

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, FEBRUARY 24, 2020
LINCOLN CENTER

Personnel & Finance Committee Meeting
(Thames, Patterson, Hughes, Meggers)
Board of Education Meeting

5:30 P.M. - Directors' Rm.

**7:00 P.M. - Lincoln Center
Hearing Rm.**

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Secretary's Welcome
- 4) Board of Education Minutes 2-10-20 A - 4

B. COMMITTEE REPORTS –

- 1) Curriculum & Instruction Committee Minutes 2-10-20 B - 1

C. CONSENT CALENDAR

- 1) Personnel Information C - 1
- 2) Transfer of Funds C - 2
- 3) Permission to apply for FY19-20, the Liberty Bank Foundation Grant C - 3
- 4) Establish an appropriation for FY19-21, Title IV, Part A, Student Support and Academics Enrichment Grant, in the amount of \$109,555 C - 4

D. REPORT FROM STUDENT REPRESENTATIVE –

- 1) Student Representative Report - Krista Myrie and Tiffany Henry

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT'S REPORT

- 1) Winter Data Update - Mr. Matthew Geary, Superintendent of Schools F - 1

G. UNFINISHED BUSINESS - None

Policy Recommendation:

The Policy Committee submits to the full Board its recommended policy change for a second reading and approval in accordance with its policy on policy changes:

- 1)
 - a) Policy #4304 - Reports of Suspected Abuse or Neglect of Children (by Anyone) or Sexual Assault of Students by School Employees G - 1a
 - b) Policy #4118 - Alcohol, Tobacco, and Drug Free Workplace G - 1b
 - c) Policy #4013 - Sex Discrimination and Harassment in the Workplace G - 1c
 - d) Policy #4114 - Non-Discrimination G - 1d
 - e) Policy #4000 - Employment and Student Teacher Checks G - 1e

H. NEW BUSINESS -

Policy Recommendation:

The Policy Committee submits to the full Board its recommended policy change for a first reading and approval in accordance with its policy on policy changes:

- | | | |
|----|--|--------|
| 1) | a) Policy #5144 - Student Discipline | H - 1a |
| | b) Policy #5118.1 - Homeless Students | H - 1b |
| | c) Policy #5005 - Food Allergies and/or Glycogen Storage Disease | H - 1c |

I. PUBLIC COMMENTS - (comments limited to items on tonight's agenda)

J. COMMUNICATIONS - None

**K. ITEMS FOR FUTURE AGENDAS
Topics for Superintendent's Report**

Monday, March 9, 2020	Keeney School Improvement Plan
Monday, March 23, 2020	Illing School Improvement Plan
Monday, April 6, 2020	Martin School Improvement Plan
Monday, April 20, 2020	Verplanck School Improvement Plan

L. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

C&I Subcommittee Minutes
February 10, 2020

In attendance: Mark Gundersen, Peter Meggers, Jason Scappaticci, Melanie Stefanovicz, Amy Radikas , Diane Burns, Pari Ghetia, Katelyn Miner, Beth Hayes, Jeannie Lambert, Josh Steffenson, Idelisa Torres, and Michael Zappala.

Items discussed:

MHS Course Reviews: Staff from Manchester High School provided an overview of several new course offerings. New courses included: Musical Theater, Manufacturing, UConn - Allied Health Professional, CNA/EMT certification, and several Extended Learning Credit Opportunities - Career Exploration Internship, Community Service and Independent Study.

Shifts in course offerings and pathways allow students authentic, engaging learning experiences while simultaneously fulfilling graduation requirements and preparing students for post high school opportunities.

MHS E-sports: Discussed inclusion of an additional game for students involved in Manchester High School's E-sports. Committee was in support of the additional game, Fortnite.

Curriculum Review: Committee members logged into Unit Planner, the district's online electronic platform, to review the curriculum updates that have been made K-12. Discussed the updated policy for curriculum revision and the ongoing work that continues to occur across grade levels and content areas.

Meeting adjourned at 6:55 p.m.
Respectfully submitted,
Dr. Amy F. Radikas

PERSONNEL ACTIONS

APPOINTMENTS

None to report

RESIGNATIONS

None to report

February 24, 2020

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: February 7, 2020

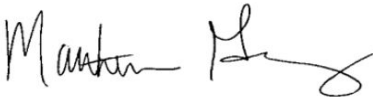
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2019-2020 Budget.

Discussion/Analysis: Transfer from System-wide Plant Maintenance Capital Repair in the amount of \$60,000.00. Transfer to System-wide Plant Maintenance Contracted Repairs in the amount of \$30,000, transfer to System-wide Plant Maintenance Grounds Beautification in the amount of \$10,000.00, and transfer to System-wide Plant Maintenance Contracted Services in the amount of \$20,000.00, for a total transfer to amount of \$60,000.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2019-2020 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
February 24, 2020

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Buildings & Grounds

Date of Request: 2/7/2020

Approver: Karen L. Clancy

Date Approved: 2/7/2020

JUSTIFICATION (Required Field):

Replenish funds

SUBJECT:**TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER****DECREASE - In whole dollars only:**\$ **60,000.00** Account #**41799260 5608**Description: **Capital Repair**

\$ Account #

Description:

\$ Account #

Description:

\$ **60,000.00** TOTAL DECREASE**INCREASE - In whole dollars only:**\$ **30,000.00** Account #**41799260 5431**Description: **Contracted Repairs**\$ **10,000.00** Account #**41799260 5618**Description: **Grounds Beautification**\$ **20,000.00** Account #**41799260 5430**Description: **Contracted Services**\$ **60,000.00** TOTAL INCREASE (Must match total decrease)**Accounting Department Only**Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: _____

Date Transfer Completed: _____ Name: _____

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: February 7, 2020

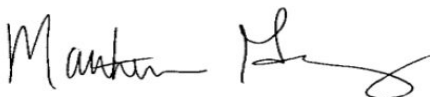
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2019-2020 Budget.

Discussion/Analysis: Transfer from System-wide Plant Operations Other Purchased Services in the amount of \$ 4,225.00. Transfer to System-wide Plant Operations Professional Development in the amount of \$985.00, to System-wide Plant Operations Dues and Fees in the amount of \$840.00, and to System-wide Plant Operations Contracted Services in the amount of \$2,400.00, for a total transfer to amount of \$4,225.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2019-2020 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
February 24, 2020

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Buildings & Grounds

Date of Request: 2/7/2020

Approver: Karen L. Clancy

Date Approved: 2/7/2020

JUSTIFICATION (Required Field):

Replenish funds.

SUBJECT:**TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER****DECREASE - In whole dollars only:**

\$ 4,225.00	Account # <u>42099260 5590</u>	Description: <u>Other Purchased Services</u>
\$	Account #	Description:
\$	Account #	Description:

\$ 4,225.00 TOTAL DECREASE**INCREASE - In whole dollars only:**

\$ 985.00	Account # <u>42099260 5330</u>	Description: <u>Professional Development</u>
\$ 840.00	Account # <u>42099260 5810</u>	Description: <u>Dues & Fees</u>
\$ 2,400.00	Account # <u>42099260 5430</u>	Description: <u>Contracted Services</u>

\$ 4,225.00 TOTAL INCREASE (Must match total decrease)**Accounting Department Only**Board Approval Needed: Yes X No ____

Date of Board Approval: _____

Date Transfer Completed: _____ Name: _____

**Town of Manchester
Board of Education**

To: The Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for Liberty Bank Foundation Grant for FY 19/20

Date: February 7, 2020

Background:

The Liberty Bank Foundation's mission is to support preventive programs that assist low and moderate income residents of Liberty Bank's market area in achieving their personal goals and reaching their potential. They advance this mission by providing financial support and acting as a philanthropic leader in the communities, they serve.

Discussion/Analysis:

Manchester Adult & Continuing Education (MA&CE) will provide career development services to our English as a Second Language (ESL) students so that they transition toward financial independence and a seamless assimilation into the community. MA&CE will work in collaboration with community resources, employers and colleges to build services that allow for a seamless transition from training to career pathways. Our strategy is to provide career development services to ESL students that will supplement their English Language Arts instruction.

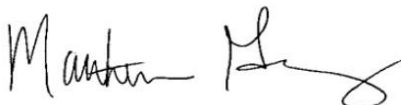
Financial Impact: None.

Other Board/Commission Action: None.

Recommendations:

The Superintendent of Schools recommends the Board of Education request the Board of Directors give permission to apply for the FY19-20 Liberty Bank Foundation Grant.

Attachments: None.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
February 24, 2020

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation, Title IV, Part A, Student Support and Academic Enrichment Grant, FY 2019/21
Date: February 19, 2020

Background:

The Connecticut State Department of Education has awarded FY 2019-2021 funding under the Title IV, Part A, Student Support and Academic Enrichment Grant. This grant will be used to improve student's academic achievement.

Discussion/Analysis:

The FY 19/21 grant will be used for:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Financial Impact:

None

Other Board/Commission Action:

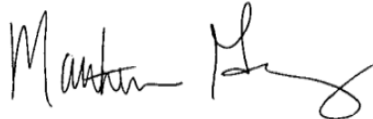
None

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for \$109,555 under the FY 2019-2021 Title IV, Part A, Student Support and Academic Enrichment Grant to be funded by the Connecticut State Department of Education.

Attachments:

Award letter and budget



Matthew Geary
Superintendent of Schools
February 24, 2020



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET
MANCHESTER, CT 06040-2022

4 Award Information

Grant Type: FEDERAL
Statute: Subpart 1, Title IV, Part A of the ESEA,
SSAE Prog
CFDA #: 84.424A
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-22854-2020-82079-170002

2 Grant Title

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

5 Award Period

7/1/2019 - 6/30/2021

3 Education Staff

Program Manager:
Lynn Nauss PM (860) 713-6457
Payment & Expenditure Inquiries:
Jeffrey Lindgren 860-713-6624

6 Authorized Funding

Grant Amount: \$109,555
Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2019 and June 30, 2020 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2020. For grants awarded for two-year periods beginning July 1, 2019, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2021. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This award is provided to address the LEA proposal for Title IV, Part A services to students.

This grant has been approved.

2/18/2020

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

BUDGET FORM

Created On: 2/18/2020

ED 114

Fiscal Year: 2020
Grantee Name: MANCHESTER
Grant Title: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT
Project Title: TITLE IV, PART A
Fund: 12060 **SPID:** 22854 **Year:** 2020 **PROG:** 82079 **CF1:** 170002 **CF2:**
Grant Period: 7/1/2019 - 6/30/2021 **Authorized Amount:** \$109,555
Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00077

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$109,555

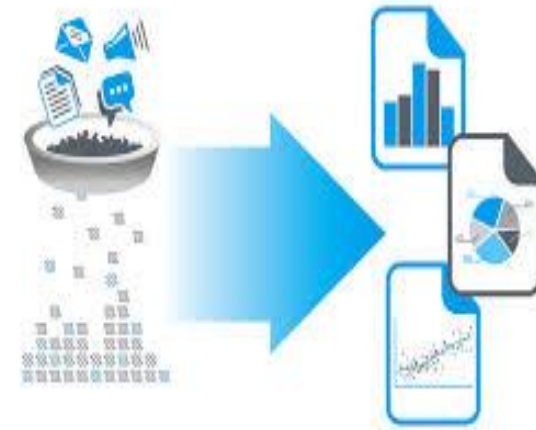
CODES	DESCRIPTIONS	PUBLIC	NONPUBLIC
100	PERSONAL SERVICES - SALARIES	64,936	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
300	PURCHASED PROF/TECH SERVICES	4,961	10,471
400	PURCHASED PROPERTY SERVICES		
500	OTHER PURCHASED SERVICES	21,911	
600	SUPPLIES		7,276
700	PROPERTY		
800	MISCELLANEOUS		
914	INTERNAL TRANSFERS		
917	INDIRECT COST		
	TOTAL	\$91,808	\$17,747

Original Request Date: 10/1/2019

This budget was approved by Lynn Nauss PM on 2/7/2020.

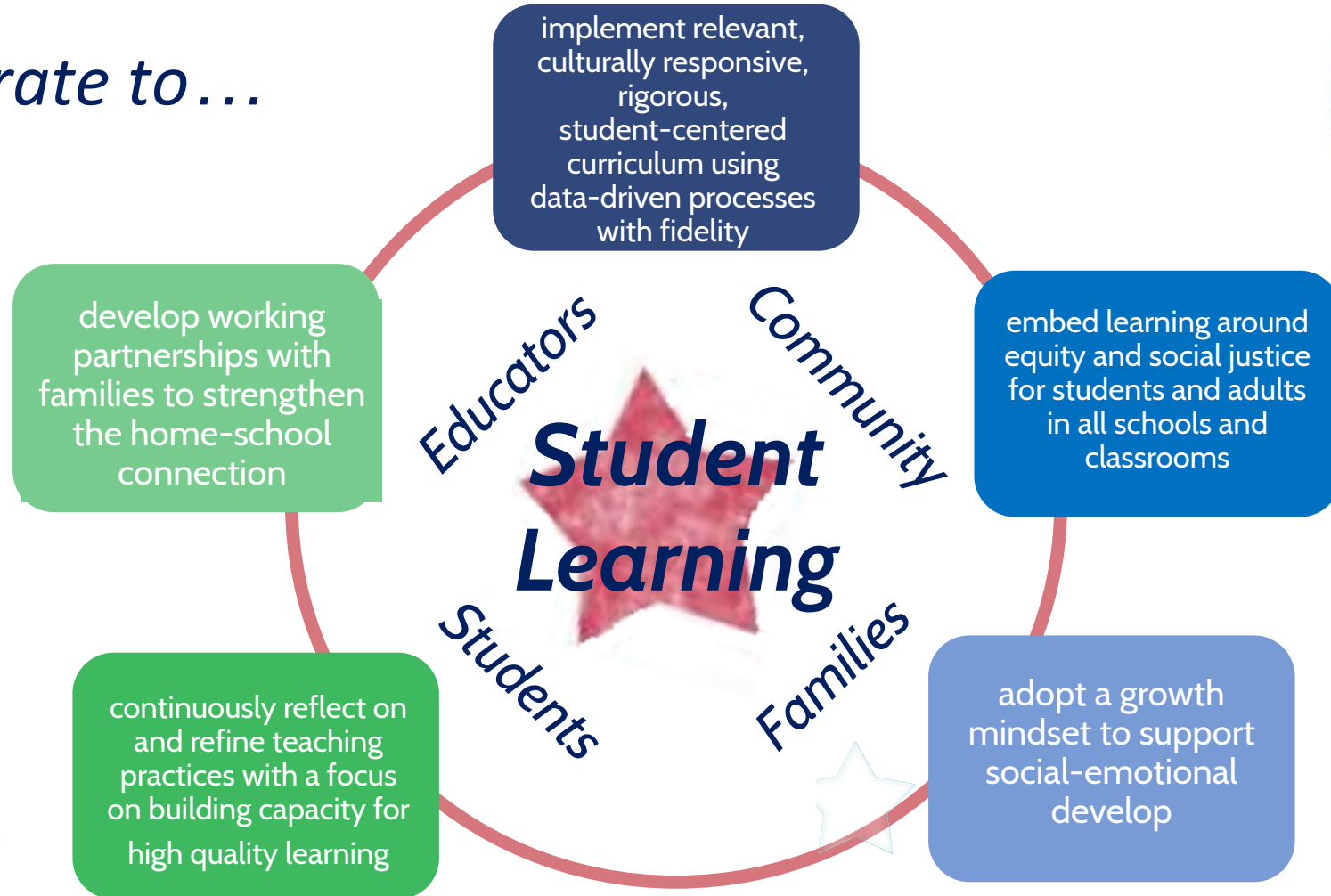
Manchester Board of Education

Winter Data Review 2019-2020



MPS: Theory of Change

If we collaborate to...



