

Strawberry Hill will be required to include up to 25% of its students from out of town.

- Toquam Magnet Elementary School** will enroll all students who reside on streets in Toquam's attendance area. These students need not apply for admission to Toquam. These students may apply, if they wish, for

admission to other magnet schools. Toquam will also admit students via the magnet application process outlined in Section G below.

- Westover Magnet Elementary School** will enroll all students who reside on streets in Westover's attendance area. These students need not apply for admission to Westover. These students may apply, if they wish, for admission to other magnet schools. Westover will also admit students via the magnet application process outlined in Section G below.
- Scofield Magnet Middle School** will admit students via the magnet application process outlined in Section G below. Students will be admitted to grade six in proportions that reflect the proportions (both in numbers and balance) of incoming students to Cloonan, Dolan, Rippowam, and Turn of River.
- Academy of Information Technology and Engineering (AITE)** At the Academy of Information Technology and Engineering, 75% of the students will be Stamford residents and 25% will reside in towns included in AITE's region. All students will be admitted via the magnet application process outlined in Section G below.
- Priority admission to all magnets will be granted to applicants who are siblings of students who are currently enrolled in and will continue to be enrolled for at least one school year in the magnet sought by the applicant's sibling. See Board policy for definition of "sibling."

D. Magnet Students Who Relocate Their Residence

This provision applies to students who reside in the assigned attendance areas of a magnet school for whom admission to the magnet school is guaranteed, based on residence. If such a student relocates to a new address outside the original attendance area, but remains a Stamford resident, the student may complete the school year.

E. Target Recruitment

- In the event that targeted recruiting is necessary to achieve the stated purposes for magnet schools, the Superintendent will bring this need to the Board for discussion. Following this discussion, the Superintendent, will inform the Board of the designated areas for targeted recruiting.
- Instructions to magnet principals to recruit applicants in designated attendance areas will be issued by the Superintendent or his/her designee and will be shared with the principals of schools serving the targeted areas.
- In addition to instructions for targeted recruiting, the Superintendent or his/her designee will provide magnet principals with guidance and technical assistance for targeted recruiting.
- Magnet principals are responsible for implementing targeted recruiting effectively and in a timely manner.

F. Application Procedures

- All magnets will use a system-wide magnet application procedure directed by the Superintendent or his/her designee.
- Magnet schools will operate on varied application time periods as described below. If dates fall on a Saturday, Sunday or holiday, the date will be moved to the next business day.

	Applications Due	Lottery Drawn	Acceptances Due
Elementary	November 15	December 15	January 15
Middle	March 1	March 15	April 15
High	January 15	February 1	February 28

- All magnet schools will use a common online application form, approved by the Superintendent or his/her designee. Paper forms will also be available.
- A district meeting will be held by November 1 for all parents interested in applying for magnet schools. At this meeting, the rules and procedures for magnet schools will be explained.
- Principals will schedule two orientation meetings at the magnet schools between October and November (elementary), October and February (middle) and October and December (high). At these recommended,

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- but not required, orientation meetings, principals or their designee will meet with parents to explain the particular school programs.
6. Online application forms will be available for all parents from September 15 to the deadline for submission of applications. Paper forms will also be available.
 7. The Superintendent or his/her designee will authorize the dissemination of information describing magnet schools and the magnet school application procedures to ensure broad and timely dissemination.
 - Posting of magnet meetings and timelines on the district website
 - Announcements in local and community newspapers
 - Announcements/meetings at community agencies
 8. Families will be permitted to apply to all magnet schools at a given level (elementary, middle or high school).
 9. Completed online applications must be entered on/or before the close of business prior to the application due dates. If a due date should fall on a Saturday, Sunday or holiday, the date will be moved to the next business day.

Elementary: November 15

Middle: March 1

High: January 15

Applications received after the respective due dates will not be included in the lottery. These applications will be date stamped and considered after all lottery applications, including wait listed applications, are exhausted.

10. Online acceptance invitations will be provided to parents within one week of the lottery drawing. Parents will have three weeks to respond online to magnet invitations. Once a parent accepts a seat in a magnet school, the child's name will be withdrawn from the waiting lists of the other magnet schools to which the parent may have applied.
11. Parents will have three weeks to respond to online magnet invitations. If a response is not received within that time period, the next child on the lottery list will be invited to enroll.
12. After acceptances, declines or "no responses" to online invitations are received, offers of invitation to parents of students on the waiting lists will be made by telephone. Parents will have five school days to respond. If a response is not received within that time period, the next child on the lottery list will be invited to enroll.
13. By April 30, principals will send letters to parents of students currently in their schools to determine the number of returning students.
14. By June 1 seats in grades 1-5, 7-8, and 10-12 will be offered in writing to parents. Parents are expected to respond by June 15. If a response is not received within that time period, the next child on the lottery list will be invited to enroll.
15. By August 1, letters will be mailed home to all parents of children on magnet school waiting lists to inform them of their waiting list status.
16. Parents who apply through the lottery may move their children to a magnet school through December 1 as seats become available.
17. Out of Attendance Zone applications are not valid for magnet school admission.
18. Teachers in the magnet schools may bring their children as professional courtesy, depending on space availability. All other teachers who are Stamford residents are required to apply to magnet schools through the lottery process. Teachers who do not teach in a magnet school and do not reside in Stamford may only apply to the interdistrict magnet schools in Stamford.

G. Admission Procedures

1. Admissions to all magnet schools will be under the direction of the Superintendent or his/her designee.
2. Admissions to magnet schools will be controlled so as to accomplish the following results:
 - a. Each magnet school meets integration standard of the school system and each grade in each magnet school generally reflects the racial composition goal set for the school:

- b. Admissions to the magnet schools assist the sending schools in keeping their enrollments within capacity and preventing the sending school from falling outside the integration standard of the school system.
3. Admissions will be made by use of a process that is objective and equitable, and as described below in 4, 5 and 6.
4. For each magnet school, admissions will be determined by procedures in accordance with these guidelines.
 - a. By December 1 the number of available seats in each school and in each grade will be calculated, reflecting school capacity and class size standards.
 - 1) A breakdown of the available seats will be calculated, reflecting the integration standard set for the district.
 - 2) Restrictions on admission of students from selected schools to the magnet schools will be determined and announced.
 - 3) Targeted admission of students from selected schools will be determined based on October 1 projections and announced.
 - 4) The number of seats in the magnet schools allocated for School Choice will be determined and announced.
 - b. Admissions will be limited to the approved number of available seats, unless exceptions are authorized by the Superintendent.
 - c. The applicants will be grouped on two discrete lists: Educationally Advantaged and Educationally Disadvantaged.
 - d. Applicants on each of the two lists will be placed in a ranked order.
 - 1) Highest on each list will be applicants with priority admission granted via the sibling rule, placed in ranked order by using a lottery or similar method.
 - 2) Next following on each list will be applicants with priority admission placed in ranked order using a lottery or similar method.
 - 3) Next following on each list will be applicants who reside in attendance areas designated by the Superintendent for target recruiting, placed in ranked order using a lottery or similar method.
 - 4) Next following on each list will be all other applicants, placed in ranked order using a lottery or similar method.
 - e. Students selected for more than one school will be offered the school they ranked highest on their lottery applications
 - f. The available seats will be filled by taking applicants from the ranked lists one at a time, beginning at the top of each list and alternating between the lists in this sequence: Educationally Advantaged/Educationally Disadvantaged. When eighty percent (80%) of the seats have been filled for each school, the Superintendent or his/her designee will review the process to make certain that the district's goals for magnet schools are being met.
 - g. Applicants identified in this fashion will be offered admission to the magnet school unless one of the following conditions applies:
 - 1) The applicant's admission foreseeably would cause the composition of the magnet school to not meet its integration goal: or
 - 2) The applicant's admission would cause the sending school to fall outside the integration standard of the school system: or
 - 3) The composition of the sending school is already outside the integration standard of the school system and the applicant's admission would worsen the sending school's imbalance.
 - h. Where an applicant cannot be offered admission for any reasoning, above, the applicant will be bypassed, and the admission process will continue until an applicant can be admitted.
 - i. Applicants bypassed as in h. above, will have their names remain on the list in the same ranked position, and they will be reconsidered in their ranked order in each subsequent selection round. On each such occasion, a fresh consideration will be given as to whether they can be offered admission in light of the effect of intervening admissions on the sending school and/or the magnet school.
 - j. So long as seats remain available and names remain on the lists, the selection process will continue until all available seats are filled.

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- k. Should either of the two lists become exhausted before all available seats are filled, the process will continue with the remaining list. Available seats will be filled so long as the school system's integration standard is met for the magnet school and for the sending schools.
- l. If available seats cannot be filled from the lists within the integration standard of the school system, available seats may be filled only if written authorization is provided by the Superintendent and a target recruiting plan for the school for the following year has been approved by the Superintendent.
5. The ranked list of magnet school applicants, determined by lottery or similar method, will be produced on the third Monday in March. Admission offers will be in writing to all parents.
6. The admission offer must be accepted by a deadline set forth with the admission offer. Admission offers that are not accepted by the prescribed deadline will be considered unaccepted.
7. When the initial admissions process is completed, the remainder of the two lists will be considered ranked wait lists.
 - a. Seats that become available before the start of or during the school year as a result of unaccepted admissions offers or other reasons will be offered promptly to students on the wait lists in order of their ranking, using the same manner of selection and considering the same factors as in the initial process.
 - b. No admission offers will be made after December 1 at which time the wait lists will expire. Applicants on wait lists who do not gain admission to their chosen magnets must reapply in the next following application period if they wish to be considered in the next round of admissions.

H. Appeal Procedure

1. An applicant who is denied admission to a magnet school may appeal to the Superintendent's designee. Such an appeal shall clearly state how the applicant alleges these procedures were violated.
2. The Superintendent's designee will review the case together with any additional information made available by the applicant, and issue a decision in writing to the applicant within 15 days of receipt of the appeal.
3. The applicant may appeal the decision of the Superintendent's designee to the Superintendent. Such an appeal shall clearly state how the applicant alleges these procedures were violated. The Superintendent will review the case, together with any additional information made available by the applicant, and issue a decision in writing. The Superintendent's decision made independently or with the assistance of a designee, will be conveyed to the applicant within 30 days of receipt of the appeal. The decision of the Superintendent will be final.

Regulation Adopted: October 26, 1993; Amended: February 15, 1994; May 24, 1994; November 12, 1996; June 27, 2000; November 2008; October 28, 2015; September 4, 2018; August 20, 2019.

HIGH SCHOOL GRADUATION REQUIREMENTS

POLICY #5135.2

In accordance with Connecticut General Statutes Section 10-223a, it is the express policy of the Board of Education that all students in the Stamford Public Schools shall fulfill the following requirements in order to graduate from high school:

1. Pass all district required courses for graduation, as posted in the District Program of Studies;
 2. Take all sections of the CAPT test and either:
 - a. Pass the CAPT at proficient level;
 - b. Pass an alternate national standardized assessment at proficient level (as the Superintendent shall deem by regulation); or
 - c. Meet the requirements of a district performance task at proficient level.
- In order to assist teachers and students in understanding and complying with this policy, the Board of Education, through the Superintendent, shall

adopt regulations concerning the implementation of these graduation requirements.

Students who fail to meet these high school graduation requirements shall not graduate from high school, except as may be specifically provided in the regulations.

Legal References: Connecticut General Statutes Section 10-223a

HIGH SCHOOL GRADUATION REQUIREMENTS

REGULATION #5135.2-R

In order to ensure that all students in the Stamford Public Schools fulfill the Graduation Requirements, the Board of Education has established the following guidelines:

High School

Must pass 4 of 4 CAPT tests at proficient level, Band 3, or four of the alternate national standardized assessments, as described in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies, or one of the district performance tasks, as set forth in the "High School Graduation Requirements in Reading, Writing, Math and Science," published in the Program of Studies.

Adult Education

Must pass alternate national standardized assessments, as described in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies, or one of the district performance tasks, as set forth in the "High School Graduation Requirements in Reading, Writing, Math and Science Requirements," published in the Program of Studies.

Schedule for Taking Alternate National Standardized Assessments/Passing District Performance Tasks

10th Grade: CAPT, PSAT

11th Grade: CAPT, PSAT, SAT I, SAT II, ACT, TOEFL, AP and district performance task(s), as set forth in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies.

12th Grade: CAPT, SAT I, SAT II, ACT, AP, TOEFL and district performance task(s), as set forth in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies.

Adult Education: practice GED, CASAS, and district performance task(s) as set forth in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies.

Special Populations

- Students who enter the Stamford Public Schools with less than 18 months of school remaining are required to meet the requirements of the alternate national standardized assessment(s), as described in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies, or one of the district performance tasks, as set forth in the "High School Graduation Requirements in Reading, Writing, Math and Science Requirements," published in the Program of Studies.
- Students who qualify for the ESL or Bilingual programs must meet the Graduation Requirements on the same terms and conditions as the rest of the students, although they may proceed through the curriculum at a slower pace. ESL students will learn the skills needed to pass CAPT, the alternate national standardized assessments and the district performance tasks in their English as Second Language classes. Bilingual students will learn the skills needed to pass CAPT, the alternate national standardized assessments and the district performance tasks in their Bilingual classes.
- Requirements for Special Education students will be determined by the IEP.

STUDENT CONDUCT

Support for All Unsuccessful Students, including Special Populations

1. Attend summer school and meet the Graduation Requirements.
2. Take a remediation course(s) and meet the Graduation Requirements. By January 10 of junior year, guidance counselors will notify each student who has not passed CAPT, an alternate national standardized assessment(s) or a district performance task(s), and his/her parent or guardian, that such student must enroll in one or more of the following courses, depending upon the CAPT, alternate national standardized assessment(s) or district performance task(s) that s/he has not yet passed:
 - a. CAPT course to focus on Reading for Information, Response to Literature, and Writing across the Disciplines CAPT skills.
 - b. CAPT course to focus on CAPT math skills.
 - c. CAPT course to focus on CAPT science skills.

Students, including Special Populations, who do not meet the Graduation Requirements may select one of the following options

1. Remain at the high school level and meet the Graduation Requirements or attain the age of twenty-one, whichever comes first.
2. Enroll in summer school and meet the Graduation Requirements.
3. Enroll in courses at Stamford Adult Education and meet the Graduation Requirements.
4. Make arrangements for re-testing to meet the requirements of the district performance task(s), as set forth in the "High School Graduation Requirements in Reading, Writing, Math, and Science," published in the Program of Studies, or one of the district performance tasks, as set forth in the "High School Graduation Requirements in Reading, Writing, Math and Science Requirements," published in the Program of Studies.

These Graduation Requirements will be reexamined yearly.

Revised: July 5, 2002.

STUDENT BEHAVIOR

POLICY #5131

The Stamford Board of Education recognizes that the school is a community with rules and regulations. Those who would enjoy the rights and privileges of this community must also accept the responsibilities that membership demands, including respect for and obedience to school rules.

The Board of Education believes that the majority of students in the Stamford Public Schools want the best education possible, an education that depends on safe, orderly classrooms and schools. The Board of Education is determined to take whatever measures are necessary and legally available to guarantee the continued orderly operation of the schools.

The Board considers misbehavior in any part of a school facility as serious as misbehavior in a classroom. The school facility includes all parts of the school building, the school grounds, on school buses, or any location where a school-sponsored activity takes place. In addition, certain misconduct, such as sale or distribution of controlled substances or violent acts, either committed or threatened, may be disruptive of the educational process and may properly be the subject of disciplinary action under the policy.

Rights and Responsibilities

The Board of Education has established as a basic premise that an equal educational opportunity will be provided to all students in the district. It is, therefore, the responsibility of all school personnel to maintain an educational environment which is conducive to the best possible learning situation where each student has the right to a successful classroom experience.

A. Rights

Students, parents, * and school personnel have the responsibility to respect the following rights of all persons involved in the educational process:

1. The right to a safe, secure and disciplined environment in which the best possible education can occur.
2. The right to be treated in a respectful, courteous manner as befits one human being relating to another.
3. The right to mutual support and assistance in the various aspects of the educational process.