...then a strong climate and culture will be established around learning, instruction will improve, individual needs will be met, achievement will increase, and all students will be prepared for learning and work beyond high school.



GOALS

All students will:

- Achieve mastery in literacy and numeracy as articulated in the Common Core.
- Demonstrate the skills and competencies required for success in learning and work beyond school.
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

District and building level faculty and staff will:

- Develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, and participation in workshops, and support from school leaders and colleagues over time.
- Build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders.



BUDGET PRIORITIES

- Maintain adequate and equitable class sizes in all classrooms to ensure high quality instruction;
- Ensure necessary instructional resources and materials are in place to support teaching and learning equitably across the district;
- Ensure adequate staffing is available at all schools to support intervention for students who are struggling academically, socially, emotionally and / or behaviorally;
- Continue implementation and strengthening of curriculum units, with a focus on ensuring that the curriculum is rigorous, meaningful, and culturally relevant and responsive;
- Provide professional learning experiences necessary to support staff understanding of equity informed practices and corresponding shifts in teaching and learning;
- Strengthen work of the Professional Learning Communities (PLCs) at all schools by providing professional development and additional planning time;
- Support the health and wellness of all MPS faculty and staff;
- Ensure necessary resources are available to support strategic recruitment and retention of candidates that are representative of student demographic of MPS through new grow our own plan;
- Provide adequate resources to sustain MPS Family and Community Partnership efforts; and
- Ensure necessary resources are available to continue work on equity in MPS.



PROGRESS

- Early Screening Inventory (K readiness)
- Percent of students
 - reading at or above grade level as indicated by the Fountas and Pinnell assessments
 - scoring at or above standard on Math Fluency and Math Unit Assessments
 - scoring at or above the state average on the PSAT and SAT
 - scoring at or above goal on the SBAC
 - scoring at or above standard on district assessments of critical skills (reading and writing)
- High school graduation rate
- College and Career Readiness Rate
- Percent of students who are chronically absent
- Percent of students with 1 or more In School Suspensions



PROGRES

Indicator	Grades	2015-16	2016-17	2017-18	2018-19
Percent of students reading at or above grade level	1-4	61.2	66.7	70.7	72.5
Percent of students at or above grade level in math fact fluency	1-4	n/a	34.5	45.5	75.5
Percent of students at or above grade level in math fact fluency	5-6	n/a	n/a	34.6	45.4
Percent of students at meets / exceeds on the SB ELA 3-8	3-8	40.4	36.4	36.1	35.5
Percent of students at meets / exceeds on SB Math 3-8	3-8	29.8	30.6	27.7	28.9
Percent of students at or above grade level on the SAT Reading	11	33.9	34.1	38.2	36.2
Percent of students at or above grade level on the SAT Math	11	26.4	32.5	37.4	42.2



PROGRES

Indicator	Grades	2015-16	2016-17	2017-18	2018-19
High School Graduation Rate (MHS)	12	89.2	90.8	88.8	
College and Career Readiness Rate (2.0 GPA or better / \geq 1000 SAT)	12	27.0	42.0	46.0	
Percent of students chronically absent	K-12	17.9	16.9	19.3	17.7
Percent of students with one or more in school suspensions	K-12	7.7	7.2	5.7	10.7



Manchester Public Schools

October 2019

Demographic Data PK- 12

Student Data					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students	6243	6290	6228	6196	6263
% Eligible for F/R Lunch	56.4	51.7	55.2	61.1	63.5
% Special Ed	13.5	14.2	14.8	14.2	16.5
% English Learners	5.9	6.0	6.4	6.5	7.1



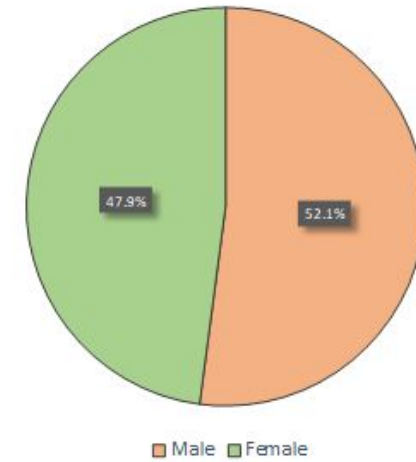
Manchester Public Schools

October 2019

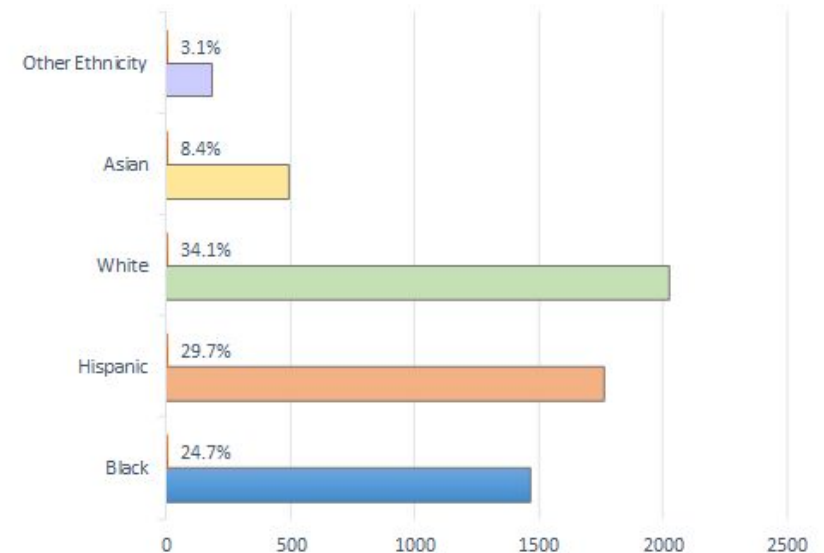
Demographic Data

DISTRICT OCTOBER 2019	Enrollment	% of Population
All Students	5939	100.0%
Male	3093	52.1%
Female	2846	47.9%
Black	1469	24.7%
Hispanic	1762	29.7%
White	2024	34.1%
Asian	498	8.4%
Other Ethnicity	186	3.1%

District Gender



District Demographics - Ethnicity



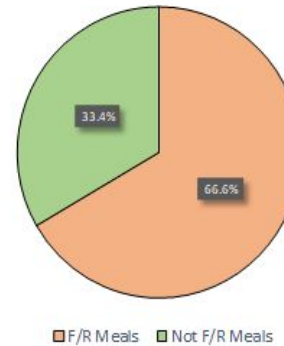
Manchester Public Schools

October 2019

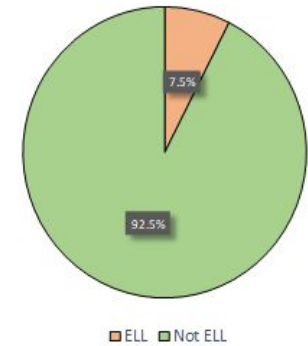
Demographic Data

DISTRICT OCTOBER 2019	Enrollment	% of Population
All Students	5939	100.0%
F/R Meals	3956	66.6%
Not F/R Meals	1983	33.4%
Special Ed	890	15.0%
Not Special Ed	5049	85.0%
ELL	445	7.5%
Not ELL	5494	92.5%

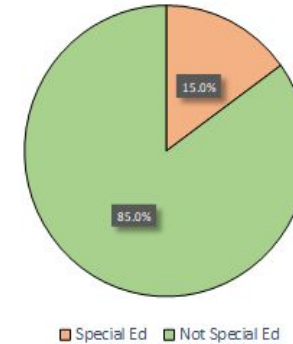
District F/R Meals



District ELL



District Special Ed



Key Takeaways F&P

Slides 14-23

- Cohort Data - comparison of the same groups of students
Grades 1 - 4 overall and all bands mirror previous spring
(Winter: 68.5% at or above grade level; previous Spring 71.9%)
with $\frac{1}{3}$ of the year remaining
- Grade to Grade - Winter 2018 to Winter 2019 comparison of
different students
Approximately 1% increase for students at or above grade level
- Gap between bands still present
- Projecting slight improvement on 18-19 results though slightly
below district target of 75%
- Note: Grades 5 and 6 do not administer a Winter F&P



Next Steps F&P

Slides 14-23

- Relentless monitoring of data with a focus on students below grade level
- Review of K data - First administration of F&P to K students in winter
- Superintendent and Deputy Superintendent monthly school visits with administrators to review data, visit classrooms and provide targeted feedback
- District Improvement Team - School visits and feedback to schools - 4 times per year
- Data review at monthly Reading Interventionist and SPED meetings



2020-2021 Budget Impact F&P

- Maintain adequate and equitable class sizes in all classrooms in order to ensure high quality instruction
 - Preferred Elementary Class Size of 18-22 to allow for strong implementation of a Balanced Literacy model which includes phonics instruction, guided reading, conferring, small group instruction, shared reading and interactive read alouds
- Ensure necessary instructional materials are in place to support teaching and learning equitably across the district
 - Instructional Supplies of \$150 per pupil Grades K - 4 used to support literacy materials
- Ensure adequate staffing is available at all schools to support intervention for students who are struggling academically, socially, emotionally and / or behaviorally
 - 11 Reading Interventionists funded through Priority and Alliance grants
 - 43 Special Education Teachers funded through the BOE budget and IDEA grant



Manchester Public Schools

F & P Rough Cohort

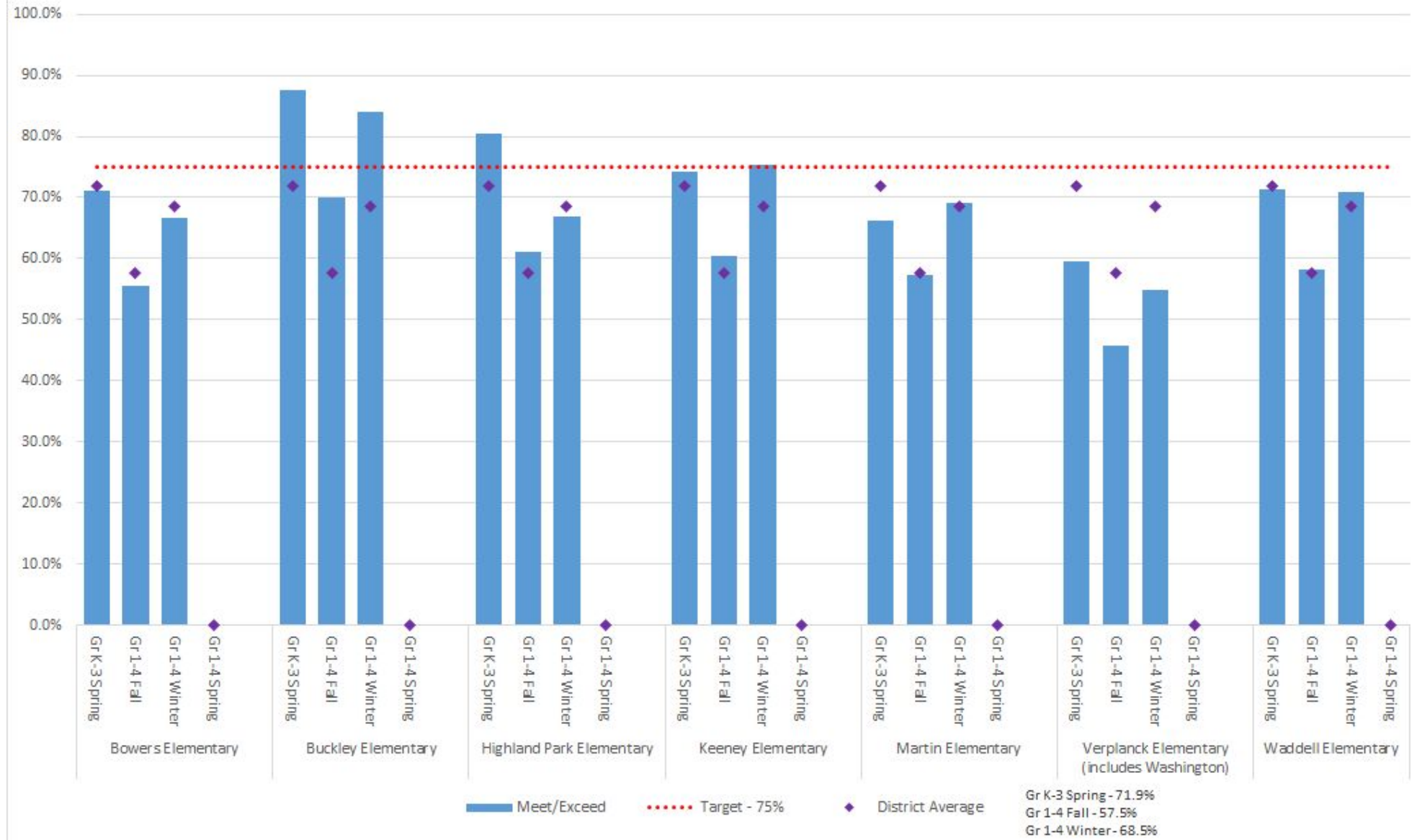
Grades 1 to 4

School	Spring Grades K-3 Meets/Exceeds		Fall Grades 1- 4 Meets/Exceeds		Winter Grades 1- 4 Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	185/260	71.2%	148/267	55.4%	180/270	66.7%
Buckley Elementary	241/275	87.6%	187/267	70.0%	216/257	84.0%
Highland Elementary	153/190	80.5%	146/239	61.1%	158/236	66.9%
Keeney Elementary	149/201	74.1%	104/172	60.5%	131/174	75.3%
Martin Elementary	102/154	66.2%	97/169	57.4%	116/168	69.0%
Verplanck Elementary	248/417	59.5%	170/371	45.8%	207/378	54.8%
Waddell Elementary	252/353	71.4%	210/361	58.2%	255/360	70.8%
District	1330/1851	71.9%	1062/1846	57.5%	1263/1843	68.5%