It is not possible to list all the rights and responsibilities of the members of the Stamford Public School community. The aforementioned generalized statement is intended to emphasize this community's belief in the interdependency of rights and responsibilities. No member can exercise rights without also assuming a corresponding degree of responsibility. The right to a safe, secure and disciplined environment brings with it the responsibility to refrain from activities which lessen others' access to this same right. One's right to be treated in a respectful, courteous manner entails the responsibility to exercise like behavior toward all others. Finally, the right to mutual support and assistance presumes that all members will, in turn, lend their best efforts to the common benefit.

B. Responsibilities

1. Student Responsibilities:
 - a. Respecting the authority of teacher, administrators and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct.
 - b. Behaving in classrooms and on school campuses in a manner that does not disrupt or interfere with the rights of other students and staff.
 - c. Abiding by the standards of conduct and rules and regulations governing discipline established by the school.
 - d. Attending school and assigned classes daily on time and for each full term.
2. Parent* Responsibilities:
 - a. Accepting and respecting the right of the Board of Education to require discipline standards of behavior for all students and for all non-students while on campus during school activities.
 - b. Reviewing district policy and school discipline rules and regulations with family members to ensure all are familiar with and understand the standards of conduct expected by school authorities on school campuses.
 - c. Cooperating with school officials in working toward a solution to a student's problem and carrying out appropriate discipline penalties when such action is necessary.
 - d. Seeking out, when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.
3. Teacher Responsibilities:
 - a. May review with classroom students at the start of every semester discipline policy and school rules and regulations regarding discipline.
 - b. Enforcing consistently and fairly district policy and school rules and regulations regarding discipline.
 - c. Providing a well-planned teaching situation by establishing lesson/course objectives with varied learning activities that allow every student the opportunity to pursue his/her studies successfully in an orderly environment conducive to learning.
 - d. Communicating with students and parents* regarding behavior problems and proposed solutions.
 - e. Reporting promptly any continuing student behavior problems to appropriate site personnel.
 - f. Assuming the responsibility for the supervision of students in the school facility as per teacher's schedules in order to maintain control and to ensure the safety and welfare of all concerned.
4. Building Administration Responsibilities:
 - a. Establishing school rules and regulations in conformance with district discipline policy that will ensure an education program free from

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disruption for all students. Suggestions from the teaching staff should be encouraged and considered.

- b. Communicating to parents*, staff and students established district policy and school rules and regulations regarding discipline.
 - c. Enforcing consistently and fairly district policy and school rules and regulations regarding discipline.
 - d. Assisting students, parents*, and staff in early identification of behavior problems and in seeking solutions or remedies for causes of misconduct.
 - e. Following through on teacher discipline referrals.
 - f. Contacting police when appropriate.
5. Central Administration Responsibilities:
- a. Establishing procedures to carry out Board of Education policy.
 - b. Ensuring that due process is adhered to in all cases of disciplinary action.
 - c. Maintaining and facilitating the educational process.
 - d. Supporting all school personnel performing their duties within the framework of the district policy.
6. Board of Education Responsibilities:
- a. Holding its employees responsible for:
 1. the proper conduct and control of students while legally under the supervision and jurisdiction of the school, and
 2. maintenance of order within the school.
 - b. Supporting all personnel acting within the framework of district policy.
7. Community Responsibilities:
- a. Acknowledging the right of the Board of Education, its administration, and school site: personnel to carry out district discipline policy and school rules and regulations established in the interest of maintaining the best educational environment in all classrooms and on all campuses of the City schools.
 - b. Cooperating with the Board of Education, its administration, and school site personnel in providing alternative educational programs and appropriate remedial services or programs to reduce or eliminate student misconduct.

C. Notification of Rights and Responsibilities

A system-wide handbook containing the Board's policy and regulations on student behavior and disciplinary proceedings shall be distributed to all students. The principal of each school shall take steps to insure that all rules pertaining to the discipline of pupils are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

D. Equal Educational Opportunity

No student shall be subject to discrimination on any basis prohibited by law, including race, sex, color, national origin or disability as to any disciplinary proceedings.

E. Complying with the Law

The Board of Education will comply with all state and Federal Laws considering student behavior.

*As used, the term parent shall be interpreted to include the student's parent, legal guardian, or other adult acting as a parent to the student.

Policy Adopted: September 10, 1953. Policy Amended: May 24, 1963; October 23, 1973; August 19, 1975; October 2, 1990; June 27, 2000.

I. STUDENT BEHAVIOR

REGULATION #5131-R

The Stamford Board of Education extends rights and privileges to students in the public schools. It also requires the acceptance of responsibilities on the part of the students. The maintenance of an orderly

atmosphere in the school demands respect for, acceptance of, and obedience to rules and standards of behavior.

The Board of Education recognizes the need to publish the rights, responsibilities and regulations affecting the total school community. Student discipline policies and procedures shall be distributed to students and parents at the beginning of each school year. Policies and regulations shall be publicized within each school and explained in assembly programs at the start of each school year.

II. DEFINITIONS

- A. "Exclusion" shall be defined as any denial of public school privileges to a pupil for disciplinary purposes.
- B. "Removal" shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- C. "In-school suspension" shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed, and provided further that no pupil will be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one year, whichever results in fewer days of exclusion.
- D. "Suspension" shall be defined as an exclusion from school privileges or from transportation services only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed and provided further that no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below. Reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute a suspension.
- E. "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Notwithstanding the foregoing, reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute an expulsion. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.
- F. "Emergency" shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.
- G. "Days" shall mean days when school is in session for pupils.

III. ACTIONS LEADING TO DISCIPLINARY ACTION, INCLUDING SUSPENSION AND/OR EXPULSION

Students are subject to disciplinary action, by school authorities if they engage in conduct on school grounds, on school transportation, or at any school-sponsored activity, that endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized policy of the Board of Education. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and is violative of a publicized policy of the Board. "Seriously disruptive of the educational process" for purposes of assessing off-campus conduct means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school. In making a determination as to whether conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider (but such consideration shall not be limited to) the following factors: (1) whether the incident occurred within close proximity of a school,

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(2) whether other students from the school were involved or whether there was any gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Conn. Gen. Stat. Section 29-28, and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

The offenses listed under Subsections A, B, C and D are illustrative of such actions, but are not exhaustive, and students remain subject to discipline for any such conduct as outlined above.

A. Infractions

A student charged with any of the following infractions on school property, school transportation, or at any school-sponsored activity shall be subject to disciplinary action.

1. Refusal to obey a member of the school staff or disruptive classroom behavior;
2. Actions with a potential for injury to others;
3. Fighting between or among students;
4. Destruction of school property;
5. Tardiness to school or to classes;
6. Class cutting;
7. Smoking in unauthorized areas;
8. Cheating or plagiarism;
9. Refusing to identify self or to give correct identification;
10. Wearing attire which endangers the safety or health of the student or others, is destructive to school property, fails to comply with the health code of the State of Connecticut, is not clean, modest and appropriate to the school situation, is contrary to law, or that creates a substantial or material disruption of the school's operation or is likely to incite a breach of peace; or
11. Littering on school property.

Restrictions on freedom of dress and adornment encompassed by this section may not reflect discrimination as to civil rights, nor enforce particular codes of morality or religious tenets.

B. School-related Offenses

A student charged with any of the following school-related offenses shall be subject to disciplinary action.

1. Excessive absenteeism;
2. Truancy; or
3. Loss of school-loaned property (i.e. books, materials, equipment, uniforms, etc.).

C. Breaches of Conduct

A student charged with any of the following breaches of conduct on or off school property, on school transportation, or at any school-sponsored activity shall be considered for removal from class, in-school suspension, suspension, or expulsion, in addition to any other appropriate disciplinary actions:

1. Deliberate refusal to obey a member of the school staff;
2. Willful destruction of school property or personal property of others;
3. Threatening, intimidating, or blackmailing school staff or other children;
4. Use of obscene or profane language or gestures with a member of the school staff,
5. Unauthorized leaving of classroom, building, or school grounds;
6. Accumulation of minor offenses such as school and class tardiness, class or study hall cutting, failure to attend detention or truancy;
7. Bomb threats;
8. Possession or use of fireworks or other explosive materials in school, or ignition of any flammable material in school;
9. Forgery;
10. Gambling;
11. Pulling or attempting to pull a false fire alarm;

12. Theft of school property or personal property of others;
13. Any other violations of school rules or regulations which make the presence of the student in school seriously disruptive of the educational process;
14. Disruptive behavior in the classroom;
15. Violation of any local, state or federal laws; or
16. Unauthorized possession and/or use of paging devices, beepers, cellular telephones, walkie talkies or other similar electronic communication devices without the written permission of the principal or his/her designee.

D. Serious Breaches of Conduct

A student charged with any of the following serious breaches of conduct on or off school property, on school transportation or at any school-sponsored activity, shall be dealt with firmly, and strong consideration given to suspension and expulsion from the Stamford Public Schools, in addition to any other appropriate disciplinary actions.

A student may be recommended for expulsion when a school administrator has cause to believe the student has engaged in conduct on school grounds or at a school sponsored activity which endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized Board policy or conduct off school grounds which is seriously disruptive of the educational process and violative of a publicized policy of the Board.

1. Assault of student or any member of the school staff;
2. Possessing, transmitting or distributing any deadly weapon, dangerous instrument, martial arts weapon or firearm, whether or not capable of firing a shot, firearm facsimile, compressed air gun, billy, blackjack, bludgeon or metal knuckles, explosive, chains, razor blade or other dangerous objects;
3. Possessing a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat. § 29-35, or possessing and using a firearm as defined in 18 U.S.C. 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime;
4. Unauthorized possession, selling or consumption of dangerous drugs, narcotics, or alcoholic beverages. Dangerous drugs or narcotics shall mean any illegal or controlled substance including but not limited to amphetamine- type, barbiturate- type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs and intoxicant of any kind, and, in addition, those substances known as Methaqualone. Unauthorized possession or use of such substance shall mean use or possession without a valid prescription;
5. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of dangerous drugs or narcotics, as defined in paragraph 4 above.
6. Extortion;
7. Arson;
8. Inciting to riot;
9. Any behavior, verbal, physical, and/or written, that harasses, threatens, intimidates or demeans certain individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, or handicap that creates a substantial and material disruption of the school's operation or is likely to incite a breach of peace; or
10. Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or school property.

E. Mandatory Expulsions

The Superintendent shall recommend expulsion for one full calendar year when he/she reasonably believes that a student:

1. Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. 921 as amended from time to time; or

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2. Off school grounds, possessed a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or a martial arts weapon in the commission of a crime; or
3. Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.
4. As used in this paragraph, a “firearm as defined in 18 U.S.C. 9211 means (1) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 1/2” in diameter). “Deadly weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. “Dangerous instrument” means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a “vehicle.” “Martial arts weapon” means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
5. In keeping with Conn. Gen. Stat. § 10-233d and the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a “firearm as defined in 18 U.S.C. 921” to school, as that term is defined above.

The Board may modify the period of expulsion on a case by case basis.

F. Police Referrals

Any student charged with a school-related offense or breach of conduct that is serious or criminal in nature may be referred to the state or local police department. If a student physically assaults a teacher or other school employee on school property or in the performance of school duties, and such teacher or employee files a written report with the school principal based upon the assault, the school building principal shall report such physical assault to the local police authority. In cases where a student has brought a weapon, firearm or deadly weapon to school in violation of the Board’s mandatory expulsion policies, the student shall be referred to the local police. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

G. Examples of Corrective Measures

1. Counseling
2. Conferences
 - a. student-teacher(s)
 - b. parent-teacher(s)
 - c. student-parent-teacher(s)
 - d. administration with a, b, or c
 - e. administration - student and/or parent
3. Behavior Contract
4. Daily conduct reports to parents
5. Adjustment of school program
 - a. alternate learning class

- b. shortened school day
- c. alternate school
- d. schedule changes
- e. work-study program
6. Services of support personnel
 - a. home visits
 - b. peer interaction group sessions
7. Referral to Planning and Placement Team
8. Referral to Court, e.g.
 - a. Family with services needs
 - b. Educational neglect

H. Examples of Punitive Measures

1. Detention
2. Denial of privileges
3. Denial of school-provided transportation
4. Removal from Class
5. In-school suspension
6. Suspension
7. Expulsion
8. Restitution
9. Lowering of academic grades for academic misbehavior, e.g. cheating and talking during exams and plagiarism

I. Unacceptable Measures

The following corrective or punitive measures shall not be used in the Stamford Public Schools.

1. The lowering of academic grades or credit for punitive reasons related to non-academic misbehavior rather than to the quality of work performed by the student.
2. Corporal Punishment
 - a. Paddling;
 - b. Spanking; or
 - c. Inflicting physical discomfort.
3. Verbal Abuse

NOTE: The Board of Education recognizes the right of staff members to use reasonable force to the degree necessary in order to (1) protect him/herself or others from immediate physical injury; (2) to obtain possession of a dangerous instrument or controlled substance, (3) to protect property from physical damage, or (4) to restrain a minor student or to remove a minor student to another area to maintain order.

IV. DISCIPLINARY ACTIONS

The Board of Education requires that the resolution of disciplinary problems proceed with careful observance of all legal requirements, and that due process be afforded in all circumstances. When disciplinary action is necessary, any party involved who does not speak or comprehend English shall be provided with an interpreter.

When disciplinary action of a special education student is necessary, school system personnel will comply with the regulations, statutes, and case law concerning special education, as well as the procedures set forth in Section II (H).

A. PROCEDURES: Disciplinary Actions – Generally

1. Teachers should seek parental involvement and cooperation in the correction of inappropriate behaviors. This may be arranged through telephone contact and/or informal conferences.
2. Teachers may use a variety of corrective measures in dealing with inappropriate student behaviors (see Section I (G)). In cases requiring use of special services, changes of a school program or schedule, or a referral to court, teachers should seek administrative involvement.

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- Teachers may use a variety of punitive measures in dealing with inappropriate student behaviors (see Section I(H)), up to removal from the classroom, as outlined in Section II(B) below. In cases requiring more serious discipline than removal, teachers should seek administrative involvement. Teachers should also seek administrative involvement and cooperation in the correction of persistent, inappropriate behavior.
- Administrative involvement should be done through a discipline referral. A discipline referral seeking administrative intervention should be in writing and include:
 - the name of the student;
 - the date and time of the offense if a single incident is involved;
 - the name of the teacher; and
 - the nature of the offense(s).
- The administrator receiving the discipline referral may use a variety of corrective and/or punitive measures (see Section I (G) and (H)). An administrator has the authority to impose an in-school suspension, a suspension, or to institute program or schedule changes, in accordance with procedures established by the Board.
- The administrator receiving the discipline referral should make a written record, noting the disposition of the case and send a copy of such record to the affected teacher(s).

B. PROCEDURES: Removal

- Removal of a pupil by a teacher is authorized when such pupil deliberately causes a disruption of the educational process within the classroom.
- When a teacher removes a pupil from class, the teacher shall make a verbal explanation to the student and refer him/her to a designated area and shall immediately inform the building principal, or his designee in writing of:
 - the name of the pupil against whom the removal action was taken, and
 - the reason for the action.
- A pupil removed from class is to be given the opportunity to complete class work.
- If a pupil is removed from class more than six times in any school year or more than two (2) times in one week, then for each such additional removal the pupil shall be referred to the building principal or his/her designee, granted an informal hearing and afforded the following rights:
 - the pupil shall be informed of the reason for the removal
 - the pupil shall be given an opportunity to explain the situation. Appropriate corrective or punitive action should be taken to change the misbehavior.
- Parents should be informed by an administrator when it is necessary to take measures under this Section.

C. PROCEDURES: In-School Suspension

- School administrators may impose an in-school suspension only in cases where a pupil's conduct endangers persons or property, seriously disrupts the educational process, violates a publicized policy of the Board of Education, or in other appropriate circumstances as determined by the school administrator or designee.
- The in-school suspension may not:
 - exceed five (5) consecutive school days;
 - extend beyond the school year; or
 - be imposed more than fifteen (15) times or more than a total of fifty (50) days in one school year, whichever is less.
- In-school suspension may not be imposed on a student without an informal hearing by the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation.