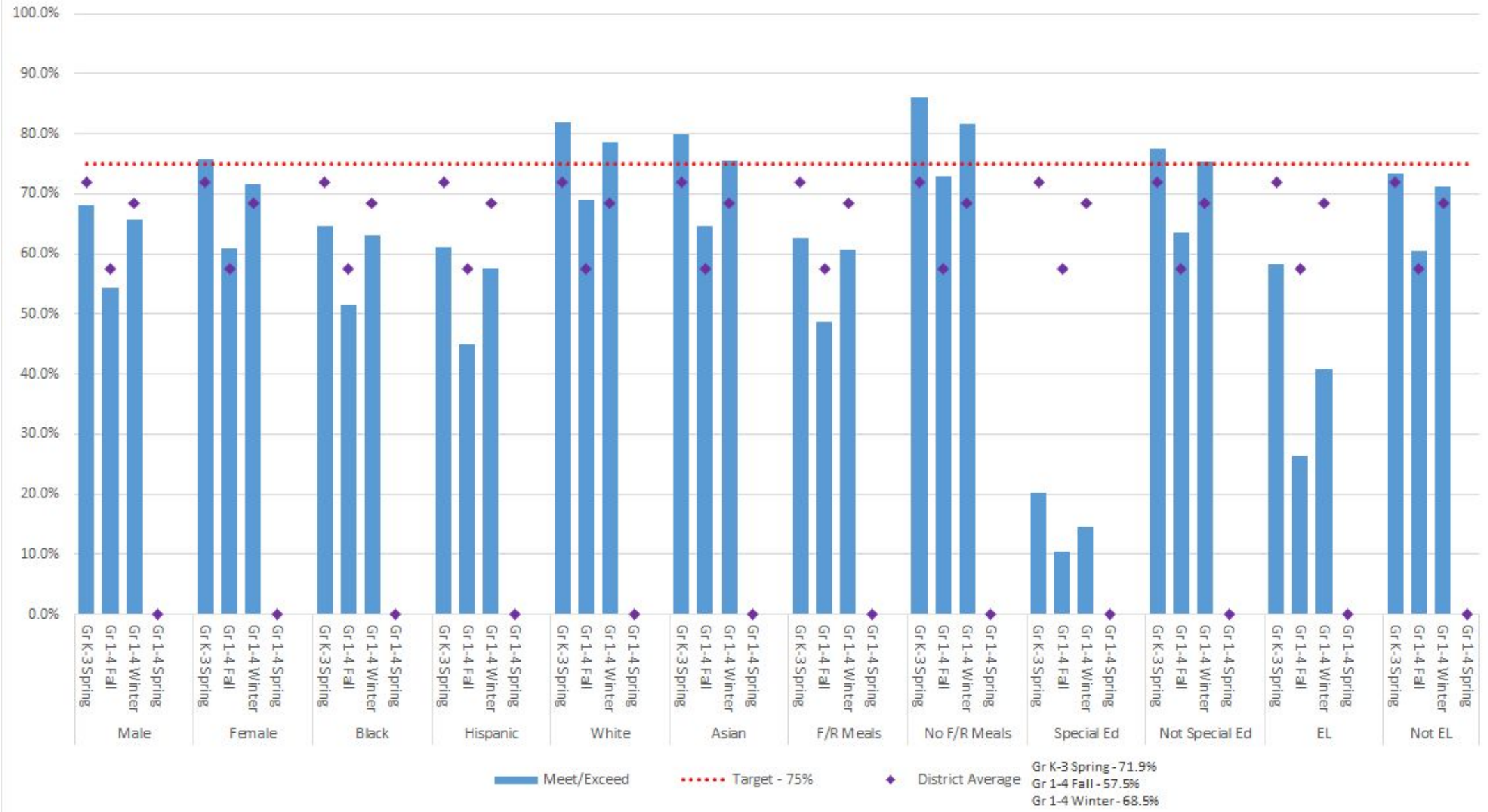
School	Spring Grades K-3 Meets/Exceeds		Fall Grades 1- 4 Meets/Exceeds		Winter Grades 1- 4 Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%
Male	646/948	68.1%	517/951	54.4%	617/940	65.6%
Female	684/903	75.7%	545/895	60.9%	646/903	71.5%
Black	282/437	64.5%	231/448	51.6%	285/452	63.1%
Hispanic	302/495	61.0%	230/511	45.0%	290/504	57.5%
White	573/700	81.9%	464/672	69.0%	530/674	78.6%
Asian	143/179	79.9%	113/175	64.6%	129/171	75.4%
F/R Meals	700/1118	62.6%	569/1170	48.6%	702/1156	60.7%
Not F/R Meals	630/733	85.9%	493/676	72.9%	561/687	81.7%
Special Ed	37/183	20.2%	22/210	10.5%	30/206	14.6%
Not Special Ed	1293/1668	77.5%	1040/1636	63.6%	1233/1637	75.3%
EL	102/175	58.3%	42/160	26.3%	65/159	40.9%
Not EL	1228/1676	73.3%	1020/1686	60.5%	1198/1684	71.1%
District	1330/1851	71.9%	1062/1846	57.5%	1263/1843	68.5%



2019-2020 - Grades 1-4 - F&P



2019-2020 - Grades 1-4 - F&P



Manchester Public Schools

F & P Grade to Grade

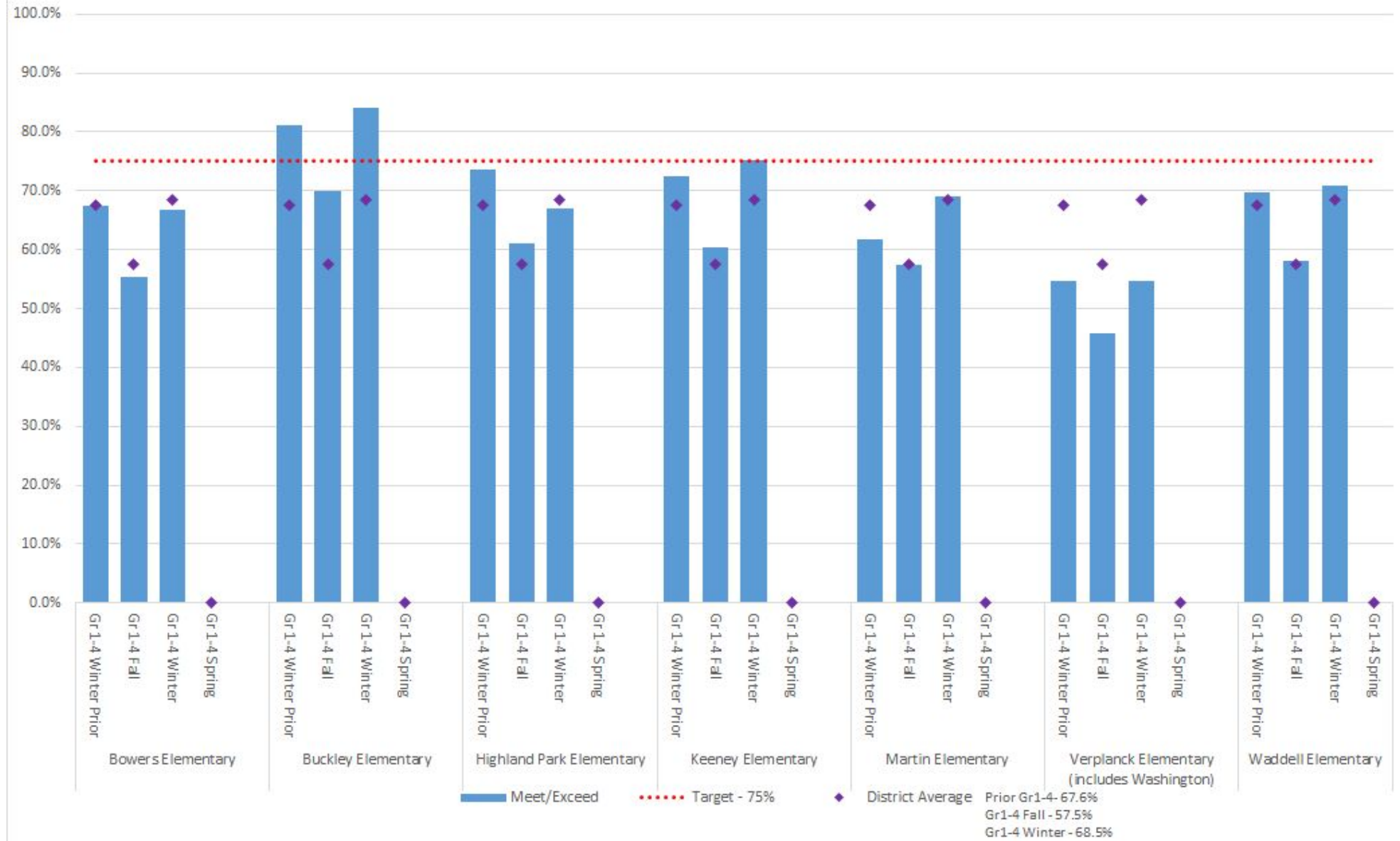
Grades 1 to 4

School	Prior Winter Grades 1-4 Meets/Exceeds		Fall Grades 1-4 Meets/Exceeds		Winter Grades 1-4 Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	190/282	67.4%	148/267	55.4%	180/270	66.7%
Buckley Elementary	207/255	81.2%	187/267	70.0%	216/257	84.0%
Highland Elementary	136/185	73.5%	146/239	61.1%	158/236	66.9%
Keeney Elementary	124/171	72.5%	104/172	60.5%	131/174	75.3%
Martin Elementary	92/149	61.7%	97/169	57.4%	116/168	69.0%
Verplanck Elementary	222/406	54.7%	170/371	45.8%	207/378	54.8%
Waddell Elementary	250/359	69.6%	210/361	58.2%	255/360	70.8%
District	1222/1809	67.6%	1062/1846	57.5%	1263/1843	68.5%

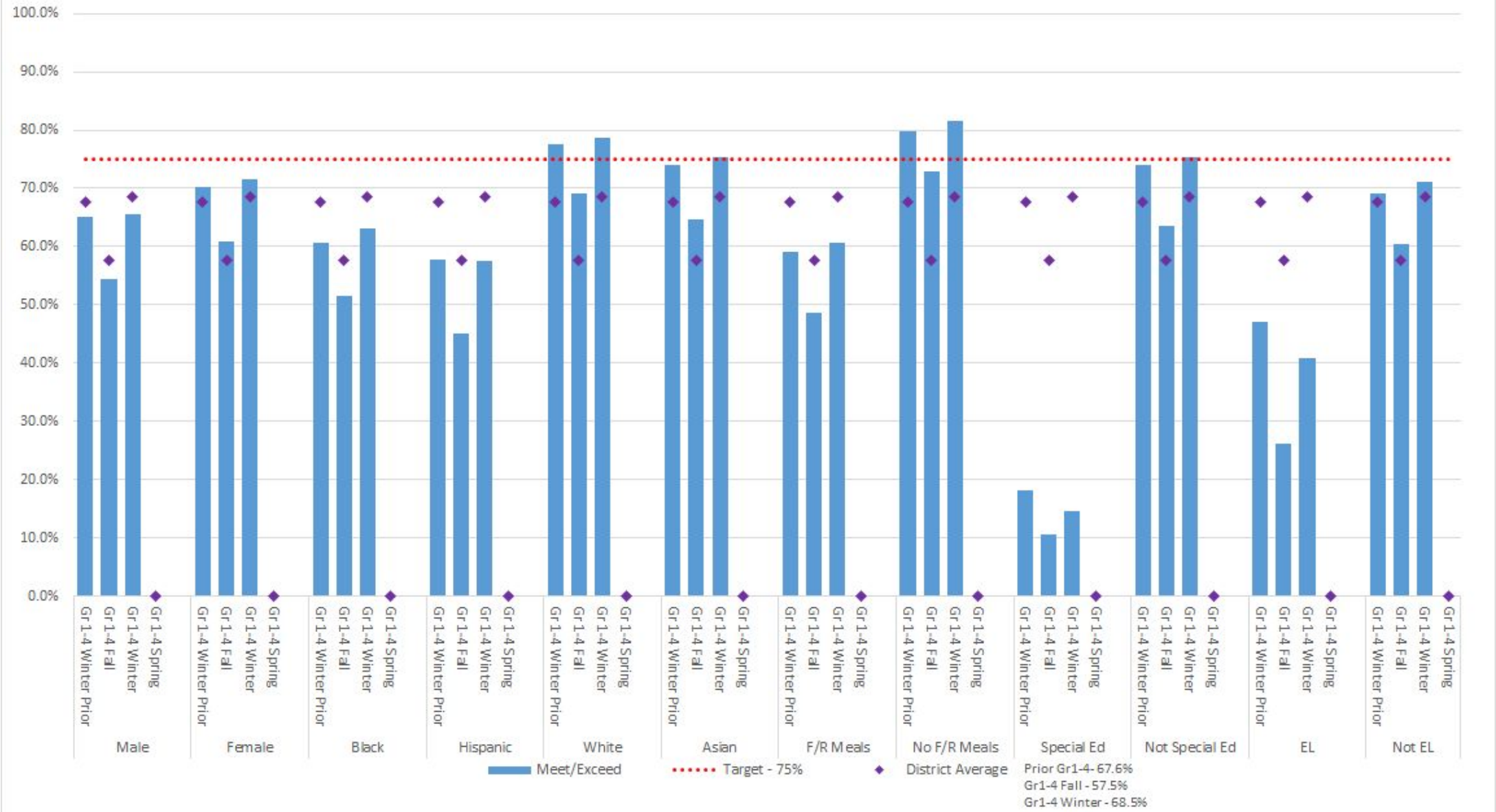
School	Prior Winter Grades 1-4 Meets/Exceeds		Fall Grades 1-4 Meets/Exceeds		Winter Grades 1-4 Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%
Male	606/932	65.0%	517/951	54.4%	617/940	65.6%
Female	616/877	70.2%	545/895	60.9%	646/903	71.5%
Black	269/443	60.7%	231/448	51.6%	285/452	63.1%
Hispanic	290/502	57.8%	230/511	45.0%	290/504	57.5%
White	519/669	77.6%	464/672	69.0%	530/674	78.6%
Asian	114/154	74.0%	113/175	64.6%	129/171	75.4%
F/R Meals	634/1073	59.1%	569/1170	48.6%	702/1156	60.7%
Not F/R Meals	588/736	79.9%	493/676	72.9%	561/687	81.7%
Special Ed	38/209	18.2%	22/210	10.5%	30/206	14.6%
Not Special Ed	1184/1600	74.0%	1040/1636	63.6%	1233/1637	75.3%
EL	63/134	47.0%	42/160	26.3%	65/159	40.9%
Not EL	1159/1675	69.2%	1020/1686	60.5%	1198/1684	71.1%
District	1222/1809	67.6%	1062/1846	57.5%	1263/1843	68.5%