D. PROCEDURES: Suspension

- The principal of a school, or his/her designee on the administrative staff of the school, shall have the right to invoke suspension for a period of up to ten (10) days or to invoke in-school suspension for a period of up

to five (5) days, of any pupil where he/she has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board, or conduct off school grounds which is seriously disruptive of the educational process-and violates a publicized policy of the Board.

- Except in an emergency situation, prior to making a decision to suspend, the principal or his/her designee shall conduct an informal hearing with the student at which the principal or his/her designee shall:
 - give oral notice of the charge(s) to the pupil;
 - give an oral explanation of the evidence to the pupil if the pupil denies the charges; and
 - give the pupil an opportunity to explain the situation.

If there is an emergency, the principal or his/her designee may suspend a pupil immediately. In such a case the informal hearing required for a suspension should be conducted as soon after the suspension as possible. An emergency is a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such disruption of the educational process that the student should be excluded pending the holding of a hearing.

- If a student is suspended, the following steps should be taken:
 - by telephone, the principal or his/her designee shall attempt immediately to notify the parent or guardian of the student about the suspension and state the cause leading to the suspension;
 - whether or not telephone contact is made with the parent, the principal or his/her designee, shall forward a letter to such parent or guardian within one school day of the suspension, and offer the parent or guardian an opportunity for a conference;
 - at such conference, the student, his/her parent(s) or guardian(s) and/or their representative shall be informed specifically of the charges and the suspension period imposed;
 - within twenty-four (24) hours of the suspension of the pupil, the principal or his/her designee taking such action shall notify the Superintendent or his/her designee of the following: (1) the name of the pupil; and (2) the reason for the action;
 - if the student was suspended for a serious breach of conduct, or conduct for which expulsion is mandatory, the Superintendent shall promptly schedule an expulsion hearing before the Board of Education, preferably to take place before the end of the period of suspension;
 - if a student is emancipated, any notice required by this policy shall be given to the student and the building principal involved. No notice is required to be given to his/her parent(s) or guardian(s);
 - textbooks and homework are to be provided each pupil. Any pupil excluded by suspension shall be given an opportunity to complete any classwork, including but not limited to examinations, which such pupil missed during the period of suspension;
 - at the first regular monthly Board of Education meeting, the Superintendent of Schools shall report any cases of pupil suspension during the previous month to the Board of Education.
- Notwithstanding the provisions enumerated above, no pupil shall be suspended more than ten (10) times or a total of fifty (50) days, during one school year, whichever is less, without a formal hearing before the Board of Education.
- Notice of the student's suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the pupil graduates from high school.
- The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

E. PROCEDURES: Return from Suspension

- A student shall return to school when the suspension period has elapsed.

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2. A parent or guardian shall accompany the student to school upon his/her return from suspension.
3. If a student placed on a school-level suspension fails to return to school at the termination of the suspension, the following procedure is to be followed:
 - a. when a student does not return from a suspension on the appropriate day, a telephone call is to be made that day to the student's home;
 - b. when the parent/guardian cannot be reached by telephone, or if said telephone call does not result in the return of the student to school, the attendance assistant is to be sent to the student's home;
 - c. if the attendance assistant is unable to arrange for the student's return to school, a certified letter, return receipt requested, is to be sent to the parent notifying him/her to come to the school; and
 - d. if the preceding steps are not successful in returning a student to school, a referral is to be made to central office administration.

F. PROCEDURES: Expulsion

1. The Board of Education has the right to expel any pupil where the Board of Education has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of Education, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.
2. A principal may request expulsion of a pupil in a case where the principal feels suspension is not sufficient and where the principal has cause to believe that the student engaged in conduct on school grounds or a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or is violative of a publicized Board policy, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.
3. A principal or school administrator must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:
 - a. was in possession on school grounds or at a school sponsored activity of a firearm as defined in 18 U.S.C. 921 as amended from time to time, deadly weapon, dangerous instrument or martial arts weapon.
 - b. off school grounds, was in possession of such a firearm in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime; or
 - c. was engaged on or off school grounds in offering for sale or distribution a controlled substances (as defined in Conn. Gen. Stat § 21a-240(9) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.
4. As used in this section, a firearm as defined in 18 U.S.C. 921 means (a) any weapon that will, is designed to, or may be readily to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a shot gun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of other propellant having a barrel with a bore of more than 3/4" in diameter). A "firearm" means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot may be discharged, a "deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle." "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
5. Prior to excluding a pupil by expulsion, the following steps should be taken:
 - a. requests for expulsion are to be directed by the principal to the Board of Education through the Office of the Superintendent of Schools;
 - b. upon receipt of an expulsion request, the Superintendent or his/her designee shall conduct an inquiry within ten (10) school days of the request; the Superintendent or his or her designee may schedule an informal conference with the student and parent(s) to review the potential recommendation for expulsion, the hearing procedures, or to seek possible agreement or resolution of the situation;
 - c. after the inquiry, if the Superintendent, or his/her designee decides that an expulsion hearing is required, he/she shall forward such request to the Board of Education within two (2) school days, except that the Superintendent must request an expulsion hearing if he/she reasonably believes that the student's conduct violated the Board's mandatory expulsion provisions;
 - d. when expulsion is recommended for students who have been identified as having one or more disabilities under the Individuals with Disabilities Education Act (the IDEA) or Section 504 of the Rehabilitation Act, the procedures outlined in paragraph (H) below shall be followed prior to expulsion proceedings under this section.
6. If the Superintendent recommends an expulsion hearing, the following must occur:
 - a. Except in an emergency situation, the Board of Education shall conduct a hearing within a reasonable time from the notice given to the Board. Whenever an emergency exists, the hearing shall be held as soon as possible after the expulsion. The hearing shall include at least three (3) Board members and an expulsion shall require three (3) affirmative votes to expel a student, provided that the Board may delegate the authority to conduct an expulsion hearing to a hearing officer in accordance with Conn. Gen. Stat. § 10-233d(b). The date for such a hearing may be extended by agreement of the parties or an unavoidable emergency;
 - b. The pupil (and his/her parent(s) or guardian(s) if the pupil is a minor) must be given reasonable prior notice of the date of the hearing;
 - c. The notice shall contain:
 - (1) the date, time and place of the scheduled hearing;
 - (2) the basis for the proposed expulsion including a description of the events leading to the expulsion, and the potential penalty;
 - (3) a statement of the pupil's rights as enumerated in this Section;
 - (4) a statement that the hearing is held pursuant to Section 10-233d of the Connecticut General Statutes and Stamford Board of Education Policy; and
 - (5) a statement that the pupil is entitled to be represented by a lawyer or other advocate of his/her choice.
 - d. At the hearing the pupil shall have the right to testify and produce witnesses and other evidence in his/her defense. The pupil shall have the right to demand that any witnesses against him/her appear in person to answer his/her questions; except that the Board may refuse to allow a witness against the pupil to appear when the Board believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases, a verbatim statement of the witness' testimony must be given to the pupil; a witness' unsubstantiated desire to remain anonymous is not such an exception as to justify dispensing with the pupil's right to confrontation. At the hearing, irrelevant, immaterial or unduly repetitious material shall be excluded;

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- e. A pupil is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do not speak or comprehend the English language;
- f. The student may be represented by a third party of his choice, including an attorney at his/her expense or at the expense of his/her parents.
- g. The Board shall keep a record of the hearing, and the pupil shall be entitled to a copy of that record at his/her own expense;
- h. The Board shall report its final decision to the pupil, parent(s) or guardian(s) of a minor pupil, stating the reasons on which the decision is based within twenty-four (24) hours after the decision is rendered. Said decision shall be based solely on evidence derived at the hearing.
7. When a student enrolls in the Stamford Public Schools during the period of expulsion from another school district, the Board may adopt the decision of the pupil's expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board, which shall be limited to a determination of whether the conduct that was the basis of the expulsion would also warrant expulsion by the Board.
8. Whenever the Board of Education expels a student, it shall offer any such student under sixteen years of age an alternative educational opportunity. The Board of Education will offer an alternative education opportunity to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows: The Board of Education is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a firearm as defined in 18 U.S.C. 921 as amended from time to time or, deadly weapon, dangerous instrument, as defined in Conn. Gen. Stat. § 53a-3 or martial arts weapon on school property or at a school sponsored activity; or (2) the student offered for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9).
9. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
10. Notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the pupil graduates from high school.
11. Whenever a pupil against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the pupil's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

G. PROCEDURES: Return from Expulsion

1. Return to the Stamford Public School System prior to the completion of the expulsion period is only by appeal as follows:
 - a. written application to the central office administrator may be made at the half-way point in the period of expulsion;
 - b. an investigation by the central office administrator, followed by a written recommendation to the Superintendent;
 - c. recommendation to the Board of Education by the Superintendent that the student be allowed to return to the Stamford Public Schools;
 - d. approval by the Board of Education of the Superintendent's recommendation.
2. When a student is readmitted to the Stamford Public School System in advance of completing his expulsion period, the Board retains the right to make specific conditions for his/her return, i.e., on a trial basis,

assignment to a particular school, assignment to an alternate program.

H. PROCEDURES: Discipline of Students with Disabilities

1. Removal, suspension and expulsion of students with disabilities must comply with the relevant statutes and case law concerning special education.
2. All students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities") are to be clearly identified at the schools where they are in attendance.
3. The file on suspensions, which is kept by the principal, must clearly identify those cases involving the suspension of a student with disabilities.
4. If a student with disabilities is the subject of disciplinary action, the Special Education office should be notified immediately. The student may be removed from the situation, but unless it is an emergency no additional actions should be taken until a special education representative has had a reasonable opportunity to be involved in the decision-making, at least by telephone discussion.
5. In circumstances where a student with disabilities engages in conduct that could lead to a recommendation for expulsion, the following procedures shall apply:
 - a. The district shall promptly convene a planning and placement team (PPT) meeting to determine whether the misconduct is causally related to the student's disability. A student may be suspended for up to ten (10) days pending the PPT determination.
 - b. If the PPT finds that the misconduct is not causally related to the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of such expulsion.
 - c. If the PPT finds that the misconduct is causally related to the disability, the Superintendent shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff in the school.
 - d. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under Conn. Gen. Stat. § 10-76h to contest an expulsion under subparagraph (b) above or a proposed change in placement under subparagraph (c), the child shall stay in his/her then-current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order.
 - e. Notwithstanding the provisions of the preceding subparagraph (d), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student's conduct involved sale or distribution of drugs or possession of a weapon (as defined by federal law referenced in the IDEA). The interim alternative placement shall be determined by the PPT. If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or a court orders otherwise.
6. Referrals of students with disabilities to the Central Office Administration for consideration of suspension or expulsion shall also result in timely notification of same to the District Department Head for Special Education.
 - a. The setting of any related meetings, conferences, hearings, shall include a representative from the Special Education office.
 - b. The assignment of a special education representative who is familiar with and knowledgeable about the disabled pupil of concern, to participate directly in any of said meetings, conferences, and/or hearings shall be completed by the Special Education office.

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c. All considerations or procedures described herein shall have as their focal point the Individualized Educational Plan of the disabled pupil of concern. Therefore, any contemplated program changes shall be consistent with this plan as well as any related procedural safeguards.

I. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy governing suspension and expulsion.

Regulation Approved: May 24, 1983. Amended: October 2, 1990; September 12, 1995; May 14, 1996; October 8, 1996; June 27, 2000.

PHYSICAL RESTRAINT / SECLUSION / EXCLUSIONARY TIME OUT

POLICY #5144.1

The Stamford Board of Education seeks to foster a safe and positive learning environment for all students. In compliance with applicable law, this policy, and accompanying regulations, Board of Education employees will avoid the use of physical restraint and seclusion of students. However, physical restraint or seclusion of a student by trained school employees may be necessary in an emergency situation to maintain the safety of the student or another individual, where harm to the student or others is immediate or imminent. The Board also regulates the use of exclusionary time out in accordance with this Policy and applicable law.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of students in the Stamford Public Schools. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these policies and administrative regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §53a-18(6). Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

I. Definitions

- A. **Exclusionary time out** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or de-escalating such student's behavior.
- B. **Life-threatening physical restraint** means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- C. **Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to

Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary time out.

- D. **Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- E. **School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school para educator, board certified behavior analyst or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Stamford Public Schools, pursuant to a contract with the Board of Education.
- F. **Seclusion** means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that physically prevents the student from leaving. Seclusion does not include any confinement where the student is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out. Seclusion does not include exclusionary time out.
- G. **Student** means a child (A) enrolled in grades Pre-K, kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

II. Use of Physical Restraint and/or Seclusion

- A. No school employees shall use a life-threatening physical restraint on a student under any circumstance.
- B. No student shall be placed in seclusion unless the use of seclusion is being used as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
- C. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.
- D. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee (member of crisis team), or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination, that such continued physical restraint or seclusion is necessary; such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- E. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.
- F. School employees must explore all available less restrictive alternatives prior to using physical restraint or seclusion for a student.
- G. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
1. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - a. conducting or revising a behavioral assessment of the student;

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- b. creating or revising any applicable behavioral intervention plan; and
 - c. determining whether such student may require special education.
2. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of:
- a. conducting or revising a behavioral assessment of the student; and
 - b. creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- H. A school employee must continually monitor any student who is physically restrained or secluded. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record.
- 1. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
 - 2. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- I. School employees shall not use a physical restraint on a student or place a student in seclusion unless they have received training on the proper means for performing such physical restraint or seclusion.
- J. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- K. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated. Such notification must be made by phone or email, which may include but is not limited to sending a note home with the child. The parent of such child, regardless of whether he or she receives such notification, must be sent a copy of the incident report no later than two business days after the emergency use of physical restraint or seclusion.
- L. Beginning July 1, 2016, The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
- 1. Record each instance of the use of physical restraint or seclusion on a student.
 - 2. Specify whether the use of seclusion was in accordance with an individualized education program.
 - 3. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion.
 - 4. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- M. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program, shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- N. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
- 1. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - 2. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- O. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

III. Crisis Intervention Teams

- A. For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with students and trained in the use of physical restraint and seclusion.
- 1. Members of such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.
 - 2. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.
 - 3. The Board shall maintain a list of the members of the crisis intervention team for each school.

IV. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the end of the next school day following the incident, a school employee must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person who was physically restrained or secluded. The information on the form must include the following:
- 1. In the case of an emergency, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
 - 2. A detailed description of the nature of the restraint or seclusion;
 - 3. The duration of the restraint or seclusion;
 - 4. The effect of the restraint or seclusion on the student's established behavioral support or educational plan; and
 - 5. Whether the seclusion of a student was conducted pursuant to a behavior support or educational plan.
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or placed in seclusion.
- 1. A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others.
 - 2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 - 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

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- C. The Director of Special Education, or their designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this policy, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.
- D. The Director of Special Education, or their designee, must be notified of the following:
1. Each use of physical restraint or seclusion on a special education student;
 2. The nature of the emergency that necessitated its use;
 3. Whether the seclusion of a special education student was conducted pursuant to a behavioral support plan; and
 4. If the physical restraint or seclusion resulted in physical injury to the student.

V. Required Training and Prevention Training Plan

- A. Training shall be provided by the Board to the members of the crisis intervention team for each school in the District. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year commencing July 1, 2017 and each school year thereafter.
- B. Training shall include an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. (Such overview is to be provided by the Department of Education commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)
1. The creation of a plan by which the Board will provide training regarding the prevention/de-escalation of incidents requiring physical restraint or seclusion of students.
 2. The Board will create a plan requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Verbal defusing and de-escalation;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques;
 - f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and
 - g. Recording and reporting procedures on the use of physical restraint and seclusion.