2019-2020 - Grades 1-4 - F&P



2019-2020 - Grades 1-4 - F&P



Manchester Public Schools

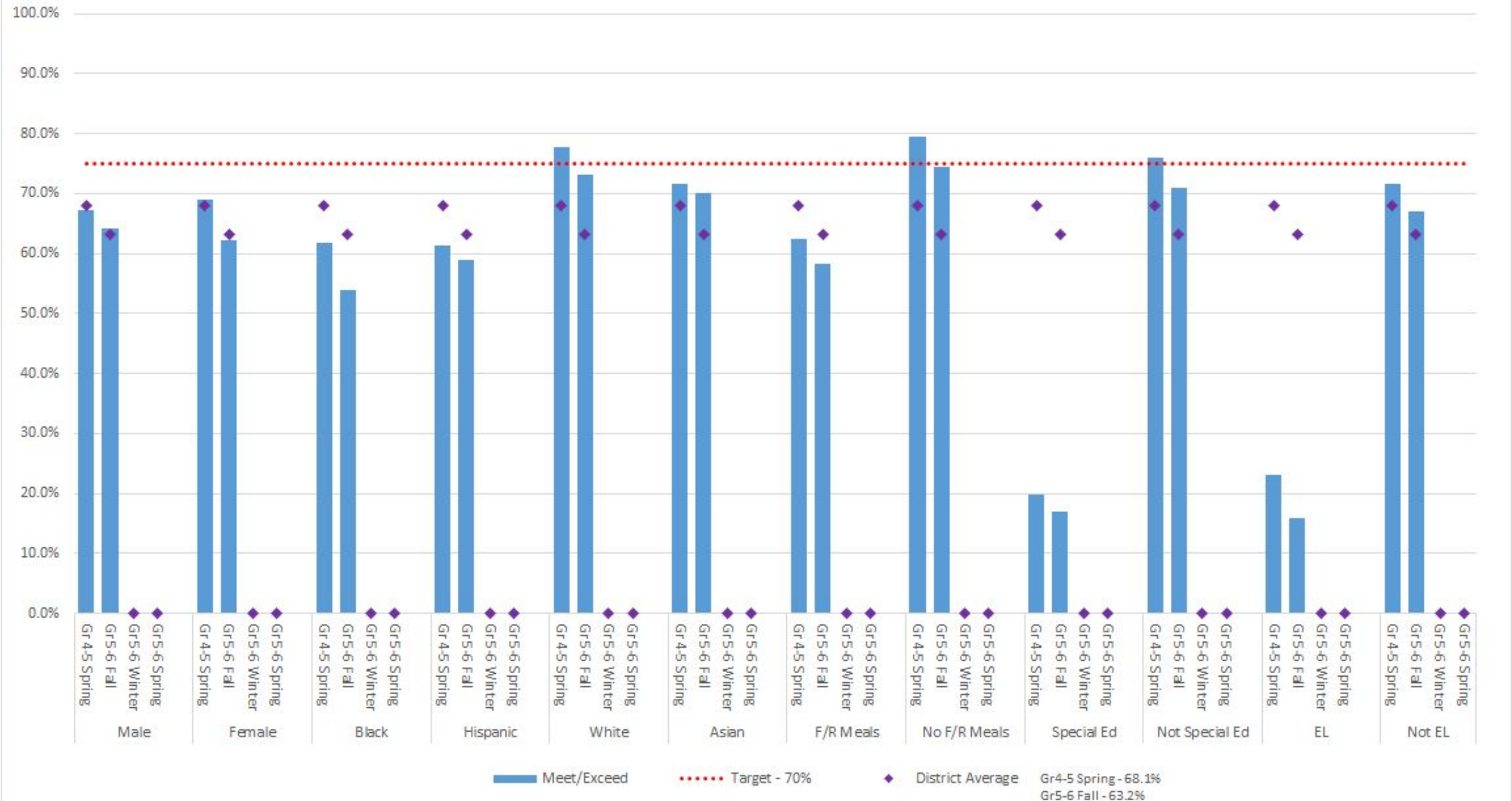
F & P
Rough Cohort

Grades 5 to 6

School	Spring Grades 4-5 Meets/Exceeds		Fall Grades 5-6 Meets/Exceeds	
	#/Total	%	#/Total	%
Male	313/466	67.2%	279/435	64.1%
Female	303/439	69.0%	260/418	62.2%
Black	139/225	61.8%	117/217	53.9%
Hispanic	181/295	61.4%	170/289	58.8%
White	230/296	77.7%	196/268	73.1%
Asian	48/67	71.6%	42/60	70.0%
F/R Meals	376/603	62.4%	349/598	58.4%
Not F/R Meals	240/302	79.5%	190/255	74.5%
Special Ed	25/127	19.7%	21/124	16.9%
Not Special Ed	591/778	76.0%	518/729	71.1%
EL	15/65	23.1%	10/63	15.9%
Not EL	601/840	71.5%	529/790	67.0%
District	616/905	68.1%	539/853	63.2%



2019-2020 - Grades 5-6 - F&P



Manchester Public Schools

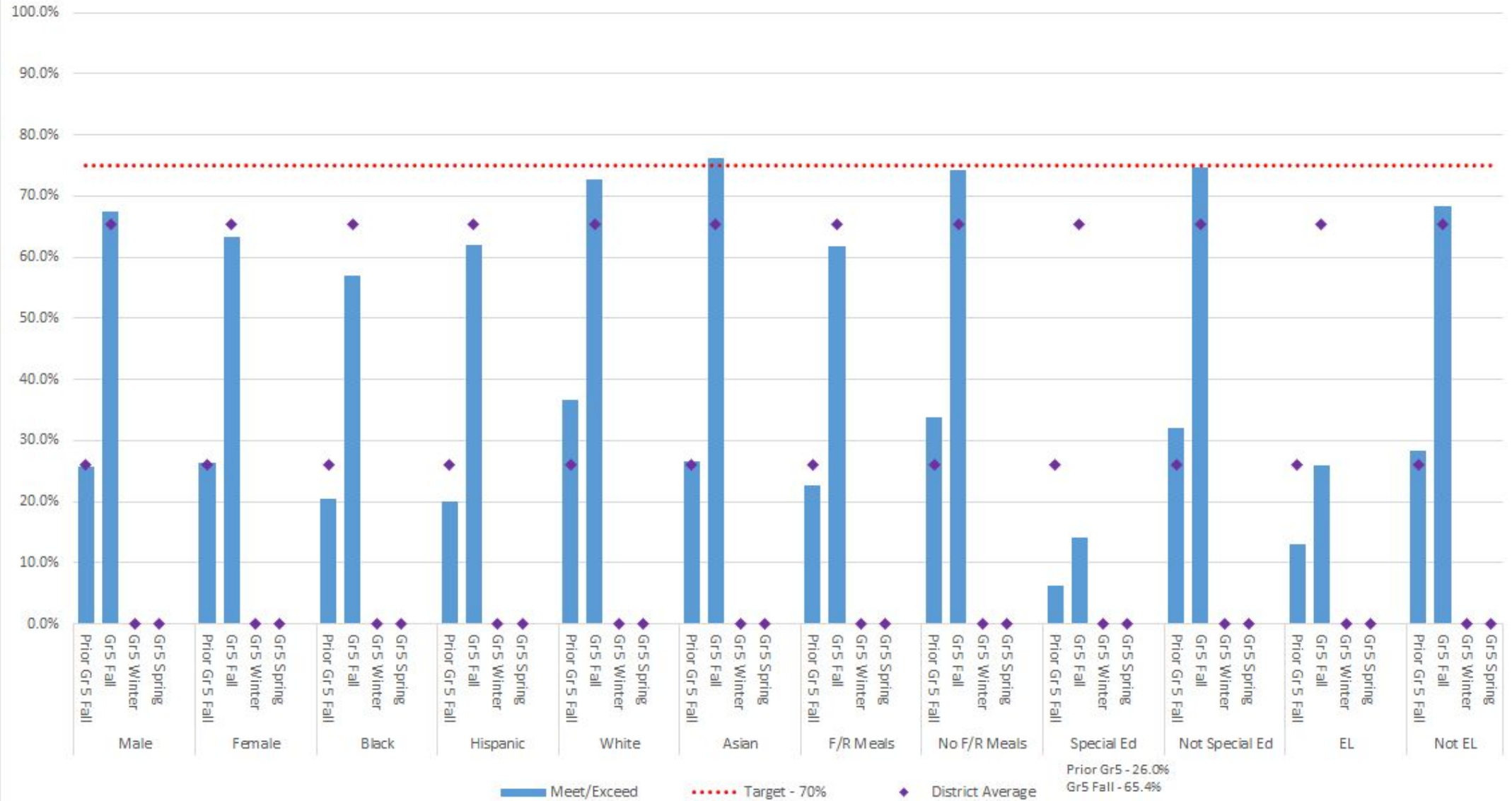
F & P Grade to Grade

Grade 5

School	Prior Fall Grade 5 Meets/Exceeds		Fall Grade 5 Meets/Exceeds	
	#/Total	%	#/Total	%
Male	27/105	25.7%	157/233	67.4%
Female	26/99	26.3%	143/226	63.3%
Black	11/54	20.4%	66/116	56.9%
Hispanic	16/80	20.0%	96/155	61.9%
White	18/49	36.7%	112/154	72.7%
Asian	4/15	26.7%	16/21	76.2%
F/R Meals	32/142	22.5%	202/327	61.8%
Not F/R Meals	21/62	33.9%	98/132	74.2%
Special Ed	3/48	6.3%	10/71	14.1%
Not Special Ed	50/156	32.1%	290/388	74.7%
EL	4/31	12.9%	8/31	25.8%
Not EL	49/173	28.3%	292/428	68.2%
District	53/204	26.0%	300/459	65.4%



2019-2020 - Grade 5 - F & P



Key Takeaways Math Fluency

Slides 27-33

- Cohort data in fact fluency not reviewed as the expectations from year to year differ
 - Grade K - Addition and Subtraction within 5
 - Grade 1 - Addition and Subtraction within 10
 - Grade 2 - Addition and Subtraction within 20
 - Grade 3 - Multiplication and Division within 100
 - Grade 4 - Multiplication and Division within 144
 - Grade 5 - Multi-digit multiplication
 - Grade 6 - Multi-digit division, Fractions and Decimals
 - Grade 7 - All operations with rational numbers
 - Grade 8 - Algebraic Fluency
- Elementary fluency scores indicate about 51.6% of students at the end of year fluency target in the winter compared to about 59.9 % of students at the end of year fluency target at this time last year - on track to hit the end of year target but behind last year's pace.
- Bennet fluency scores indicate about 6% fewer students at the fluency target compared with this time last year
- Illing fluency data shows minimal movement in year 1



Next Steps Math Fluency

Slides 27-33

- Review winter fluency scores with elementary principals and discuss rate of improvement and fidelity of implementation
- Continue monitoring fluency data at Bennet and Illing
- Superintendent and Deputy Superintendent monthly school visits with administrators to review data, visit classrooms and provide targeted feedback
- District Improvement Team - School visits and feedback to schools - 4 times per year
- Review of fluency and math curriculum at monthly meetings with all principals
- Math Life Consultant visiting schools to monitor overall math teaching and learning, including the implementation of the fluency block
- Continue Do the Math Intervention



2020-2021 Budget Impact Math Fluency

- Maintain adequate and equitable class sizes in all classrooms in order to ensure high quality instruction
 - Preferred Elementary Class Size of 18-22 to allow for strong implementation of a workshop model which includes do now, mini lesson, conferring, small group instruction, independent practice and math centers
- Ensure necessary instructional resources and materials are in place to support teaching and learning equitably across the district
 - Instructional Supplies of \$150 per pupil Grades K - 4 used to support literacy materials
- Ensure adequate staffing is available at all schools to support intervention for students who are struggling academically, socially, emotionally and / or behaviorally
 - 16 STEM Specialists and 2 Math Interventionists Reading Interventionists funded through the Priority and Alliance grants
 - Additional math intervention block on team for grades 6 - 8
 - 43 Special Education Teachers funded through the BOE budget and IDEA grant



Manchester Public Schools

Fluency Grade to Grade

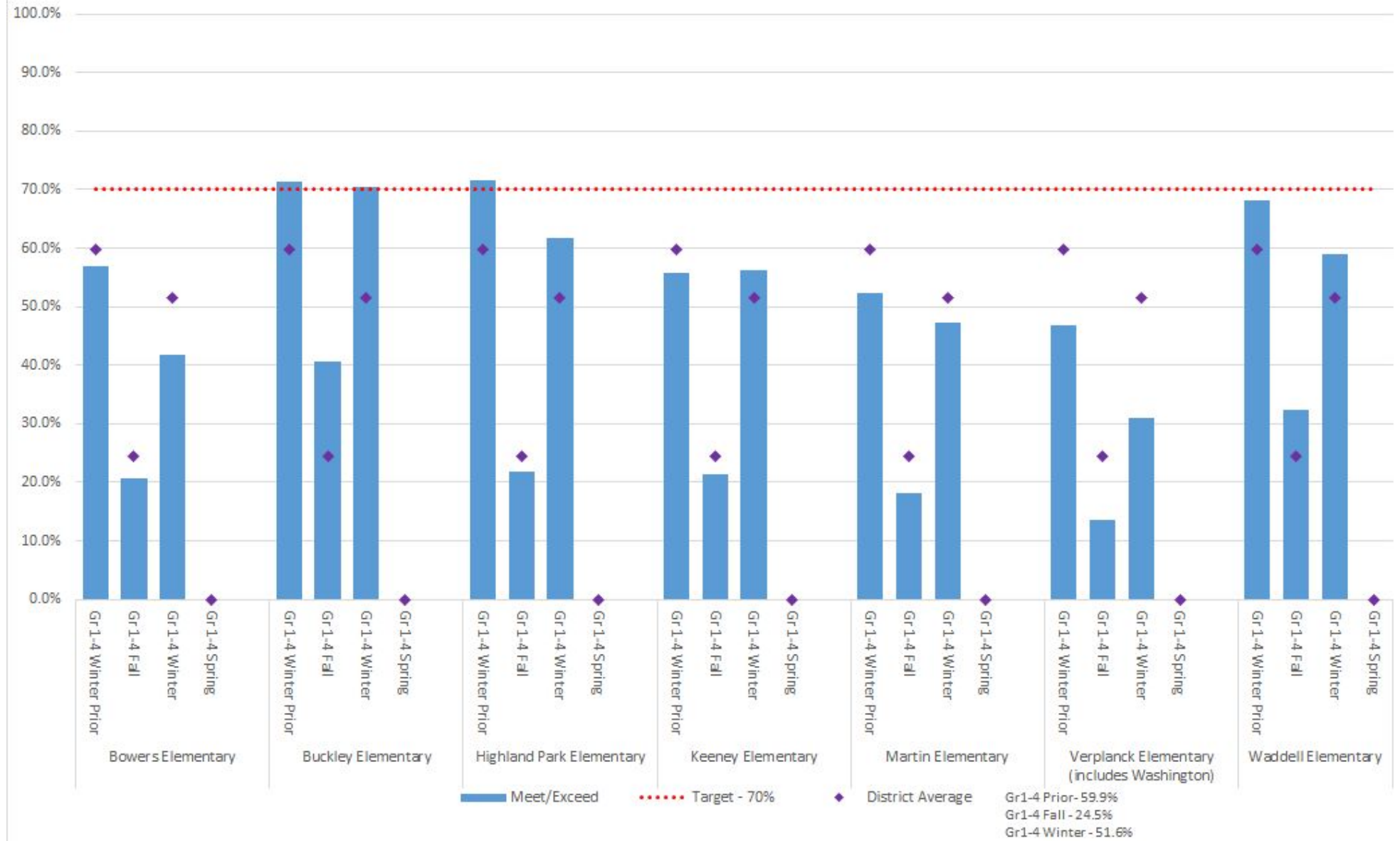
Grades 1 to 4

School	Prior Winter Grades 1-4 Meets/Exceeds		Fall Grades 1-4 Meets/Exceeds		Winter Grades 1-4 Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	146/256	57.0%	52/252	20.6%	136/325	41.8%
Buckley Elementary	181/254	71.3%	108/266	40.6%	214/304	70.4%
Highland Elementary	131/183	71.6%	52/237	21.9%	191/309	61.8%
Keeney Elementary	102/183	55.7%	37/173	21.4%	136/242	56.2%
Martin Elementary	79/151	52.3%	30/165	18.2%	90/190	47.4%
Verplanck Elementary	183/391	46.8%	50/366	13.7%	144/464	31.0%
Waddell Elementary	237/348	68.1%	115/356	32.3%	274/464	59.1%
District	1059/1769	59.9%	444/1815	24.5%	1185/2298	51.6%

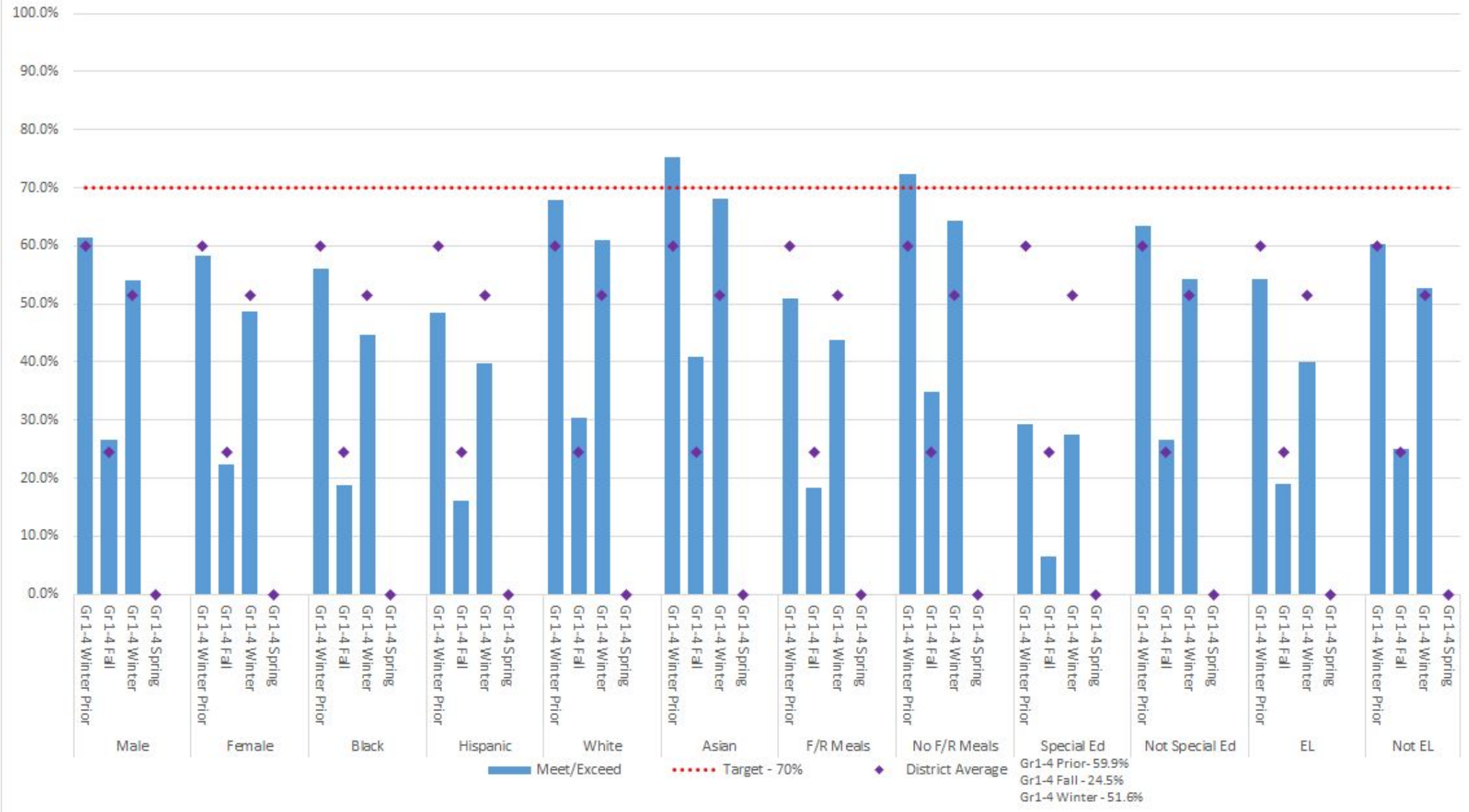
School	Prior Winter Grades 1-4 Meets/Exceeds		Fall Grades 1-4 Meets/Exceeds		Winter Grades 1-4 Meets/Exceeds	
	#/Total	%	#/Total	%	#/Total	%
Male	558/910	61.3%	247/931	26.5%	644/1189	54.2%
Female	501/859	58.3%	197/884	22.3%	541/1109	48.8%
Black	243/433	56.1%	82/438	18.7%	244/545	44.8%
Hispanic	238/492	48.4%	80/496	16.1%	261/657	39.7%
White	448/660	67.9%	202/666	30.3%	505/828	61.0%
Asian	109/145	75.2%	71/174	40.8%	150/220	68.2%
F/R Meals	529/1037	51.0%	208/1139	18.3%	623/1423	43.8%
Not F/R Meals	530/732	72.4%	236/676	34.9%	562/875	64.2%
Special Ed	54/184	29.3%	12/185	6.5%	65/237	27.4%
Not Special Ed	1005/1585	63.4%	432/1630	26.5%	1120/2061	54.3%
EL	69/127	54.3%	30/158	19.0%	78/195	40.0%
Not EL	990/1642	60.3%	414/1657	25.0%	1107/2103	52.6%
District	1059/1769	59.9%	444/1815	24.5%	1185/2298	51.6%



2019-2020 - Grades 1-4 - Fluency



2019-2020 - Grades 1-4 - Fluency



Manchester Public Schools

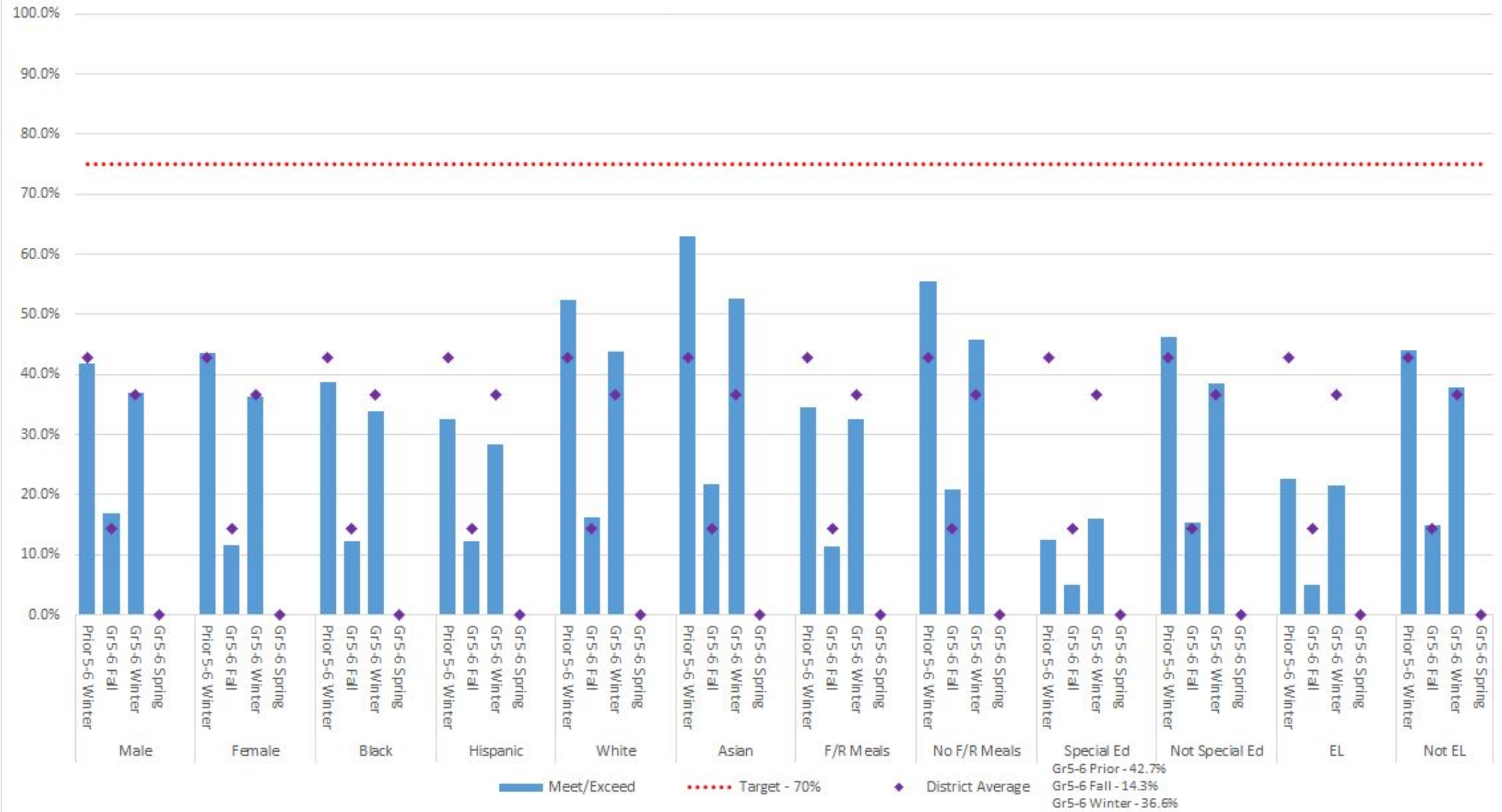
Fluency Grade to Grade

Grades 5 to 6

	Prior Winter Grades 5-6 Meets/Exceeds		Fall Grades 5-6 Meets/Exceeds		Winter Grades 5-6 Meets/Exceeds	
School	#/Total	%	#/Total	%	#/Total	%
Male	177/423	41.8%	71/420	16.9%	150/406	36.9%
Female	188/432	43.5%	47/407	11.5%	145/399	36.3%
Black	83/215	38.6%	25/204	12.3%	69/204	33.8%
Hispanic	87/267	32.6%	34/277	12.3%	75/264	28.4%
White	142/271	52.4%	43/266	16.2%	113/258	43.8%
Asian	46/73	63.0%	13/60	21.7%	31/59	52.5%
F/R Meals	181/523	34.6%	65/573	11.3%	181/556	32.6%
Not F/R Meals	184/332	55.4%	53/254	20.9%	114/249	45.8%
Special Ed	11/89	12.4%	4/82	4.9%	11/69	15.9%
Not Special Ed	354/766	46.2%	114/745	15.3%	284/736	38.6%
EL	12/53	22.6%	3/60	5.0%	12/56	21.4%
Not EL	353/802	44.0%	115/767	15.0%	283/749	37.8%
District	365/855	42.7%	118/827	14.3%	295/805	36.6%