VI. Exclusionary Time Out

- A. Exclusionary time outs must follow, but need not be limited to, the following requirements:
1. Exclusionary time out is not to be used as a form of discipline. The use of exclusionary time out should be closely monitored by child study teams and grade level teams in order to examine data. If it is determined that the use of time out, including exclusionary time out as an intervention for an individual student is not effective at reducing the inappropriate behavior and does not encourage learning of the new and appropriate behavior, the team should consider looking closely at the students behavior using an Functional Behavior Assessment (FBA) and developing alternative interventions. Such information can be documented by a Behavior Intervention Plan (BIP) that is informed by an FBA.

2. At least one school employee remains with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out.
3. The space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or de-escalating such student's behavior.
4. The exclusionary time out period terminates as soon as possible.
5. If such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.
6. An exclusionary time out becomes a reportable "seclusion" if or when the student is physically or prohibited from leaving the space.
7. The parent or guardian of a student who is placed in exclusionary time out shall be notified not later than 24 hours after the student is placed in exclusionary time out. A reasonable effort shall be made to provide such notification immediately after such exclusionary time out is initiated.
8. Staff shall record each instance of exclusionary time out. The school principal shall maintain an annual compilation of exclusionary time out. Such compilation will be reported to the Board of Education annually.

VII. Dissemination of Policy

- A. This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 – Employee Protection)

(cf. 5141.23 – Students with Special Health Care Needs)

(cf. 5144.2 – Use of Exclusionary Time Out Rooms)

Legal Reference:

Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

Public Act 18-51, An act Implementing the Recommendations of the Department of Education

Conn. Gen. Stat. 10-76b

Conn. Gen. Stat. 10-76d

Conn. Gen. Stat. 53a-18 to 53a-22 Reg.

Conn. State Agencies 10-76b-5 to 10-76b-11.

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Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018)

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018)

Policy adopted: August 27, 2019.

STUDENT SMOKE-FREE ENVIRONMENT POLICY #5130

The Board recognizes that tobacco and tobacco alternatives are not conducive to good health. Therefore, the District should provide both effective educational programs and a positive example to students concerning the use of tobacco, and tobacco alternatives referred to as vaping or Electronic Nicotine Delivery Systems (ENDS).

Recognizing the negative impact on nonsmokers by others smoking, the Board declares all school sponsored events and areas operated by the Board to be officially designated smoke-free. Smokefree areas include all school buildings and grounds and all school buses.

For the purposes of this policy, smoke or smoking means all uses of tobacco products including cigars, cigarettes, pipes, chewing tobacco, and tobacco alternatives including but not limited to ecigarettes, vapes and ENDS.

Policy Adopted: November 12, 1985. Amended: February 23, 1988; April 21, 1992; June 27, 2000; June 25, 2019.

POLICY #5130-R

The Administration will work with students to inform and educate them about the personal risks associated with smoking, and the use of tobacco alternatives and has established a smoke-free environment as stated in Board Policy 4010 and 5130.

Any student found smoking in violation of Board Policy 5130 will receive appropriate disciplinary action up to suspension or expulsion. All principals will determine appropriate disciplinary action according to procedures stated in Board Policy 5131.

Regulation Adopted: March 23, 1988. Amended: May 26, 1992; June 27, 2000; June 13, 2019.

SUBSTANCE ABUSE

POLICY #5131.6

The Stamford Public Schools recognize that students should be drug-free and alcohol-free so that the most positive learning experiences may take place. This policy is an integral part of the Stamford Public Schools' Drug, Alcohol and Tobacco Prevention Program, and represents one component of a district-wide effort to respond to problems caused by the unauthorized use of controlled drugs or alcohol abuse.

Any Stamford Public Schools student is in violation of this policy if on a school bus, during a school session, on school grounds, or at a school sponsored activity, the student is under the influence of a controlled drug (except for current prescribed medication(s)) or alcohol. Additionally, a student is in violation of this policy if he/she possesses, uses, manufactures, dispenses, distributes, sells or aids in the procurement of controlled drugs, drug paraphernalia, or alcohol. Such student shall be subject to discipline up to and including expulsion, referral for prosecution, and intervention pursuant to the provisions and procedures outlined in the Administrative Regulations. Copies of these standards of conduct and sanctions shall be provided to all students, parents, and employees.

Drug and alcohol awareness, education and prevention programs for students shall be adopted and maintained, and shall teach that the use of controlled drugs (except for current prescribed medication(s)) and the unlawful use and possession of alcohol are wrong and harmful. The stu-

dent programs shall address the legal, social, and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use controlled drugs or alcohol. The programs will also explain the penalties that may be imposed on students for drug and alcohol-abuse violations occurring on or off school grounds.

Counseling and rehabilitation on programs, as described in the Administrative Regulations, shall be provided to students. The Board will review its program biennially to determine its effectiveness, to implement changes when needed, and to ensure that the sanctions set forth in the Administrative Regulations are consistently enforced.

Policy Approved: November 12, 1985. Amended: October 23, 1990; August 17, 1993. Readopted: June 27, 2000.

SUBSTANCE ABUSE

REGULATION #5131.6-R

I. DRUGS, ALCOHOL AND TOBACCO PREVENTION PROGRAM

As an integral part of the Stamford Public Schools' Drug, Alcohol, and Tobacco Prevention Program, these regulations represent one component of a district-wide effort to respond to controlled drug and alcohol related problems that may occur on a school bus, during a school session, on school grounds, or at a school-sponsored activity. These procedures are intended to provide a consistent disciplinary response to controlled-drug and alcohol-related problems. The Stamford Public School seek to provide a safe and healthful environment for students, with due consideration for their legal rights and responsibilities.

Counseling and Rehabilitation Programs

Students and employees have available the following counseling and rehabilitation programs:

School Based Counseling Services

Child Guidance Center of Southwestern Connecticut

Liberation Programs

Meridian Center

Teen Crisis Service

The Alcohol and Drug Abuse Council, Inc.

Youth Options

II. DISCIPLINARY ACTION REGARDING STUDENTS

A. Definitions

1. **Controlled Drugs:** Controlled drugs are those drugs which contain any quantity of a substance which has been designated as subject to federal narcotic laws, or which have been designated as a depressant or stimulant drug pursuant to federal drug laws, or which have been designated by the public health council and commissioner of consumer protection, pursuant to section 21a-243 of the Connecticut General Statutes, as having a stimulative, depressive or hallucinogenic effect upon the higher function of the central nervous system and having a tendency to promote abuse and/or psychological dependence (C.G.S. Sec. 21a-240 (8)).
2. **Professional Communication:** Any communication made privately and in confidence by a student to a professional employee of the student's school (C.G.S. Sec. 10-154a(a)(4)).
3. **Professional Employee:** A person employed by a school who:
 - a. holds a certificate from the state Board of Education,
 - b. is a member of a faculty where certification is not required,
 - c. is an administration officer of a school, or
 - d. is a registered nurse employed by or assigned to a school (C.G.S. Sec. 10-154a(a)(2)).
4. **Drug Paraphernalia:** Any object or device used, intended for use, or designed for use in ingesting, inhaling, injecting, or otherwise introducing controlled or restricted substances into the human body (e.g.,

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bongs, pipes, roach clips, miniature cocaine spoons, crack vials, tobacco rolling papers), or any object or container used, intended for use, or designed for use in storing, concealing, or distributing controlled drugs.

B. Procedures

Any student who, on a school bus, on school grounds, during a school session, or at a school-sponsored activity is under the influence of or possesses, uses, manufactures, dispenses, distributes, sells, or aids in the procurement of a controlled drug, drug paraphernalia, or alcohol, shall be subject to discipline pursuant to the procedures outlined below.

1. Prescribed Medications:

The parent(s)/guardian(s) of any student who is required to take prescribed medication during the school day shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student under the supervision of the school nurse or the designee.

Students taking improper amounts of a prescribed medication or taking the prescribed medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for drug use outlined below.

2. Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral):

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee his/her possessing, using, manufacturing, dispensing, distributing, selling or aiding in the procurement of controlled drugs, drug paraphernalia or alcohol:

- A professional employee shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student (C.G.S. Sec. 10-154a(b)).
- Any physical evidence obtained from such student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or the designee and law enforcement officials within two school days after receipt of such evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained (C.G.S. Sec. 10-154a(b)).
- Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly.
- If the student requests disclosure of the professional communication concerning his/her use, possession or sale of a controlled drug or alcohol, or if, in the discretion of the professional employee, such disclosure is necessary to protect the safety of the individual or others, the professional employee may then report the student's name and problem to the building administrator or the designee.
- If an emergency situation results from drug use, or if confirmation of drug use is required, the professional employee shall notify the building principal or designee, who shall then send the student to the school nurse or medical advisor.

3. Involuntary Disclosure of Drug/Alcohol Problem:

Confidentiality does not apply to instances of involuntary disclosure. When a professional employee obtains information from a source other than a student's disclosure that is relative to the student's possessing, using, manufacturing, dispensing, distributing, selling or aiding in the procurement of controlled drugs, drug paraphernalia, or alcohol on a school bus, during a school session, on school grounds, or at a school-sponsored activity, the information is considered to be involuntarily disclosed.

- When a professional employee obtains such information he/she will immediately report the information to the building administrator or the designee.
- Any physical evidence (e.g., alcohol, drugs or drug paraphernalia)

obtained from a student indicating that a crime has been or is being committed by a student must be turned over to the building administrator or the designee, and law enforcement officials within two school days after receipt of such evidence (C.G.S. Sec. 10-154a(b)). Because such physical evidence was not obtained through a confidential disclosure, the name of the student must be disclosed to the building administrator or the designee, and law enforcement officials.

4. Search and Seizure of Students and/or Possessions:

The Fourth Amendment's prohibition of unreasonable searches and seizures applies to searches conducted by public officials. Professional employees who reasonably suspect that a student is violating a state/federal law or a school substance abuse policy should immediately report their suspicion to the building administrator or the designee.

If the administrator or the designee has reasonable suspicion that the student has violated or is violating either the law or the Board's substance abuse policy, the building administrator or the designee may then search a student's person or possessions. Such a search is permissible in its scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. *New Jersey v. T.L.O.*, 469 U.S.325 (1985).

Students shall be informed that desks and lockers are school property and are subject to search.

5. Consequences for Possessing, Being Under the Influence, Manufacturing, Dispensing, Distributing, Selling or Aiding in the Procurement of Controlled Drugs, Drug Paraphernalia, or Alcohol:

Any student possessing, being under the influence, manufacturing, dispensing, distributing, selling or aiding in the procurement of controlled drugs, (except for current prescribed medication(s)), drug paraphernalia, or alcohol on a school bus, during a school session, on school grounds, or at a school-sponsored activity shall automatically be subject to the procedures outlined below.

Any student who is expelled for sale or distribution of a controlled drug shall be referred to an appropriate state agency for rehabilitation, intervention, or job training. Such agency shall be notified of the referral.

a. First Violation

Any student found to be in violation of this policy for the first time will be referred by the building administrator or designee to an appropriate agency licensed to assess and treat any drug/alcohol abusers.

- In cases involving the use, possession for personal use, or being under the influence, the violator will also be subject to one of the following procedures:

- A structured five-day, in-school suspension, which may be waived if a student voluntarily agrees to be assessed by a licensed drug/alcohol agency and completes the program prescribed by the agency in coordination with the school's support staff. Completion of a prescribed program involves:

- written verification of program completion signed by the treatment agency; and

- a meeting with the school's support staff, school administrator, student and parent(s)/guardian(s) to discuss the school's drug policy and after-care programs.

If the student agrees and then fails to complete the program prescribed by the agency in coordination with the school's support staff, then the structured five-day in-school suspension shall be imposed. During the five-day in-school suspension, the student will be required to complete his/her daily classwork in addition to attending a daily session of one or more of the following alternatives for assistance:

- in-school counseling,
- an alcohol or other drug-abuse group being held on school property, or
- a combination of (1) and (2).

- suspension for up to ten days

- b. referral for expulsion
 - 2. In cases of manufacturing, law enforcement officials will be notified. The violator will also be subject to an out-of-school ten (10) day suspension, in accordance with student due process procedures. In addition, the principal shall recommend to the Superintendent of Schools that the student be expelled unless, at the option of the Superintendent, the following procedure is followed:
 - a. the student agrees to be evaluated and treated by a certified drug counselor/agency;
 - b. the student provides written verification of program completion signed by the treatment agency;
 - c. a meeting is held with the school's support staff, school administrator, student and parent(s)/guardian(s) to discuss the school's drug policy and aftercare programs.
- If the student does not agree to be assessed and to participate in the agency program, or agrees and then fails to complete the program, the recommendation for expulsion is to be forwarded to the Superintendent of Schools.
- 3. In cases of distributing, selling, dispensing or aiding in the procurement, law enforcement officials will be notified. The violator will also be subject to an out-of-school ten (10) day suspension, in accordance with student due process procedures, and referral for expulsion in accordance with the mandatory expulsion provisions of Board Policy 5131.

b. Second Violation

Any student found to be in violation of this policy for the second time will be subject to one of the procedures outlined above. In assessing discipline, the school administration shall consider the student's status as a repeat offender. Law enforcement officials will be notified of all second violations involving possessing, manufacturing, dispensing, distributing, selling or aiding in the procurement of controlled drugs, drug paraphernalia, or alcohol.

c. Third Violation

The student will be recommended to the Board of Education for expulsion pursuant to Section 10-233a(a)(e) of the Connecticut General Statutes. Law enforcement officials will be notified immediately of all third violations involving possessing, manufacturing, dispensing, distributing, selling or aiding in the procurement of controlled drugs, drug paraphernalia, or alcohol.

Procedures for No School/Delayed Openings and Early Dismissal due to inclement weather.

Please Note: All Delayed Openings will be 2 hours.

‡ Subscribe to automatic alerts from the district website

For the earliest notification via e-mail:

- Go to www.stamfordpublicschools.org
- Stamford Quick Links click on Subscribe to News and District Alerts
- Input your e-mail address
- Select District Alerts (you can also subscribe to District News)
- Click on Subscribe Me

‡ Follow @SPSSuper on Twitter

For an early morning tweet regarding school closings, delays, or releases.

‡ Automated phone call

- The district uses an automated outbound calling service to notify families of a school cancellation, delay, early release, emergency, or important reminders. In the event of an early morning message, such as a closure or delay, the system will call your designated home phone number. If a notification is necessary during the school day, such as an unscheduled early release, the system will call ALL emergency numbers you provide. Please be sure your numbers are up to date. Report any changes in writing to your school's main office.

‡ Go to: www.ctweather.com

- Click on IAN cancellations, then Schools to see latest information.

‡ Register for text alerts from media outlets

- WTNHTV Channel 8: <http://wtnh.com/mobile/text-alerts/>
- WFSBTV Channel 3: <http://www.wfsb.com/category/213401/wfsb-mobile>
- WCVITV Channel 30: <http://www.nbcconnecticut.com/weather/school-closings/>

‡ Television Stations

- Cablevision News 12
- WTNHTV Channel 8
- WFSBTV Channel 3
- WCVITV Channel 30

Regulation Adopted: September 28, 1993. Amended: November 23, 1990; September 28, 1993; June 27, 2000.

COMMUNICATION REPORTING TO PARENTS

POLICY #5124

The Board encourages good communication between home and school and shall promote frequent and varied reporting contacts through such forms as the mail, telephone conferences, school visitations, and other electronic means, such as e-mail and homework hotlines.

If the parents of a child are separated or divorced, both parents have the right to be informed of their child's progress unless there is a court order to the contrary. A non-custodial parent will receive written reports and notification of conferences in the same manner as the custodial parent by making a request to the school principal.

Report Cards

Written reports will be issued periodically and the reporting dates will be placed on the school calendar. Between reporting dates teachers may send reports to call attention to progress or deficiencies.

Policy Adopted: April 25, 1989. Amended: June 27, 2000; November 23, 2004.

COMPLAINTS

POLICY #1312

Board members shall refer persons making complaints about the school to the most immediate level at which the problems can be resolved and, if necessary, to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing, signed and dated. The Board may hear or not hear any such appeal, at its option.

The Superintendent shall review any complaint and conduct whatever study or investigation they deem appropriate. The Superintendent shall then submit the complaint and their recommendation to the Board. The Board may then review the policy, amend or refer the policy for review if necessary or repeal the policy, if appropriate, and notify the complainant of the action taken.