2019-2020 - Grades 5-6 - Fluency



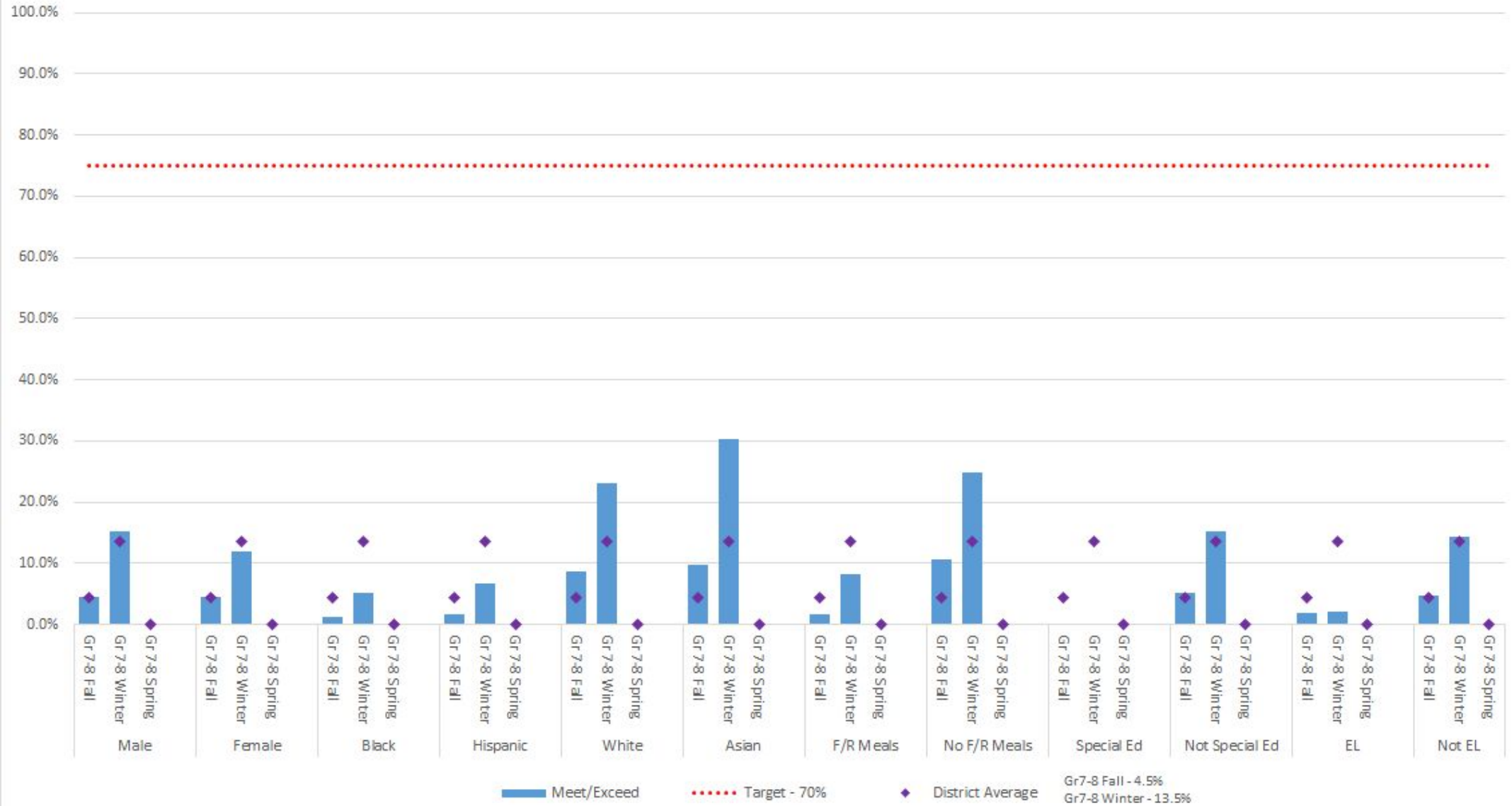
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Fluency Grades 7 to 8

School	Fall Grades 7-8 Meets/Exceeds		Winter Grades 7-8 Meets/Exceeds	
	#/Total	%	#/Total	%
Male	18/397	4.5%	57/377	15.1%
Female	17/386	4.4%	44/370	11.9%
Black	2/181	1.1%	9/172	5.2%
Hispanic	4/245	1.6%	16/241	6.6%
White	22/257	8.6%	55/239	23.0%
Asian	6/61	9.8%	17/56	30.4%
F/R Meals	9/540	1.7%	42/509	8.3%
Not F/R Meals	26/243	10.7%	59/238	24.8%
Special Ed	0/93	0.0%	0/80	0.0%
Not Special Ed	35/690	5.1%	101/667	15.1%
EL	1/52	1.9%	1/50	2.0%
Not EL	34/731	4.7%	100/697	14.3%
District	35/783	4.5%	101/747	13.5%



2019-2020 - Grades 7-8 - Fluency



Key Takeaways Unit Assessments

Slides 36-43

- Grade 3 Reading Unit Data more than 50% of students at or above grade level expectation
- Grades 4 - 7 Reading Unit Data needs further review as fewer than 50% of students at or above grade level expectation
- Elementary Writing Data is near or at 50% of students at or above grade level
- Grades 5 - 8 Writing Data needs further review as fewer than 50% of students at or above grade level expectation
- K - 8 Math Unit Assessment Data more than 50% of students at or above grade level expectation



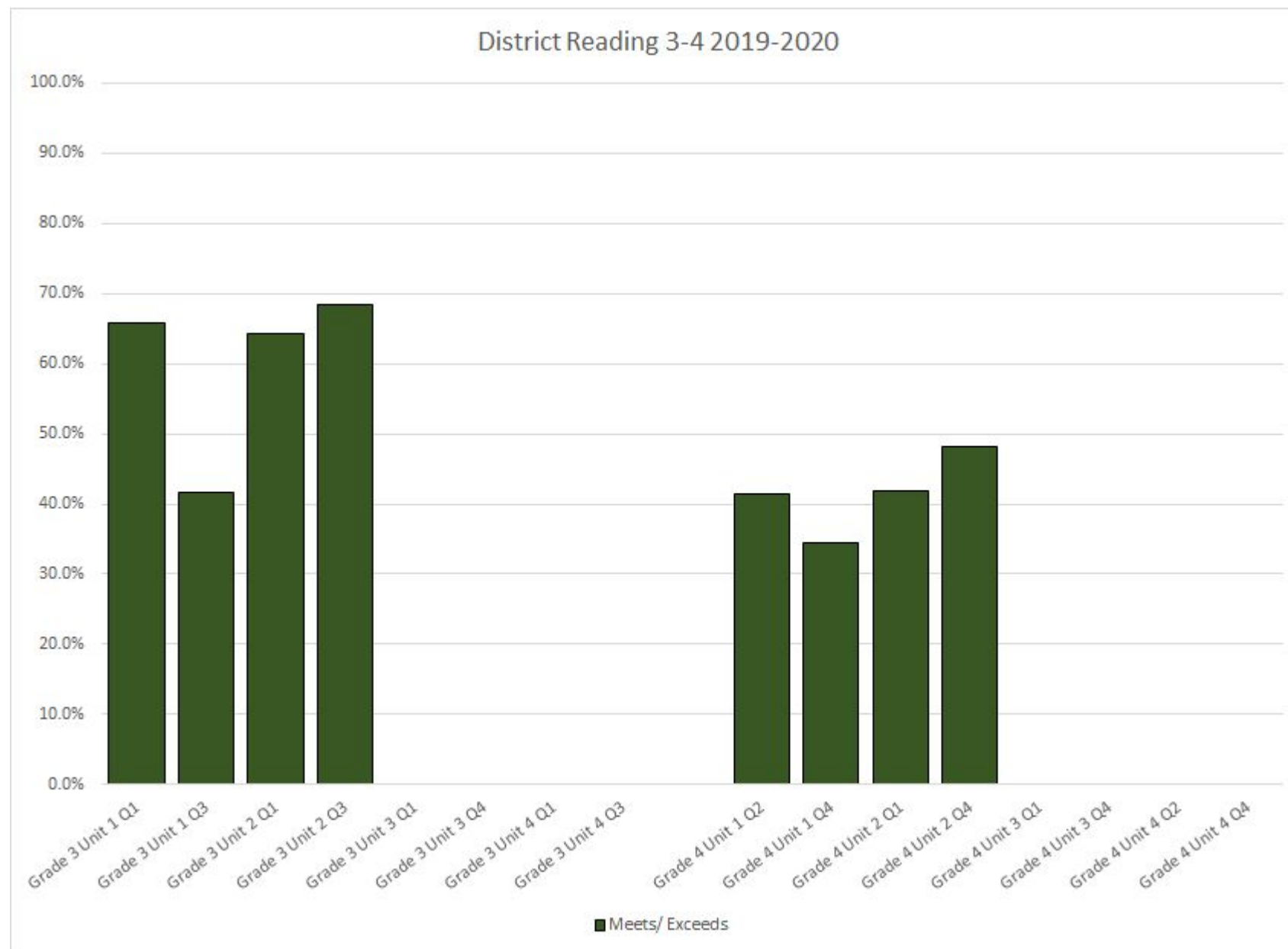
Next Steps Unit Assessments

Slides 36-43

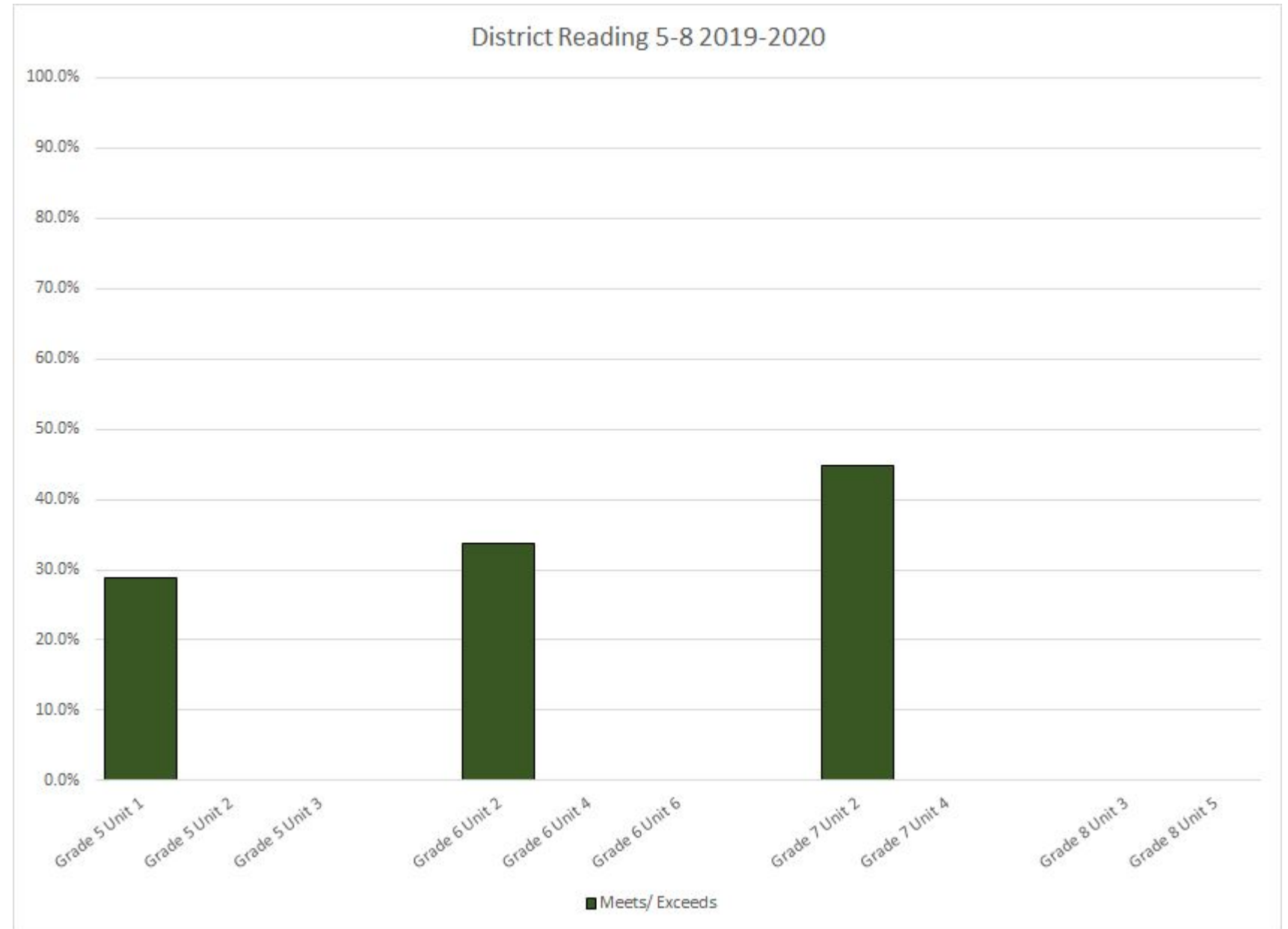
- Relentless monitoring of K-8 reading, writing, and math data
- Focus PK-12 on level of rigor in questioning in all classrooms and content areas
- Superintendent and Deputy Superintendent monthly school visits with administrators to review data, visit classrooms and provide targeted feedback
- District Improvement Team - School visits and feedback to schools - 4 times per year
- SBAC like questions included in lessons and units
- Common Lit pilot - grades 3 - 6
- Math Warm Ups focused on higher level thinking - grades 5, 7, and 8



	Meets/ Exceeds	# Tested
Grade 3 Unit 1 Q1	275	418
Grade 3 Unit 1 Q3	171	411
Grade 3 Unit 2 Q1	270	420
Grade 3 Unit 2 Q3	285	417
Grade 3 Unit 3 Q1		
Grade 3 Unit 3 Q4		
Grade 3 Unit 4 Q1		
Grade 3 Unit 4 Q3		
Grade 4 Unit 1 Q2	180	435
Grade 4 Unit 1 Q4	149	432
Grade 4 Unit 2 Q1	181	432
Grade 4 Unit 2 Q4	211	438
Grade 4 Unit 3 Q1		
Grade 4 Unit 3 Q4		
Grade 4 Unit 4 Q2		
Grade 4 Unit 4 Q4		

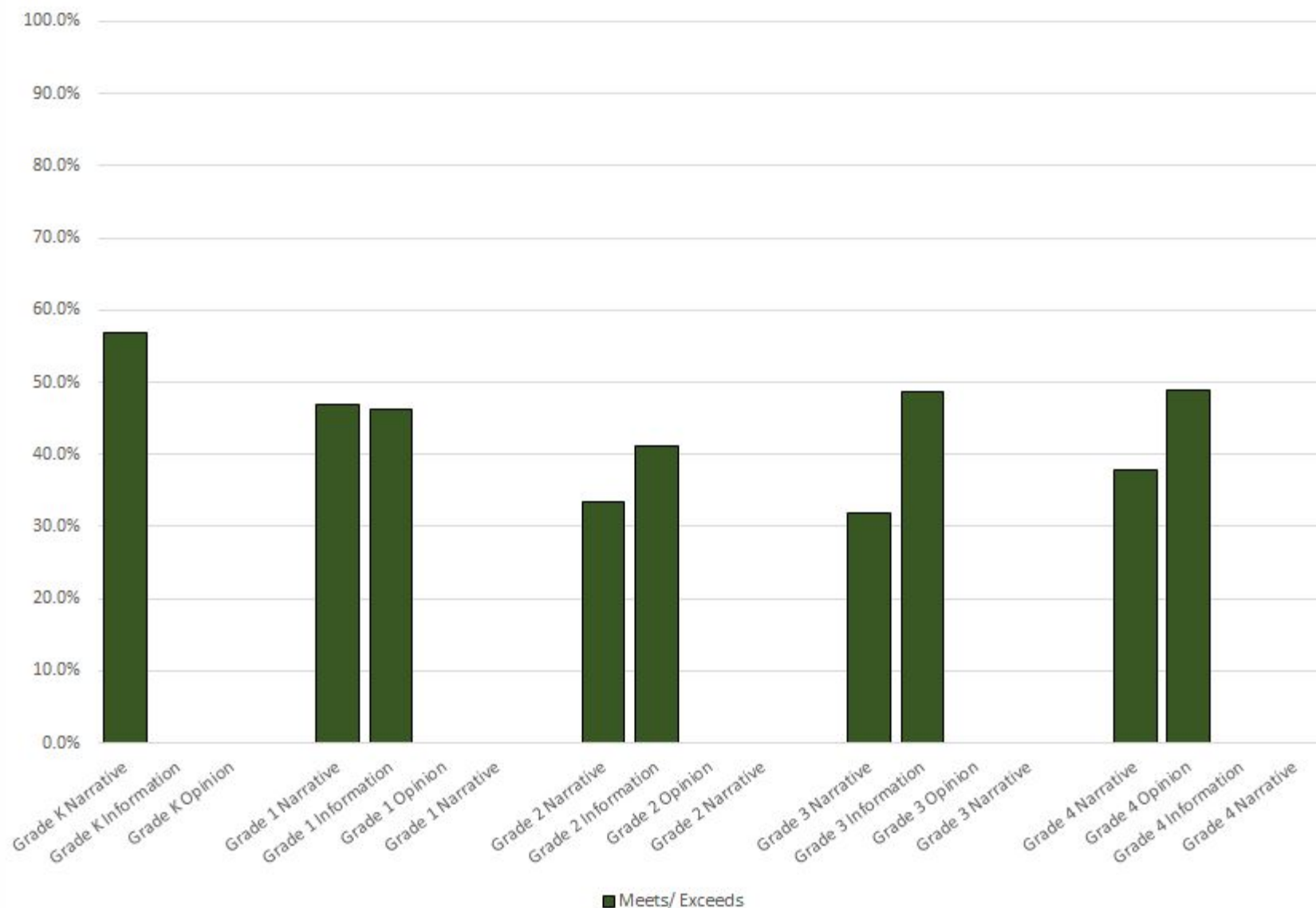


	Meets/ Exceeds	# Tested
Grade 5 Unit 1	126	437
Grade 5 Unit 2		
Grade 5 Unit 3		
Grade 6 Unit 2	138	408
Grade 6 Unit 4		
Grade 6 Unit 6		
Grade 7 Unit 2	169	378
Grade 7 Unit 4		
Grade 8 Unit 3		
Grade 8 Unit 5		
Grade 8 Unit 7		

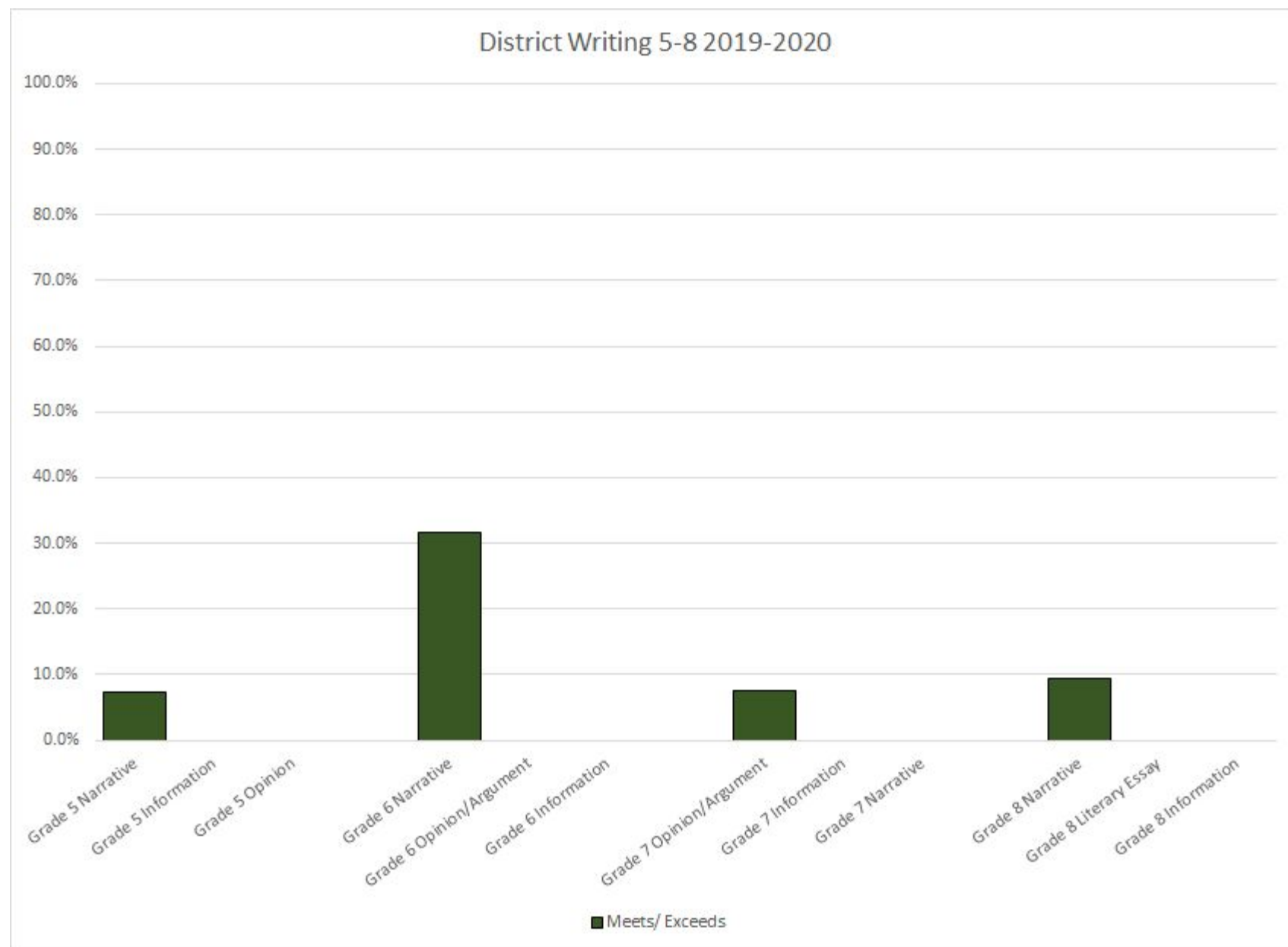


	Meets/ Exceeds	# Tested
Grade K Narrative	297	522
Grade K Information		
Grade K Opinion		
Grade 1 Narrative	227	483
Grade 1 Information	224	484
Grade 1 Opinion		
Grade 1 Narrative		
Grade 2 Narrative	145	434
Grade 2 Information	179	435
Grade 2 Opinion		
Grade 2 Narrative		
Grade 3 Narrative	133	417
Grade 3 Information	205	422
Grade 3 Opinion		
Grade 3 Narrative		
Grade 4 Narrative	163	431
Grade 4 Opinion	206	421
Grade 4 Information		
Grade 4 Narrative		