Policy Adopted: September 10, 1963. Amended: March 3, 1964; November 12, 1974; December 12, 1978; November 28, 2000; April 24, 2015.

EMERGENCY CLOSINGS

POLICY #6110

The Board authorizes the Superintendent to determine School Cancellation, Delayed Opening or Early Release in the event of hazardous weather or other emergencies that present threats to the safety of students, school staff members, or school property. Every school will follow the procedure that the Superintendent establishes for notifying parents and staff in a timely manner.

Policy Adopted: September 10, 1963. Amended: September 28, 1976. Readopted: July 25, 2000. Amended: May 28, 2013.

PROCEDURES FOR SCHOOL CANCELLATION/DELAYED OPENING AND EARLY DISMISSAL DUE TO INCLEMENT WEATHER OR EMERGENCY SITUATIONS

REGULATION #6110-R

The decision for School Cancellation/Delayed Opening or Early Dismissal due to inclement weather or emergency situations is based on information received from the Police Department, the City Department of Operations,

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Buildings & Grounds Department, SPS Transportation Office, the bus company, and weather forecasts. The conditions of the roads and sidewalks are considered, as well as the condition of the utilities at the schools.

It is not an easy decision to make. The safety of students is the major consideration.

School Cancellation/Delayed Opening

In the event of inclement weather, the Superintendent of Schools will make a decision to cancel school or have a delayed opening early in the morning, after consulting with Transportation and Facilities personnel. Delayed openings are always two (2) hours later than the usual school opening time.

Information about School Cancellation or Delayed Opening is posted to the district's web site (stamfordpublicschools.org) by 6 a.m. Information will also be available on area radio and TV stations, delivered to families via a ParentLink, emailed to faculty and posted on social and electronic media, which parents and staff can access.

Early Dismissal

Occasionally, changing weather conditions may necessitate dismissing school early. The Superintendent of Schools may announce an early dismissal. This information will be available to the public on the district's web site (stamfordpublicschools.org), on area radio and TV stations, and delivered to families and their emergency contacts via a ParentLink message.

After School Activities (Adult Education and Meetings)

When school is closed or there is an early dismissal, all after school activities will be canceled.

Parent Responsibility

It is the parent or guardian's responsibility to monitor the latest weather forecast and announcements for possible School Cancellation/Delayed Opening or Early Dismissal.

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STUDENT RECORDS – CONFIDENTIALITY AND ACCESS POLICY #5115

The Board complies with the state and federal regulations regarding confidentiality and access to and amendment of student records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

I. DEFINITIONS

A. Student Records

1. "Student records" shall include any information directly related to a student that is recorded in any manner (e.g., in writing, on film, or on tape or disk) and that is maintained by the school system or persons acting for the school system.
2. "Student records" shall not include:
 - a. private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";
 - b. employment records used only in relation to the student's employment by the school district;
 - c. alumni records that contain information about the student after he/she is no longer in attendance at the school; and
 - d. records on an eligible student that are maintained by a physician, psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment.

B. Directory Information

"Directory Information" includes information not generally considered harmful or an invasion of privacy if disclosed, including, e.g., name, address, telephone number, photographic, computer or video images, data and place of birth, email address, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous education agency or institution attended.

NOTE: To object to the release of directory information, send a written objection to the principal of your child's school. This objection is valid for one school year.

C. Eligible Student

An "eligible student" is a student or former student who has reached 18 years of age or is attending an institution of postsecondary education or is an emancipated minor.

D. Parent

The word "parent" is defined as a parent or parents of a student, including a natural parent, a guardian, or surrogate parent. The rights of a parent shall transfer to an eligible student, however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1954 is entitled to the student's records without the eligible student's consent.

E. Personally Identifiable Information

"Personally identifiable information" includes, but is not limited to the name and address of the student, student's parent, or other family member, the student's personal identifier, such as social security number or student identification number, or a list of characteristics or other information that would make the student's identity easily traceable.

F. Access

"Access" is defined as the right to inspect, review, or obtain copies of a student's educational records or any part thereof.

G. Shared Content

Contracts to share or provide access to student information, student records, or student-generated content with a contractor may be found on the District's website at: <https://www.stamfordpublicschools.org/district/finance-purchasing/pages/student-data-privacy>

II. PROCEDURES

The following procedures shall apply regarding student records:

Parents and/or eligible students have the right to inspect and review all education records of their child. A request to inspect and review records shall be in writing.

For the records of regular education students, the Board will make records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than 45 days from receipt of a written request. For the records of special education students, the following time frames apply: As required by Section 10-76d-18(b)(1) of the Regulations of Connecticut State Agencies, written requests by parents of students requiring special education and related services will be accommodated within ten (10) school days of the receipt of such requests, within three (3) school days of the receipt of such requests if the requests are made in order to prepare for a meeting regarding an individualized education program or within three (3) calendar days of such a request if the request is made in order to prepare for a meeting related to any due process proceeding.

One (1) free copy of a student's records will be provided to parents of students requiring special education and related services on written request within five (5) school days of the request.

The school district will appoint an individual to be responsible for the care and upkeep of all student records. Educational records are kept by categories, each of which encompasses a specific type of data collected

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during a student's education career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.

On an annual basis, the school district will notify parents of students or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the District and will also be published in the school district's guide to Pupil Personnel Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The school district will take steps to ensure that parents or eligible students whose primary or home language is not English will also be notified of their rights regarding a student's education records.

III. CONFIDENTIALITY OF EDUCATION RECORDS

- A. All school staff must understand that personally identifiable information in student records is confidential. Each person who has access to student records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages.
- B. Student records are not public records and any disclosure other than to persons authorized to receive the records without prior parent consent violates the law and Board policy, except as provided in federal and state statutes.

IV. ACCESSIBILITY TO STUDENT RECORDS

- A. A parent or eligible student may have access to specific confidential information about the student unless such rights have been waived under Section IX, below.
- B. Aside from a parent or eligible student, only professional staff members who have been determined by the school system to have a legitimate educational need, and the other exemptions as set forth in Section VI, may have access to a student's records. The district maintains a record of parties that have access to education records, including information found in computer memory banks.
- C. Parents' rights of inspection and review are restricted to information dealing with their own child. All requests for access to student records must be in writing. A parent does not lose his or her right to access to records upon divorce. This means that even non-custodial parents

retain their rights to review their child's education records unless otherwise ordered by a court.

1. When requesting inspection or review, a parent or eligible student will submit a written request that identifies the record or records being sought. The school district will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed. Requests will be accommodated within a reasonable period of time but in no case more than 45 calendar days after the receipt of such requests.
2. The parents may designate a representative to inspect and review the records.
3. A school professional shall be present at all such inspections and reviews and shall explain and interpret data in the records whenever access is granted.
- D. A fee cannot be charged by the system to search for or to retrieve the educational records of a student. If a student has been identified as requiring special education and related services, the parents' right to inspect and review the child's records shall include the right to receive one free copy of those records. A request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed 50¢ per page.
- E. A form will be kept documenting individuals who have obtained access to student records, including information found in computer memory banks.
 1. The form shall indicate the name of any individual, agency, or organization that obtained access to the student's records, the date access was given, and the purpose for which the party was granted access to the records, including the names of additional parties to whom the receiving party may disclose the information on behalf of the school district, and the legitimate educational interest in obtaining the information
 2. The form does not need to include a record of access if the information was given to parents, eligible students, teachers, or other school personnel who have a legitimate educational interest in a student's record, a person(s) with written consent from the parent or eligible student, or if the records are sought under direction of a law enforcement subpoena, where either the existence or contents of the subpoena or the information requested in the subpoena is to remain undisclosed, or if access was to directory information only.
 3. The form is a permanent part of the record and must be available to the parent or eligible student upon request.

Appendix B

RELEASE OF CONFIDENTIAL HIV-RELATED INFORMATION

I hereby authorize [name of individual who holds the information] _____, to release confidential HIV-related information, as defined in Conn. Gen. Stat. § 19a-581, concerning [name of protected individual] _____, to the following personnel:

- 1) School Nurse
- 2) School Administrator(s)
 - a) _____
 - b) _____
- 3) Student's Teacher(s)
 - a) _____
 - b) _____
- 4) Paraprofessional(s)
- 5) Director of Pupil Personnel Services
- 6) Other(s)
 - a) _____
 - b) _____

This authorization shall be valid for

- 1) The student's stay at _____ School.
- 2) The current school year.
- 3) Other _____
specify period

I provide this information based on my responsibility to consent for the health care of _____. I understand that such information shall be held confidential by the persons authorized here to receive such information, except as otherwise provided by law.

Name _____
Relationship to Student _____
Date _____

F. The following individuals may inspect a student's record: the parent or eligible student, a student attending an institution of post-secondary education, the school official or other school personnel responsible for maintaining the student's records, school personnel with a legitimate educational interest, and authorized representatives of the Comptroller General of the United States, the Secretary of Education, State and local educational authorities, or the Attorney General of the United States or their designee, acting in accordance with an ex parte order in connection with the investigation or prosecution of terrorism crimes as specified in section 2332b(g)(5)(B) and 2331 of title 18, U.S. Code.

V. THE RELEASE OF RECORDS OR PERSONAL DATA

- A. The school system or its designated agents may not permit release of personally identifiable records or files of any student to any outside individual, agency, or organization without the written consent of the parents or eligible student, except as indicated in V.(D) below. Personally identifiable information contained in the student record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, etc.) to any person other than those listed below, unless written consent has been obtained.
- B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, note the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- C. The school district shall provide a copy of the records, as disclosed to a parent, to a student under 18, if the parent requests the student receive the copy.
- D. Personally identifiable information may be released without consent of the parents, or the eligible student, only if the disclosure is:
1. To other school officials, including teachers within the educational agency who have been determined by such agency or institution to have legitimate educational interests in the records. A school official has a legitimate educational interest in the records if the official is: (i) performing a responsibility that is specified in his or her job description, position description, or contract agreement; (ii) performing a task related to the student's education; (iii) performing a task related to discipline of a student; or (iv) providing a service or benefit to the student and/or the student's family including, but not limited to, health care, parent effectiveness training, and home bound instruction.
 2. To officials of other schools or school systems in which the student seeks or intends to enroll upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section VII.
 3. To authorized representatives of the Comptroller General of the United States; the Secretary of Education; or State and local educational authorities, under the following conditions: the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect personally identifiable information unless specifically authorized to do so by state and federal law or if the parent or eligible student has given written consent for the disclosure.
 4. In connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.
 5. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974, if the disclosure concerns the juvenile justice system and its ability effectively to serve the student whose records are released or if the officials and authorities to whom

the records are disclosed certify in writing to the school district that the information will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under State law.

6. To accrediting organizations in order to carry out their accrediting functions.
 7. To parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.
 8. In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
 - a. A student's education records may include appropriate information concerning disciplinary action taken against the student if the student's conduct posed a significant risk to the safety or well-being of the student or other individuals within the school community.
 - b. Such information may be disclosed to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.
 9. To comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such order or subpoena specifies to the contrary.
 10. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administer student aid programs, or improving instruction, so long as the study does not permit personal identification of parents or students by individuals outside the organization and the information is destroyed after it is no longer needed.
 11. Between two or more schools in which the student is enrolled or receiving services.
 12. Directory Information as identified in Section I(B). The school district will notify parents or eligible students annually of the district's intent to disclose such information and provide such individuals with an opportunity to object to such disclosure.

Permissible disclosure includes publication of such information on the district's web site(s). An objection to such disclosure shall be good for only one year. Please note that school districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses, and telephone numbers of secondary school students, unless a parents or eligible student objects in writing to such disclosure. Such objection must be in writing and shall be effective for one year. All Such objections must be delivered to the Stamford Public Schools Office of Research at 888 Washington Blvd., Stamford, CT 06905.
 13. If the district initiates legal action against a parent or student, the district may disclose to the court, without a court order or subpoena, the educational records of the student that are relevant for the district to proceed with the legal action as plaintiff.
 14. If a parent or eligible student initiates legal action against the district, the district may disclose to the court, without a court order or subpoena, the student's educational records that are relevant for the district to defend itself.
 15. To the Attorney General of the United States or their designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332(g)(5)(B) and 2331 of title 18, U.S. Code. When producing information or permitting access to student records pursuant to this subsection, the district is not required to record its disclosure on the registry or form referred to in Section IV E.
- E. The district will also facilitate the transfer of a student's disciplinary records to officials of any private school in which the student seeks or intends to enroll.

VI. AMENDMENT OF STUDENT RECORDS

- A. If a parent or an eligible student believes that information in the student's records is inaccurate or misleading or violates the student's right to privacy, he/she is entitled to:
1. Request in writing that the school district make appropriate amendments;
 2. Receive within two (2) weeks a decision from the school district.
- B. If the decision is to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect.
- C. If the school district decides that an amendment of data in accordance with the request is not warranted, it shall so inform the parent or eligible student and advise him/her of the right to a hearing.

VII. HEARING RIGHTS AND PROCEDURES

A. Rights

1. Upon written request of a parent or eligible student to the Superintendent, an opportunity for a hearing shall be provided to challenge data to insure that they are not inaccurate, misleading, or otherwise in violation of the student's right to privacy.
2. If, as a result of the hearing, the decision is that the data are inaccurate, misleading, or otherwise in violation of the student's right to privacy, the data shall be amended, and the parent or eligible student shall be informed in writing.
3. If, as a result of the hearing, it is decided that data are not inaccurate, misleading, or otherwise in violation of the student's right to privacy, the parent or eligible student shall be informed of the right to place in the records a statement setting forth the reasons for disagreement with the decision.
 - a. Any explanation placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
 - b. If the records of the student or the contested portion are disclosed by the school system to any eligible party, the statement of parental disagreement shall also be disclosed to said party.

B. Procedures

1. The hearing shall be held within thirty (30) school days after the school system has received the request, unless the parent requests a delay.
2. The parent shall be given notice of the date, place, and time no less than one (1) school week prior to the hearing.
3. The hearing will be conducted by a person(s) appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.
4. The parent and the school system shall have the right to be represented by person(s) of their choosing, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.
5. The decision reached through the hearing shall be made in writing within ten (10) days of the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

VIII. WAIVER OF RIGHTS

A. A parent of a student or an eligible student may waive his or her right of access to confidential records subject to the following limitations:

1. The waiver must be signed by the parent or an eligible student.
2. An educational agency or institution may not require such a waiver, but may request it.

B. A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:

1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
2. The letters or statements are used only for the purpose for which they were originally intended.
3. The waiver is not required by the agency as a condition of admission to or receipt of any other service or benefit from the agency.
4. The waiver must be in writing and executed by the student, regardless of age, rather than by the parent.
 - A. A waiver may be revoked with respect to any actions occurring after the revocation.
 - D. Revocation of a waiver must be in writing.
 - E. If a parent of a student executes a waiver, that waiver may be revoked by the student at any time after he/she reaches the age of 18.

IX. SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

A. The following definitions shall apply to Section X. of this policy:

1. Confidential HIV-Related Information
"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.
2. Health Care Provider
"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with mental retardation, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.
3. Protected Individual
"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.
4. Release of confidential HIV-related information
"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual, if an eligible student, or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.
5. School Medical Personnel
"School medical personnel" means an employee of the Board who is a registered nurse or the school district medical adviser.

B. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who

has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or re-disclosure.

- Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

- No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:
 - the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;
 - any person who secures a release of confidential HIV-related information;
 - a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
 - a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;
 - a medical examiner to assist in determining cause of death;
 - any person allowed access to such information by a court order.

D. Procedures

- If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.
- If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian or by the student and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.
- Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian, shall keep such information confidential and shall not disclose such information.
- No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
- Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.
- If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

- Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from

records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."

- Oral disclosures must be accompanied or followed by the above notice within 10 days.
- Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

F. Child Abuse Reporting

- Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy 4113.

Regulation Approved: November 12, 1985. Amended: June 28, 1988; June 27, 2000; June 25, 2002; November 25, 2003.

Appendix A

Notification of Rights Under FERPA

Under the above procedures, the following information will be disclosed on an annual basis to all parents of students in attendance or students over 18 ("eligible students") in attendance. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students certain rights with respect to the student's education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the Stamford Public Schools (the District) receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District will disclose a student's education record without consent to officials of another school district in which the student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202 4605. Unless notified by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student. Such disclosure may include publication of such information on district web site(s). Directory Information includes information not generally considered harmful or an invasion of privacy if disclosed, including, e.g., name, address, telephone number, photograph, computer or video images, email address, date and place of birth, major field(s) of study, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

EQUAL ACCESS TO RECRUITERS

POLICY #5142

All recruiters, military and non-military, shall be given equal access to students through programs conducted by the guidance offices of the schools. Such programs may consist of, but not be limited to, career nights, college fairs and individual school visitations.

Policy Adopted: January 27, 1987. Readopted: June 27, 2000.

STUDENT PRIVACY

POLICY #5116

In accordance with federal law, the Board of Education adopts, in consultation with parents, the following provisions related to student privacy.

I. DEFINITIONS

- A. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- B. "Parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
- C. "Personally identifiable information" includes, but is not limited to, the name and address of the student, student's parent, or other family member, the student's personal identifier, such as social security number or student identification number, or a list of characteristics or other information that would make the student's identity easily traceable.
- D. "Personal information" means individually identifiable information including –
- (i) a student's or parent's first and last name;
 - (ii) a home or other physical address (including a street name and the name of a city or town);
 - (iii) a telephone number; or
 - (iv) a Social Security identification number.
- E. "Survey" includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. STUDENT SURVEYS

A. Surveys Funded in Whole or in Part by the U.S. Department of Education:

1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.
2. The administration shall obtain the prior written consent of the parent

or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following topics:

- a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's parent;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. religious practices, affiliations, or beliefs of the student or of the student's parent; or
 - h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).
- B. Confidential Topic Surveys Funded by Sources Other than the U.S. Department of Education:
1. Confidential Topic Surveys
 - a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Survey"):
 - i) political affiliations or beliefs of the student or the student's parent;
 - ii) mental or psychological problems of the student or the student's parent;
 - iii) sex behavior or attitudes;
 - iv) illegal, anti-social, self-incriminating, or demeaning behavior;
 - v) critical appraisals of other individuals with whom respondents have close family relationships;
 - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - vii) religious practices, affiliations, or beliefs of the student or of the student's parent; or
 - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).
 - b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.
 - c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the Confidential Topic Survey(s) within a reasonable period of time after a parental request is received.
 - d. Student responses to Confidential Topic Surveys that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
 - e. Upon written request, the administration shall permit the parent or student (if an adult or emancipated minor) to opt out of participation in any Confidential Topic Survey(s) described in this subparagraph.

III. COLLECTION OF PERSONAL INFORMATION

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen or older or emancipated minors) of the district's intent to collect, dis-

close or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.

- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. Upon written request, the administration shall permit parents (or students aged eighteen or older or emancipated minors) to opt out of participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others.
- E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
 - 1. college or other post-secondary education recruitment, or military recruitment*;
 - 2. book clubs, magazines, and programs providing access to low-cost literary products;
 - 3. curriculum and instructional materials used by elementary schools and secondary schools;
 - 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
 - 5. the sale by students of products or services to raise funds for school-related or education-related activities;
 - 6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. NON-EMERGENCY INVASIVE PHYSICAL EXAMINATIONS AND SCREENINGS

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
 - 1. they are required as a condition of attendance;
 - 2. they are administered by the school and scheduled by the school in advance;
 - 3. they are not necessary to protect the immediate health and safety of the students; and
 - 4. they are not required by state law.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/screening(s) described above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s)/screening(s).
- C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt out of participation in the non-emergency invasive physical

examination(s)/screening(s) described in this subparagraph.

V. COMPLAINT PROCEDURE

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, SW, Washington, D.C. 20202-4605

Legal References: Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §§ 1232g et seq.

Federal Law: Pupil Privacy Rights Act, as amended by the No Child Left Behind Act of 2001, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h.

Notification of Rights Under the Protection of Pupil Rights Amendment ("PPRA")

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (i.e. students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

- 1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
- 2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
- 3. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum;
- 4. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
- 5. the right of a parent to be notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h); or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt out of activities relating to the collection, disclosure, and/or use of personal information collected from

students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

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

To protect student privacy in compliance with the PPRA, the Stamford school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW, Washington, D.C. 20202-4605

SEARCH OF PERSON AND PROPERTY POLICY #5145

Student Search

According to a decision of the Supreme Court of the United States, "a student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated the law or rules of the school." A student's personal effects are also subject to being searched by school officials and are subject to the same rule. All searches of students and their effects must be particularized; school officials shall not conduct group searches.

The scope of any search must be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction." If school officials conclude that a more intrusive search (i.e. a strip search) is needed, they shall report their suspicions to the police who shall be solely responsible for any such search. School officials shall call the parents or guardians of the student(s) involved before an intrusive search begins.

An annual notice regarding this policy shall be provided through student handbooks or other publications.

Search of Depositories

The Board provides lockers, desks, and other such depositories which are owned by the schools but are assigned to students for their use. This school property shall remain under the control of school officials and shall be subject to searches and inspections. A student should not expect privacy regarding items placed in school property.

Desks, lockers and other depositories may be searched by an authorized school administrator or law enforcement official as is reasonably necessary in the operation of the school. Any such search must be (1) justified at its inception, i.e. there must be reason to believe that a search of such depository will turn up evidence that there has been a violation of law or rules of the school or that students or others may be endangered by contraband material in them, and (2) reasonably related in scope to the purpose of objectives of the search, and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

An annual notice regarding this policy and its regulations shall be provided through student handbooks or other publications.

Policy Adopted: April 25, 1989. Amended: June 27, 2000.

SEARCH OF DEPOSITORIES

REGULATION #5145-R

No student shall keep or store personal belongings or school materials in any depository other than those designated for his/her use. Each student shall be responsible for maintaining any assigned depository in an orderly and sanitary condition.

Where lockers are used, each one should be assigned to an individual student who will be held responsible for its contents.

No student shall keep or store in any depository any item the possession of which is illegal; or in violation of school regulations; or which endangers the health, safety or welfare of self or others. Such contraband includes, but is not limited to, fireworks, chemicals, ammunition, weapons, drugs, alcohol.

The decision to conduct a search of a student's desk, locker or depository shall be made by the principal or the principal's designee. Whenever appropriate, the student should be present at the time of the search. Nothing herein shall prevent a principal or teacher from having access to an unlocked desk, or depository.

Discovery of contraband shall be reported to the student's parent(s) or guardian and to the Office of the Superintendent.

When circumstances warrant, the school administration will involve the police in the investigation of unlawful activity on school property. The school administration will cooperate with law enforcement agencies as appropriate.

Regulation Adopted: May 28, 1989. Amended: June 27, 2000.

NON-DISCRIMINATION STATEMENT

Stamford Public Schools is committed to a policy of equal opportunity for all qualified persons. Stamford Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information & testing, Family & Medical Leave, protected veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. This extends to employment, admission, treatment and access to programs and activities. Stamford Public Schools provides equal access to Boy Scouts of America and other designated youth groups. Stamford Public Schools does not unlawfully discriminate in employment against qualified persons with a prior criminal conviction.

Stamford Public Schools prohibits Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

Inquiries regarding Stamford Public Schools' nondiscrimination policies should be directed to:

Robert Stacy
Executive Director of Human Resources and Talent Development
Title IX Coordinator/Americans with Disabilities Act Compliance Coordinator
Stamford Public Schools, 888 Washington Blvd., 5th Floor
Stamford, CT 06901
(203) 977-4975.

For further information, visit the U.S. Department of Education website, or call 1-800-421-3481.

SECTION 504 OF THE REHABILITATION ACT OF 1973 NOTIFICATION

It is the policy of the Stamford Board of Education that each student will be given an equal opportunity to participate in activities, programs, and courses of study without discrimination on any basis under the law. Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against persons with a disability in any program receiving

Federal financial assistance. In order to fulfill its obligation under Section 504, the Stamford Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents, and members of the public who participate in school-sponsored programs. In this regard, the Stamford Public Schools will not knowingly permit discrimination against any person with a disability in any of the programs operated by the school system. Persons with questions or concerns should contact the Stamford Public School's Section 504 Coordinator at (203) 977-4119 with any additional questions or concerns.

TITLE IX/SEX DISCRIMINATION NOTIFICATION

It is the policy of the Stamford Public Schools that no discrimination between the sexes shall be permitted in opportunities for admission, participation in school activities including intramural and interscholastic sports, privileges, or other advantages. The Board's policies also prohibit sexual harassment, whether by students, Board employees, or third parties subject to the control of the Board. These policies are consistent with the Board's obligations under Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the district's Title IX Coordinator. The district will investigate such complaints promptly and will take corrective action where appropriate.

Any complaints or inquiries concerning compliance should be directed to Chris Soules, the district's designated Title IX Coordinator at (203) 977-4887, or to Robert Stacy, Stamford Public Schools Human Resources Dept., 888 Washington Blvd., 5th Floor, Stamford, CT 06901.

SEXUAL HARASSMENT

REGULATION #5002-R

Any student who feels that he/she has been subjected to sexual harassment should make a written complaint to the school principal, assistant principal, or counselor.

The student who makes a written or oral complaint of sexual harassment shall be furnished with a copy of this procedure and informed of his/her rights.

If an elementary student makes an oral complaint to any school employee, the employee shall refer the matter directly to the building principal, who shall obtain the above information, and complete a sexual harassment complaint form.

If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.

A copy of the sexual harassment complaint shall be sent to the school principal, and, if the alleged harasser is a school employee, to the director of personnel or the superintendent of schools.

Upon receipt of the complaint, the principal or his/her designee shall commence a prompt, thorough, and impartial investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible, while still conducting an effective and thorough investigation.

At the conclusion of the investigation, the investigator shall provide to the superintendent a written report summarizing the results of the investigation, and a recommendation for disposition of the matter. If there is reasonable cause to believe that sexual harassment has occurred, the superintendent, or his/her designee, shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include suspension or expulsion if the harasser is a student, and reassignment, transfer, or other disciplinary action up to and including termination of employment if the harasser is a school employee.

Regulation Adopted: September 12, 1995. Amended: June 27, 2000.

BULLYING BEHAVIOR IN THE SCHOOLS POLICY #5005

The Stamford Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally, and intellectually safe and thus free from bullying, harassment, and discrimination. In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property, on a school bus, or at school-sponsored events, is expressly forbidden.

The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations in furtherance of this policy.

As provided by statute, such regulations shall: (1) enable students to anonymously report acts of bullying to teachers and school administrators and require that students to be notified annually of the process by which they may make such anonymous 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 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 school administrators to investigate any written reports and to review any anonymous reports (except that no disciplinary action shall be taken solely on the basis of an anonymous report), (5) include a prevention and intervention strategy, as defined by this policy, for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require school administrators of each school to notify both 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, and to invite them to attend at least one meeting to communicate the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying, (8) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and within available appropriations, report such number annually to the Department of Education, in such manner as prescribed by the Commissioner of Education, (9) 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, (10) identify the appropriate school personnel as the safe school climate specialist responsible for taking a bullying report and investigating the complaint, (11) 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, (12) 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, (13) 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 (14) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a. The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Such regulations may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Any information provided under this policy 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.

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 district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district, that: causes physical or emotional harm to such student or damage to such student's property; places such student in reasonable fear of harm to themselves, or of damage to their property; creates a hostile environment at school for such student; infringes on the rights of such student at school; or substantially disrupts the education process or the orderly operation of the school. For purposes of this policy, "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education. For the purposes of this policy, "Prevention and Intervention Strategy" may include, but shall not be limited to, (1) implementation of a positive behavioral supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education, (2) a school survey to determine the prevalence of bullying, (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy, (4) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (5) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (6) inclusion of grade appropriate bullying prevention curricula in kindergarten through high school, (7) individual interventions with the bully, parents and school staff, and interventions with the bullied child, parents and school staff, (8) school-wide training related to safe school climate, and (9) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policies on student discipline, suspension and expulsion. Effective July 1, 2010, this policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks. No later than January 1, 2012, the Stamford Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. No 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 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.

Legal References: Conn. Gen. Stat. § 10-222d; Conn. Gen. Stat. §§ 10-223a through 10-223f; Public Act No. 08-160.

Adopted: March 25, 2003. Amended: February 23, 2010; November 22, 2011.

CONNECTICUT DEPARTMENT OF PUBLIC SAFETY SEX OFFENDER REGISTRY – WWW.CT.GOV/DPS NOTIFICATION

Connecticut General Statutes 54-250 through 54-261 mandate that the Connecticut Department of Public Safety establish and maintain a central registry of persons who have been convicted of certain sexual offenses and are required to register under the general statutes. A link to the State Sex Offender Registry is available at www.stamfordpublicschools.org.

ASBESTOS MANAGEMENT PLAN NOTIFICATION

In compliance with the U.S. Environmental Protection Agency's (EPA) Asbestos Hazard Emergency Response Act (AHERA), this district has

performed inspections of each of our school buildings for asbestos-containing building materials. The inspection findings and asbestos management plans are on file and available for inspection by members of the public at that school's office during regular hours. Copies of all of the plans are also available for inspection during business hours at the Board of Education, 5th floor, 888 Washington Boulevard, Stamford Government Center.

INTEGRATED PEST MANAGEMENT PLAN NOTIFICATION

Pursuant to Connecticut Public Act 99-165 (An Act Concerning Notice of Pesticide Applications at Schools and Day Care Centers), parents or guardians of children in any school may register for prior notice of pesticide application at their school. Each school is required to maintain a registry of persons requesting such notice. To obtain more information about the pre-notification registry, please contact the Asset Management Group at (203) 977-4847.

INSTRUCTION ON ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

POLICY #6175

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of pupils from such instruction upon the written request of the pupil's parent or guardian.

Policy Adopted: July 25, 2000.

HEALTH ASSESSMENTS/SCREENINGS REGULATION #5141-R

Assessments

The Board requires each student enrolled in the Stamford Public Schools to have health assessments (CT General Statute Sec. 10-206) and be protected by adequate immunizations (CT General Statute Sec. 10-204a and Sec. 19a-7f) as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent him/her from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for him/her. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, or the school medical advisor. The Board of Education will provide written prior notice of the health assessments required under this policy to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or he/she may provide for such assessment him/herself. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Pursuant to CT General Statutes Sec. 10-206 (Health assessments), "Each local or regional board of education shall require each pupil enrolled in the public schools to have health assessments pursuant to the provisions of this section. . . A local or regional board of education may deny continued attendance in public school to any child who fails to obtain the health assessments required under this section." In addition, pursuant to CT General Statutes Sec. 10-204a (Required immunizations), "Each local or regional board of education, or similar body governing a nonpublic school or schools, shall require each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type B and any other vaccine required by the schedule for active immunization adopted pursuant to sec-

tion 19a-7f before being permitted to enroll in any program operated by a public school under its jurisdiction. Before being permitted to enter seventh grade, a child shall receive a second immunization against measles.” Any student who fails to obtain adequate immunization shall be denied continued attendance in the Stamford Public Schools.

Assessments Required

Prior to enrollment in Stamford Public Schools, all Pre-K and kindergarteners and new students must undergo and submit a current health assessment to the Board of Education. During grade six and during grade nine, all students must undergo and submit a current health assessment. Any student who fails to submit this health assessment during grade six and during grade nine may be excluded from school until a current and complete assessment is submitted to the Board of Education.

This health assessment shall include (1) a physical examination, which includes hematocrit or hemoglobin tests, height, weight and blood pressure and, beginning with the 2003-2004 school year, a chronic disease assessment which shall include, but not be limited to, asthma, as defined by the Commissioner of Public Health pursuant to subsection (c) of Section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider; (2) an updating of immunizations as required by state law; (3) vision, hearing, speech, postural and gross dental screenings; and (4) such other information, including health and developmental history, as the physician feels is necessary and appropriate. The Board of Education shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program. If, after consultation with the school medical advisor and the local health department, the Superintendent or designee determines that such tests are necessary, he/she may also require the health assessments to include tests for tuberculosis for sickle cell anemia or Cooley’s anemia, or for lead levels in the blood.

Screenings Required

The Board of Education will provide annually to each student enrolled in kindergarten, grades one and three to five inclusive, a vision screening using a Snellen chart or equivalent screening. The Superintendent or designee shall give written notice to the parent or guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease, and who did not receive such vision screening, with a brief statement explaining why such pupil did not receive such vision screening.

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

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

All of the screenings required under this policy will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

Assessment/Screening Results

The results of each assessment and screening required by this policy shall be recorded on forms supplied by the State Board of Education. Each physician, advanced practice registered nurse, registered nurse, or physician assistant performing health assessments under this policy shall sign each form and any recommendations concerning a student shall be in writing. Assessment/screening forms shall be included in the cumulative health record of each student and they shall be kept on file in the school attended by the student. If a student permanently leaves the Stamford Public Schools, his/her cumulative health record shall be sent to the chief administrative officer of the school district to which the student moves, with the Board of Education retaining a copy. Appropriate school health personnel shall review the results of each assessment and screening. If in reviewing, school health personnel judge that a student is in need of further testing or treatment, the Superintendent or designee shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by appropriate school health personnel in the same manner as the results of the health assessments and screenings required under this policy and reported to the parent or guardian.

Exemption

Nothing in this policy shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if he/she is an emancipated minor or is eighteen years of age or older, notifies the teacher or principal or other person in charge of such student in writing that he/she objects on religious grounds to such physical or medical examination or treatment or medical instruction.

Other Non-Emergency, Invasive Physical Examinations and Screenings

In addition to the screenings listed above, the District may require students to undergo additional non-emergency, invasive physical examination or screening as defined as:

1. Any medical examination that involves the exposure of private body parts; or
2. Any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening; and
3. Is required as a condition of attendance, administered by the school and scheduled by the school in advance; and
4. Is not necessary to protect the immediate health and safety of the students.

If the District elects to conduct any such examinations, then, at the beginning of the school year, the administration shall give direct notice to parents of the affected students of the District’s intent to conduct the non-emergency invasive physical examination(s) and/or screening(s) described in this subsection. Such notice shall include the specific or approximate dates during the school year of the administration of such non-emergency invasive physical examination(s)/screening(s).

Regulation Adopted: June 27, 2000. Amended: November 25, 2003; September 28, 2012; April 30, 2015; September 29, 2015. Amended: October 30, 2016.

COMMUNICABLE DISEASES

POLICY #5141.1

The Board recognizes its obligations to provide all students an appropriate educational program in the least restrictive environment and to protect the health and welfare of all members of the school community.

Students, employees, or contractor employees whose participation in the regular school program poses a significant danger to their own health or

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the health of others by reason of a communicable disease shall be excluded from Stamford Public School facilities on the recommendation of the School Medical Advisor and/or the Director of Health for the City of Stamford. Any student so excluded shall be provided an appropriate alternate educational program.

The School Medical Advisor shall inform himself or herself of any case of a communicable disease that poses a significant danger to the health of the individual or of others and promptly report such case to the Superintendent and the Board President with his/her recommendation. The Board may require the School Medical Advisor to secure additional expert advice.

The School Medical Advisor shall promptly report his/her disposition of the case to the Superintendent and to the Board President, who shall then report to the Board.

Policy Adopted: April 22, 1986. Readopted: June 27, 2000.

COMMUNICABLE DISEASES

POLICY #5141.1-R

1. Students whose participation in the regular school program poses a significant danger to their own health or to the health of others by reason of a communicable disease shall be excluded from Stamford Public School facilities on the recommendation of the School Medical Advisor and/or the Director of Health for the City of Stamford. Any student so excluded shall be provided an appropriate alternative educational program.
2. The School Medical Advisor shall promptly notify the Superintendent or his/her designee of any student diagnosed as having such a communicable disease. The right of privacy of a student with such a communicable disease and of his or her family shall be respected. (For example, information about a student's condition shall be provided only to personnel with a need to know, e.g., those involved in providing direct services to the student.)
3. Any student whose period of exclusion is projected to exceed ten (10) school days shall be provided an appropriate educational program outside the school setting. As to shorter exclusions, school work shall be continued in the same manner as for other absences.
4. Recommendations for an appropriate educational program for students excluded from school for a period longer than ten (10) school days shall be made by an advisory panel in a report to the Superintendent. The advisory panel shall include the School Medical Advisor and an appropriate school system staff. The panel's inquiry shall include consultation with the student's parent(s) or guardian(s) and physician.
5. The factors to be considered by the advisory panel in making a recommendation shall include the student's:
 - a) Medical condition; b) educational record; c) social and emotional development and d) behavior patterns.
6. The advisory panel shall submit its recommendations to the Superintendent within eight (8) school days after receiving the recommendation for an extended exclusion from the School Medical Advisor.
7. The Superintendent or his/her designee shall present any recommendation for exclusion longer than ten (10) days to the Board or to a subcommittee of the Board for an exclusion hearing. The student and his/her parent(s) or guardian(s) shall receive notice of the recommendation and shall be given the opportunity to be heard.
8. The administration of the Stamford Public Schools shall provide information and training to personnel involved in providing services to students with diagnosed communicable diseases.

Regulation Adopted: April 22, 1986. Readopted: June 27, 2000.

ADMINISTRATION OF MEDICINES BY SCHOOL PERSONNEL

POLICY # 5141.2-R

According to C.G.S. Section 10-212a, during school hours and after

school activities, administration of medicines by a licensed professional qualified school nurse, or in the absence of a school nurse, the principal or designated certified teacher, or other professional registered nurse licensed and trained in administration of medications under the supervision of a qualified school nurse, is permitted to meet the health needs of an individual student with emergency, chronic, or short-term health problems so that he/she can attend school.

A. Administration of Medicines by School Personnel

1. Prescribed medications should not be administered during school hours if it is possible to achieve the desired effect for the student by home administration outside of school hours.
2. The school nurse may administer prescribed medicines. Principals, designated certified teachers, trained in the administration of medications, and parents, in the absence of the school nurse may administer only prescribed oral, topical, or inhalant medications. Investigational drugs may not be administered by principals or teachers.
3. In the absence of the school nurse, the principal or designated teacher will give students prescribed oral medications. The school nurse is responsible for staff education and supervision in the administration of medication by a principal or teacher. Supervision includes review of medication, potential side effects, proper dosage and route of administration with the principal/teacher, regular review of the written record of medication administration. Self-administration of medication by a pupil shall only occur with written authorization from parent and pupil's physician. All medications must be evaluated and approved by the school nurse and submitted to school physician for review. Regular assessment of the student's status shall be documented on the student's cumulative health record. The plans or recommendation of the medication must be approved by the school nurse. A written administration plan must be developed by the school nurse. Principals and appropriate teachers are informed that the student is self-administering prescribed medication. Such medication is transported to the school and maintained under the student's control in accordance with the Board of Education policy on self-medication by students.

Section 10-2 12-2(c)(d)(e)(f)(g)(h)

1. The Board of Education, with the advice and assistance of the school medical advisor and Director of Nursing Services, shall review and revise the policies and procedures concerning the administration of medicines as needed, but at least biennially. Whenever revised, these shall be forwarded to the department for review and approval.
2. No medication may be administered without:
 - a) the written order of a physician or dentist, advanced practice registered nurse (APRN) or physician's assistant; and
 - b) the written authorization of a parent or guardian
3. The Board of Education will not allow aspirin, ibuprofen, or an aspirin substitute containing acetaminophen to be administered to a student without the authorization of the parent or guardian, and standing orders from a physician. Refer to A.2. regarding administration of prescribed medications.
4. Prescribed medication shall be administered to and taken by only the person for whom the prescription has been written.
5. In the absence of a licensed nurse, only principals and teachers who have been properly trained may administer medications to students. Principals and teachers may administer oral, topical, or inhalant medications. Injectable medications may be administered by a principal or teacher only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Investigational drugs may not be administered by principals or teachers.
6. Established policies and procedures to be followed in the event of a medication emergency are available and the Board will
 - a) ensure that the following information is readily available in schools under its jurisdiction,

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- b) the Poison Information Center telephone number is 1-800-343-2722,
 - c) the physician, clinic, or emergency room to be contacted in the event of a medication emergency is the local hospital, namely Stamford,
 - d) the name of the person responsible for decision-making in the absence of the school nurse will be designated and posted by the principal of each school.
7. All Controlled drugs currently listed in Schedules II through V of the Regulations of Connecticut State Agencies, Sections 21 a-243-8 through 21 a-243-11, may be administered in schools pursuant to Board of Education policy.

Section 10-211a-3.

8. Training of School Personnel

- a) The Board of Education will allow principals and teachers, in the absence of a school nurse, to give medications to students and shall provide training to designated principals and teachers in the safe administration of medications.
- b) Only principals or teachers who have received such training from the school nurse or physician shall be allowed to administer medications to students. This training shall include, but not be limited to
 - (1) the procedural aspects of medication administration, the safe handling and storage of medications, and recording; and
 - (2) the medication needs of specific students, medication idiosyncrasies, and desired effect, potential side effects or untoward reactions.
- c) The Board of Education shall maintain, and annually update, documentation that such training has been provided and successfully completed.
- d) The Board of Education shall maintain, and annually update, a list of principals and teachers who have been trained in the administration of medications.
- e) The Board of Education shall provide for a review and informational update to be done, at least annually, for principals and teachers trained in the administration of medications.

Section 10-212a-4

9. Self-Administration of Medications

The Board of Education approves of students who are able to self-administer medication to do so provided:

- a) a physician or dentist, advanced practice registered nurse (APRN) or physician's assistant provides a written order for self-administration; and
- b) there is a written authorization from the student's parent or guardian; and
- c) the school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record; and has developed a plan for general supervision; and
- d) the principal and appropriate teachers are informed that the student is self-administering prescribed medication; and
- e) such medications transported to the school and maintained under the student's control in accordance with the Board of Education's policy on self-medication by students.

Section 10-212a-5

10. Handling, Storage and Disposal of Medications

- a) All medications, except those approved for transporting by students for self-medication, shall be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school. The nurse must examine on-site any new medication, medication order and permission form and develop a medication administration plan for the student before any medication is given by any school personnel.
- b) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated locked container, cabinet, or closet used exclusively for the storage of medication. In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

- c) Access to all stored medication shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.
 - d) All medications, prescriptions and non-prescription, shall be stored in their original containers and in such a manner as to render them safe and effective.
 - e) Medications requiring refrigeration shall be stored in a refrigerator at no less than 36 F and no more than 46 F.
- Section 10-212a-5(f)(2)(h)(i)
- f) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, with the permission of the parent or guardian, destroyed:
 - (1) non-controlled drugs shall be destroyed in the presence of at least one (1) witness:
 - (2) controlled drugs shall be destroyed in accordance with part 1307.21 of the Code of Federal Regulations or by surrender to the Commissioner of the Department of Consumer Protection.
 - g) No more than a forty -five (45) school day supply of a medication for a student shall be stored at the school.
 - h) No medication for a student shall be stored at a school without a current written order from a physician or dentist, advanced practice registered nurse (APR.N) or physician's assistant.

11. Medication Errors

Definitions: A medication error includes the following situation:

- a) Failure to administer a medication which has been ordered and approved for a student. (Refusal by the student to take the medication is not an error, but should be reported as an "incident," and the parent notified).
- b) Failure to administer the medication within the time frame designated by the prescribing practitioner, (i.e., one-half hour before or after the stated time).
- c) Failure to administer the correct, specific medication as ordered by the prescribing practitioner.
- d) Administration of an incorrect dosage of the medication.
- e) Administration of the medication to the wrong student, i.e., a student for whom the medication has not been ordered.
- f) Failure to administer any medication according to generally accepted nursing practice or pharmacological standard.

12. Procedure for Medication Errors

A. As soon as the person administering the medication, or any other person, recognizes that an error has been made, she/he must:

- (1) Determine if the error will lead to an immediate threat to the health or well being of the recipient. If the error was administration of an incorrect medication or an incorrect dosage, or if the dose of the correct medication was given 30 minutes too soon, or too late, to take the following actions at once:
 - (a) Telephone the prescribing practitioner (physician or dentist, advanced practice registered nurse (APRN) or physician's assistant) and explain the situation. Write down the advice that you are given and repeat it back to the physician/dentist, then follow that advice.
 - (b) If you cannot reach the said physician or dentist, advanced practice registered nurse (APR.N) or physician's assistant, call the school medical advisor and do as noted in "a".
 - (c) If you cannot reach either person quickly, telephone the Poison Control Center and explain the situation. Write down the advice that you are given, and repeat it back to the Center spokesman, then follow that advice. If an emergency situation exists, notify the principal or headmaster at once. Follow the school emergency plan. Notify the appropriate supervisor(s) by telephone as soon as possible.

B. If the medication error does not present an immediate threat to the student's health, she/he should be kept under observation by the nurse (or

principal) until the prescribing practitioner (physician or dentist, advanced practice registered nurse [APRN] or physician's assistant) is consulted. If she/he cannot be reached, the school medical advisor should be consulted. (If the school nurse is not present, the principal should assume this responsibility, and also notify the school nurse).

- C. A Medication Error Report should be completed by the school nurse, and all parties involved in the error must sign it. One copy should be sent to the nurse supervisor, and the original filed in the student's cumulative health record. Notes on advice given by a physician or dentist, advanced practice registered nurse (APRN) or physician's assistant or Poison Control Center (1-800-343-2722) should be kept and filed with reports. The school administration may also retain a copy of the report if they so desire. If any witness disagrees with any of the report, the area of disagreement should be put in writing and filed with the original report(s) as a dissenting opinion.

All occurrences of errors in administration of medications shall be investigated by the director of nursing services and the medical advisor and/or his designee. There shall be a review of all medication errors at least annually to evaluate policy and procedures.

D. A report shall be completed using the accident/incident report form authorized by the Board of Education.

E. Any error in the administration of a medication shall be documented in the student's cumulative health record.

Section 10-212a-6(a)(G)

13. Each school where medications are administered shall maintain a medication administration record for each student who receives medication during school hours. These records should be filed in the student's cumulative record and kept at least seven (7) years from date of last entry.

A. Such record shall include:

- (1) the name of the student
- (2) the name of the medication
- (3) the dosage of the medication
- (4) the route of administration
- (5) the frequency of administration
- (6) the name of the prescribing physician or dentist, advanced practice registered nurse (APRN) or physician's assistant, or in the case of aspirin, ibuprofen, or an aspirin substitute containing acetaminophen to be given to a student, the name of the parent or guardian requesting the medication be given.
- (7) the date the medication was ordered
- (8) the quantity received
- (9) the date the medication is to be reordered
- (10) any student allergies to food and/or medicine
- (11) the date and time of administration or omission including the reason for the omission
- (12) the dose or amount of drug administered (13) the full legal signature of the nurse, principal or teacher administering.

Section 10-212a-6(a) (2) (3) (b) (c) (d) (H)

B. Each transaction shall be recorded in ink and shall not be altered.

C. The medication administration record shall be made available to the department upon request.

D. The written order of the physician or dentist, advanced practice registered nurse (APRN) or physician's assistant, the written authorization of the parent or guardian, and the completed medication administration record for each student shall be filed in the student's cumulative health record.

E. A physician or dentist, advanced practice registered nurse (A.PRN) or physician's assistant's verbal order including a telephone or faxed order for a change in any medication can be received only by a school nurse. Any such verbal order must be followed by a written order within three (3) school days.

Section 10-212a-7.1

14. Supervision

The school nurses responsible for general supervision of administration of medications in the schools to which that nurse is assigned. The school nurse will be available on a regularly scheduled basis to:

- a) review orders or changes in orders, and communicate these to the personnel designated to give medication for appropriate follow-up;
- b) set-up a plan and schedule to ensure medications are given;
- c) provide training to principals, teachers and other licensed nursing personnel in the administration of medications;
- d) support and assist other licensed nursing personnel, principals, and teachers to prepare for and implement their responsibilities related to the administration of specific medications during school hours;
- e) provide consultation by telephone or other means of telecommunication. In the absence of the school nurse, licensed physician or dentist, advanced practice registered nurse (APRN) or physician's assistant, or nurse may provide this consultation;
- f) implementation of policies and procedures regarding receipt, storage, and administration of medication;
- g) monthly review of all documentation pertaining to the administration of medications for students;
- h) work-site observation of medication administration by teachers and principals who have been newly trained;
- i) periodic review, as needed, with licensed nursing personnel, principals and teachers regarding the needs of any student receiving medication.

Regulation Adopted: June 9, 1987. Amended: May 15, 1990; February 25, 1997; June 27, 2000.

ADMINISTRATION OF MEDICINES

POLICY #5141.2

All medicines shall be administered by or under the supervision of the school nurse. Prescribed medicines, including controlled substances, shall be administered only under the explicit written order of a licensed physician or dentist, advanced practice registered nurse (APRN) or physician's assistant, and with the written authorization of the parent or guardian or student eighteen years of age or older. Non-prescribed medicines shall be administered only under standing orders signed by a licensed physician or dentist, advanced practice registered nurse (APRN) or physician's assistant.

Policy Adopted: June 9, 1987. Amended: February 25, 1997; Readopted: June 27, 2000.

SCHOOL WELLNESS POLICY

POLICY #5140

In accordance with the Child Nutrition and WIC (Women, Infants, and Children) Reauthorization Act of 2004 (Federal Public Law: PL 108.265 Section 204), it is the express policy of the Board of Education that the following requirements be met in all schools by the beginning of the first day of the 2006-2007 school year in order to promote the following goals:

- a) to influence students eating behaviors by building nutrition knowledge and skills to make healthy eating and physical activity choices;
 - b) to provide nutrition education that is appropriate for students ages, reflects students cultures, and is integrated into subjects such as math and reading; and
 - c) to provide opportunities for students to practice skills and have fun.
- 1) The school lunch program complies with federal, state, and local requirements.
 - 2) All foods and beverages available in schools (including the school lunch program, vending, concessions, student stores, parties, and fundraising) during the school day are consistent with current Dietary Guidelines for Americans.

- 3) School lunch, breakfast, and snack menus are planned with input from students, parents, and school personnel and cultural considerations are taken into account.
- 4) All foods made available in all schools adhere to food safety and security guidelines.
- 5) The school lunch program is accessible to all children.
- 6) Sequential nutrition education is provided and integrated into other areas of the curriculum.
- 7) The school environment is safe, comfortable, and pleasing and also allows appropriate time and space for eating meals.
- 8) Food and/or physical activity are not used as a reward or punishment.
- 9) Information is shared with families to encourage them to teach their children about health and nutrition and to provide nutritious meals.
- 10) Meaningful physical activity that connects to students lives outside of physical education.
- 11) All school-based activities are consistent with this school wellness policy.

Policy Adopted: May 23, 2006.

STAMFORD PUBLIC SCHOOLS NUTRITION POLICY

POLICY #3542

Stamford Public Schools will maintain a Nutrition Committee as part of the District Wellness Committee that will meet periodically. Members shall include the Superintendent's designee(s), building administrators, teachers, nurse, and wellness coordinator, representative of the cafeteria food services provider, students and community members. The mission of the nutrition committee will be as follows:

The Stamford Public Schools Nutrition Committee is committed to making positive, concrete and visible changes in the area of nutrition in our schools. Our goal is to identify and set nutritional targets and to ensure that our students are provided with nutritious, well-balanced and satisfying meals in order to enhance their ability to meet standards-based criteria for academic excellence as well as achieve wellness on a physical, mental and emotional level.

The committee shall create and review school food and beverage practices in the following areas to support its mission statement.

A. SCHOOL BREAKFAST, LUNCH AND AFTER-SCHOOL SNACK PROGRAMS

1. Ensure that all meals and snacks sold to students during the day comply with the nutritional requirements articulated by the United States Department of Agriculture's "USDA" Breakfast, National School Lunch and After-School Snack Programs.
2. Review and recommend to the Superintendent of Schools annually a price structure that encourages healthy choices and maintains the quality of the food service program.
3. Ensure that all full-day students will have a daily lunch period of not less than 20 minutes.
4. Encourage school breakfast, lunch and after-school snack menu choices linked with nutrition education curriculum.
5. Provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu which correspond with current curriculum themes. Promote meals that reflect the cultural diversity of Stamford at least once a month.
6. Conduct student and family food preference surveys to develop and revise school lunch menu items.
7. Maximize use of food service provider resources such as nutritional planning, healthy eating promotions, dietitian consultation, and special events.

8. Recognize and accommodate individual students' cultural and medical concerns.
9. When feasible, coordinate participation with regional farmers to promote regionally grown fruits and vegetables.

B. FOOD SOLD OUTSIDE THE SCHOOL BREAKFAST, LUNCH AND AFTER- SCHOOL SNACK PROGRAMS

1. All food items sold to students through vending machines, school stores, fundraisers, or any manner other than the USDA's Breakfast, After-School Snack or National School Lunch Programs should meet Connecticut Nutrition Standards.
2. All food items sold to students through any manner other than the USDA's Breakfast, National School Lunch, or After-School Snack Programs shall not compete with the food sold during mealtimes. To monitor the sale of competitive foods, the Committee shall ensure compliance with federal and state regulations concerning the sale of competitive foods.
3. The Committee should encourage nonfood promotional activities.

C. BEVERAGES

The Committee shall ensure that the sale of beverages to students at school, from any source, complies with the requirements of Connecticut General Statutes Section 10-221q.

D. NUTRITION PRACTICES IN CLASSROOM

1. Encourage the use of healthy snacks in appropriate portion sizes.
2. Discourage the use of food as either an incentive or a reward for good behavior or academic performance.
3. Encourage healthy party menus and nonfood alternatives for birthday celebrations.

E. PARENT/GUARDIAN/STAFF INFORMATION

School menus should contain relevant information on each of the menu selections including calories, fat, sodium, vitamin and nutritional content. Nutritional information should be provided to parents and staff members through newsletters, publications, health fairs, and other activities focusing on, but not limited to:

- Healthy snack ideas
- Healthy lunch ideas
- Healthy breakfast ideas
- Nonfood birthday celebration ideas
- Calcium needs of children
- Healthy portion sizes
- Food label reading guidelines
- Fun activities to encourage increased physical activity inside and outside of school

Policy Adopted: May 27, 2008.

STUDENT-RELATED NOTIFICATIONS

Free & Reduced Meal Eligibility Notification

The Stamford Public Schools provide free and reduced price meals to eligible students in the district in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program, and the Special Milk Program. Families are provided with detailed information about these programs, including eligibility criteria and application materials, at the beginning of each school year.

Food Allergy Management Notification

The Stamford Public Schools recognizes that food allergies may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his or her food allergy, as developmentally appropriate.

Under state law, children with life-threatening food allergies may be entitled to an individualized health care plan, regardless of the child's status as a child with a disability under Section 504 of the Rehabilitation Act of 1973 or under the Individuals with Disabilities Education Act. The Stamford Public Schools has developed guidelines for managing students with life-threatening food allergies. For more information, please contact the Food Service Director at (203) 977-4732, and your building principal.

Indoor Air Quality Notification

In accordance with Connecticut General Statutes §10-220, the Stamford Board of Education provides a uniform inspection and evaluation of indoor air quality for every school building constructed, extended, renovated, or replaced on or after January 1, 2003. The results of this inspection and evaluation procedure are available for public inspection.

For more information, please call the Facilities Department: (203) 977-4525.

Green Cleaning Products Notification

The Stamford Board of Education has implemented a green cleaning program for the cleaning and maintenance of all school buildings and facilities in the district. As part of this program, no parent, guardian, teacher, or staff member may bring into any school facility any consumer product which is intended to clean, deodorize, sanitize, or disinfect. The school district's green cleaning program, including a list of products used, the location of those products in the school buildings and facilities, and the schedule of when such cleaning products are applied, is available for public inspection. For more information, please contact the Facilities Department at (203) 977-4525.

Sending Education Records to Proposed Out-of-District Placements Without Parent Consent

On July 1, 2013, new special education regulations became effective in Connecticut. The new regulations no longer require school districts to request a hearing in the event a parent refuses or revokes consent for a private placement. Therefore, the planning and placement team without parent consent may make such private placements. A question has recently arisen as to whether districts can also send a student's education records to proposed out-of-district placements without parent consent. In Letter to Anonymous, dated June 19, 2013, the Family Policy Compliance Office (FPCO) stated as follows:

"Under FERPA, a school may not generally disclose personally identifiable information from a student's education records to a third party unless the student's parent has provided written consent. 34 CFR Section 99.30. However, there are some exceptions to FERPA's general written consent requirement. One such exception permits a school to nonconsensually disclose information from a student's education records to another school where the student seeks or intends to enroll. 34 CFR Section 99.31(a)(2). The sending school may make the disclosure if it includes a statement in its annual notification of rights that it discloses education records for this purpose or if it makes a reasonable attempt to notify the parent in advance of the disclosure.

This office interprets 34 CFR Section 99.31(a)(2) of the regulations to permit nonconsensual disclosure of information from education records in connection with educational placements under the Individuals with Disabilities Education Act (IDEA), Part B. That is, an educational agency or institution that is subject to FERPA may disclose personally identifiable information from a student's education records to a third party (such as another school) in order to make an educational placement under Part B." Letter to Anonymous, 113 LRP 35724, 17 FAB 14 (FPCO 2013)."

In the situation that led to this opinion, a school district had discussed personally identifiable information from a student's education records with proposed out-of-district placements although the parents had not given consent for such information to be shared. The Bureau contacted the FPCO to verify this opinion. A representative of that office confirmed that this was the federal policy: 34 CFR Section 99.31(a)(2) is interpreted by the FPCO to allow for the nonconsensual disclosure of education records to schools where the student seeks or intends to enroll, including schools where the district seeks or intends to enroll the student, even where the parent does not seek such enrollment. Therefore, districts are permitted to send a student's education records to proposed out-of-district placements without parent consent so long as the district's annual notification of rights includes that the district discloses education records for enrollment purposes or the district makes a reasonable attempt to notify the parent in advance of such disclosure.

Medicaid Billing for Health-Related Services in Student's Individualized Education Program (IEP)

The Individuals with Disabilities Education Act allows certain services provided under an IEP to be covered by Medicaid, with parental consent. For more information go to the Special Education page of the Stamford Public Schools web site or to the U.S. Department of Education web site.

REQUESTING TEACHER QUALIFICATIONS

Parents/Guardians have the right to request information at the beginning of the school about whether the student's teacher has met state qualifications (certification) and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction; whether the teacher is under an emergency or other provisional status, and whether the teacher is teaching in the field of discipline covered by the teacher's certification. Parents/Guardians have the right to know whether their children are provided services by a paraprofessional and such person's qualifications.

CONNECTICUT STATE DEPARTMENT OF EDUCATION Complaint Resolution Procedure Elementary and Secondary Education Act

34 Code of Federal Regulations (CFR) Part 299(10)(a) Notification

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

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

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and sent to the Office of Family and Community Engagement, Stamford Public Schools, P.O. Box 9310, Stamford, Connecticut 06901 or to ofce@ci.stamford.ct.us. The complaint should contain the following:

STUDENT-RELATED NOTIFICATIONS

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

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

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

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure:

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.

2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

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

The report shall contain the following contents:

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

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

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

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

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

Stamford Public Schools Policies & Regulations

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Stamford Public Schools is committed to a policy of equal opportunity for all qualified persons. Stamford Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information & testing, Family & Medical Leave, protected veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Stamford Public Schools provides equal access to Boy Scouts of America and other designated youth groups. Stamford Public Schools does not unlawfully discriminate in employment against qualified persons with a prior criminal conviction.**

Stamford Public Schools prohibits Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

Inquiries regarding Stamford Public Schools' nondiscrimination policies should be directed to:

Christopher Soules, Title IX Coordinator/Americans with Disabilities Act Compliance Coordinator, Stamford Public Schools, 888 Washington Blvd., 5th Floor, Stamford, CT 06901. Phone (203) 977-4887.



Stamford Public Schools Calendar 2019-2020

(adopted 10/24/17; Revised 06/25/2019)

Note: Calendar is subject to change pending unforeseen circumstances

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 4: Independence Day

August (2 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug. 21-23: New teacher orientation
 Aug. 26: Convocation & school-based PD
 Aug. 27: District-based PD
 Aug. 28: K, 6, 9 orientation and school-based PD
 Aug. 29: First day of school students

September (19 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sept. 2: Labor Day, no school
 Sept. 19: Elementary Open School night
 Sept. 25: Early release, district-based PD
 Sept. 26: Middle Open School night
 Sept. 30: Rosh Hashanah, no school

November (17 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov. 5: Election Day, no school students, school-based PD
 Nov. 11: Veterans Day, no school
 Nov. 27: All Early release
 Nov. 28-29: Thanksgiving recess, no school

December (15 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec. 11,12,13: Elementary early release, conferences
 Dec. 23-31: Holiday recess, no school

March (22 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 11, 12, 13: Elementary early release, conferences
 March 25: Early release, school-based PD

April (17 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 6-10: Spring Recess, no school
 April 29: Early release, district-based PD

May (20 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 25: Memorial Day, no school
 May 27: Early Release, school-based PD

January (21 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan. 1: Holiday recess, no school
 Jan. 20: MLK Day, no school
 Jan. 29: Early release, district-based PD

February (17 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Feb. 14-17: Winter recess
 Feb. 17: President's Day, no school
 Feb. 18: Winter recess, no school students district-based PD

June (10 Days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 10, 11: Tentative* early release, students
 June 12: Tentative* early release and last day, students
 June 15: Tentative* early release and last day, staff

Legend: No school students, staff First day/last of school Open school night Early release K, 6, 9 orientation Staff only
 * Any inclement weather days will be added to the end of the school year. This calendar has 180 student days and 185 staff days scheduled.



Stamford Public Schools
888 Washington Boulevard
Stamford, CT 06904

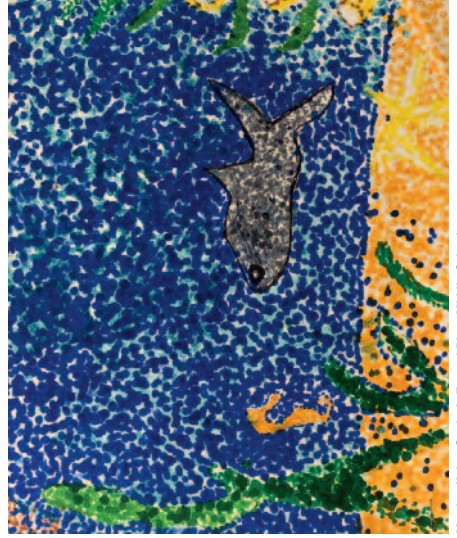
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Stamford, CT



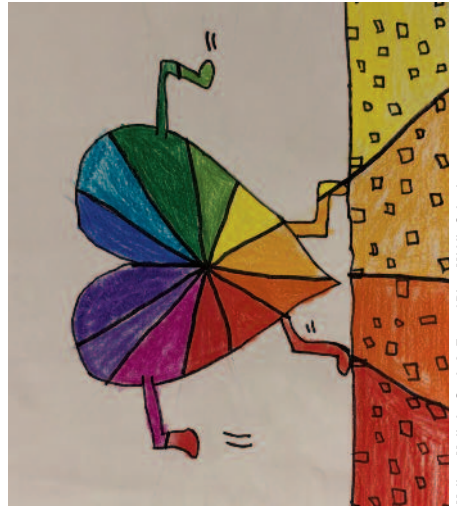
Nicholas Vallejo, Grade 6 - Doian Middle School



María Palencia, Grade 8, Turn of River Middle School



Martina Kaba, Grade 8, Turn of River Middle School



Melissa Mellado, Grade 6, Turn of River Middle School