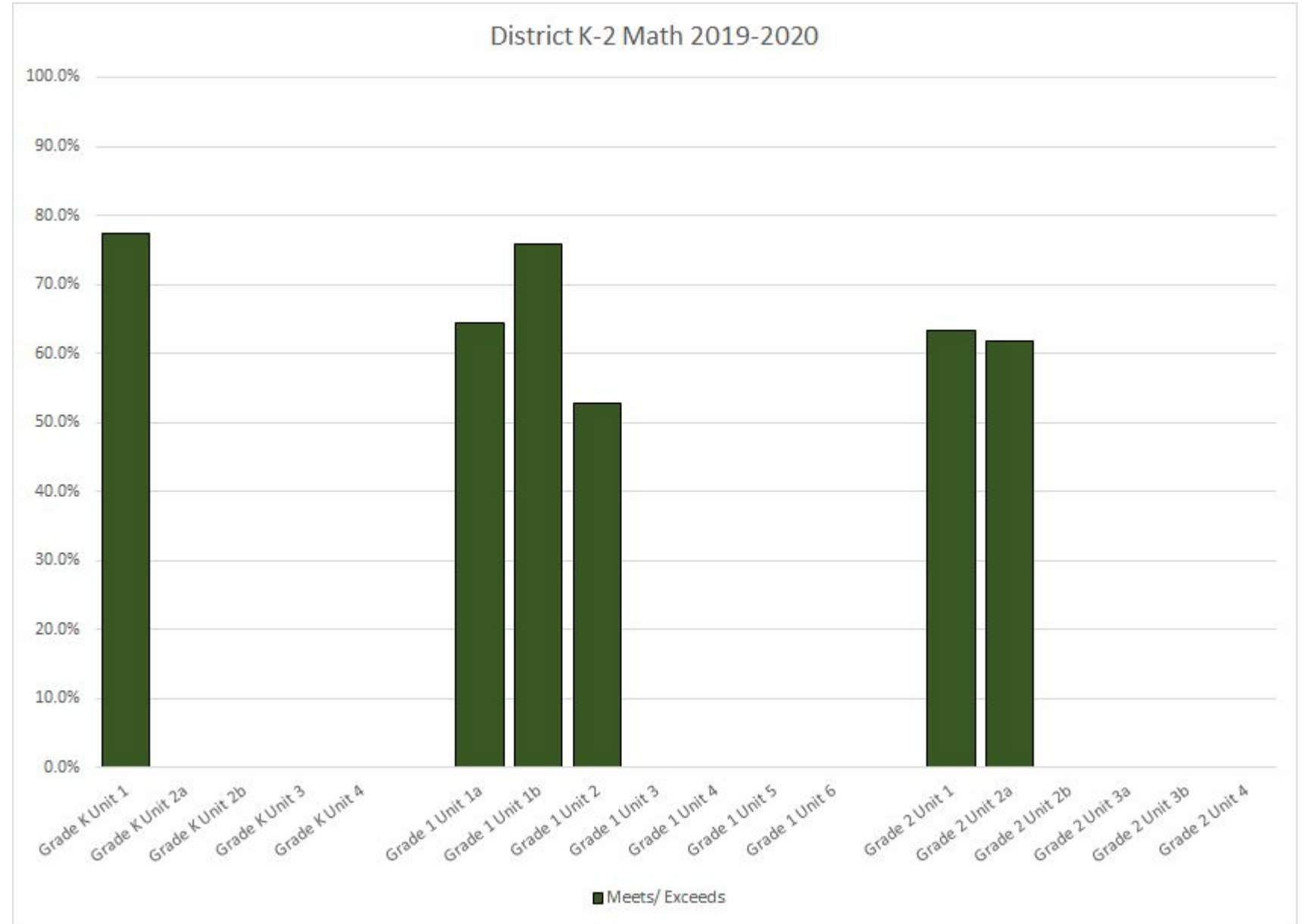
District Writing K-4 2019-2020



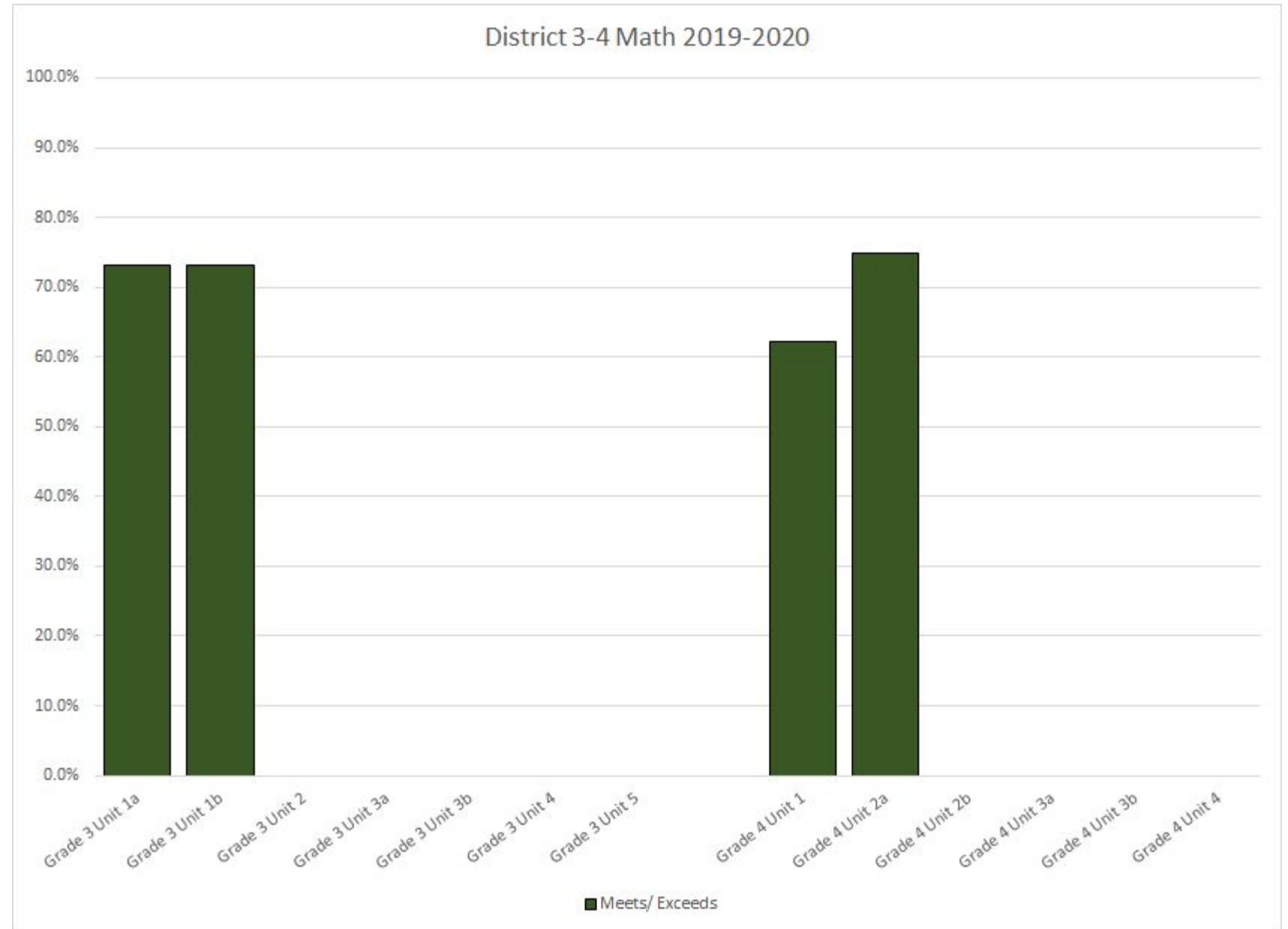
	Meets/ Exceeds	# Tested
Grade 5 Narrative	33	450
Grade 5 Information		
Grade 5 Opinion		
Grade 6 Narrative	123	390
Grade 6 Opinion/Argument		
Grade 6 Information		
Grade 7 Opinion/Argument	30	397
Grade 7 Information		
Grade 7 Narrative		
Grade 8 Narrative	34	364
Grade 8 Literary Essay		
Grade 8 Information		



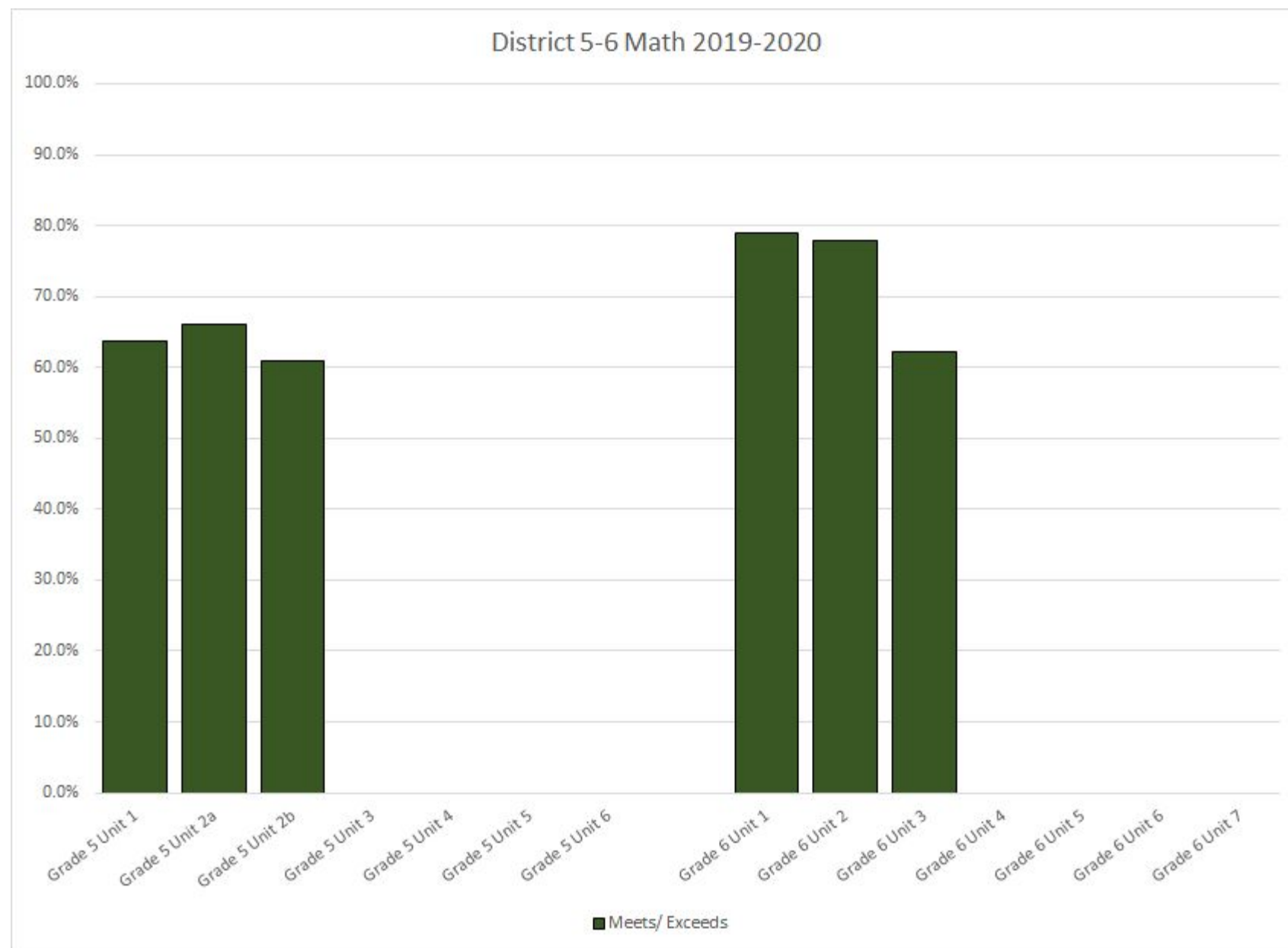
	Meets/ Exceeds	# Tested
Grade K Unit 1	407	526
Grade K Unit 2a		
Grade K Unit 2b		
Grade K Unit 3		
Grade K Unit 4		
Grade 1 Unit 1a	322	500
Grade 1 Unit 1b	375	494
Grade 1 Unit 2	258	489
Grade 1 Unit 3		
Grade 1 Unit 4		
Grade 1 Unit 5		
Grade 1 Unit 6		
Grade 2 Unit 1	277	437
Grade 2 Unit 2a	266	431
Grade 2 Unit 2b		
Grade 2 Unit 3a		
Grade 2 Unit 3b		
Grade 2 Unit 4		



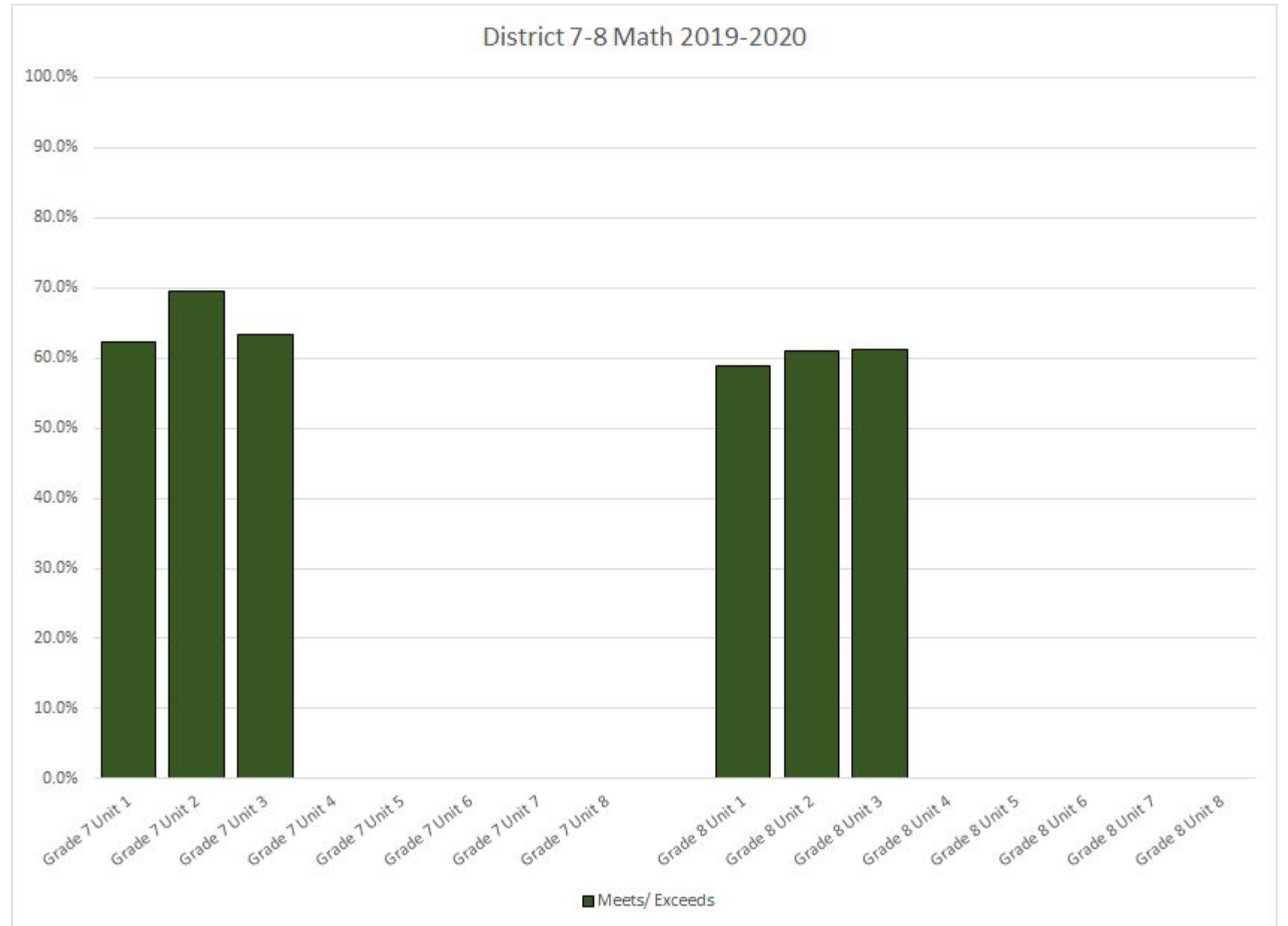
	Meets/ Exceeds	# Tested
Grade 3 Unit 1a	309	423
Grade 3 Unit 1b	303	414
Grade 3 Unit 2		
Grade 3 Unit 3a		
Grade 3 Unit 3b		
Grade 3 Unit 4		
Grade 3 Unit 5		
Grade 4 Unit 1	272	438
Grade 4 Unit 2a	326	436
Grade 4 Unit 2b		
Grade 4 Unit 3a		
Grade 4 Unit 3b		
Grade 4 Unit 4		



	Meets/ Exceeds	# Tested
Grade 5 Unit 1	273	429
Grade 5 Unit 2a	283	429
Grade 5 Unit 2b	258	424
Grade 5 Unit 3		
Grade 5 Unit 4		
Grade 5 Unit 5		
Grade 5 Unit 6		
Grade 6 Unit 1	287	364
Grade 6 Unit 2	278	357
Grade 6 Unit 3	226	364
Grade 6 Unit 4		
Grade 6 Unit 5		
Grade 6 Unit 6		
Grade 6 Unit 7		



	Meets/ Exceeds	# Tested
Grade 7 Unit 1	189	303
Grade 7 Unit 2	204	293
Grade 7 Unit 3	183	289
Grade 7 Unit 4		
Grade 7 Unit 5		
Grade 7 Unit 6		
Grade 7 Unit 7		
Grade 7 Unit 8		
Grade 8 Unit 1	148	251
Grade 8 Unit 2	149	244
Grade 8 Unit 3	151	247
Grade 8 Unit 4		
Grade 8 Unit 5		
Grade 8 Unit 6		
Grade 8 Unit 7		
Grade 8 Unit 8		



Key Takeaways Chronic Absence

Slides 47 - 56

- Overall Chronic Absence Data down 4.3 % from this time a year ago
- All bands down from 2018-19 including Latino students
- Secondary school attendance data down from this time a year ago
- Five of seven elementary schools down from 2018-19
 - Bowers and Verplanck both up slightly
- On track to see a decrease from 2018-19 to 2019-20



Next Steps Chronic Absence

Slides 47 - 56

- Continue monitoring attendance at all levels
- Improve electronic communication to parents about attendance
- District focus on equity and professional learning as part of our effort to ensure students and families are more connected to schools
- Continue to support Family Resource Centers in all elementary schools and at Bennet



2020-2021 Budget Impact Chronic Absence

- Provide professional learning experiences necessary to support staff understanding of equity informed practices and corresponding shifts in teaching and learning
 - Equity Facilitator, Restorative Practices Coordinator funded by BOE budget
- Support the health and wellness of all Manchester Public Schools faculty and staff
- Ensure necessary resources are available to support strategic recruitment and retention of candidates that are representative of student demographic of Manchester Public Schools through new grow our own plan
- Provide adequate resources to sustain MPS Family and Community Partnership efforts
 - 7 FRC Coordinators funded by Alliance Grant and Hartford Foundation Grant; 1 Registrar and 1 Coordinator of Program Planning and Development funded by BOE budget



Manchester Public Schools

Chronic Absenteeism

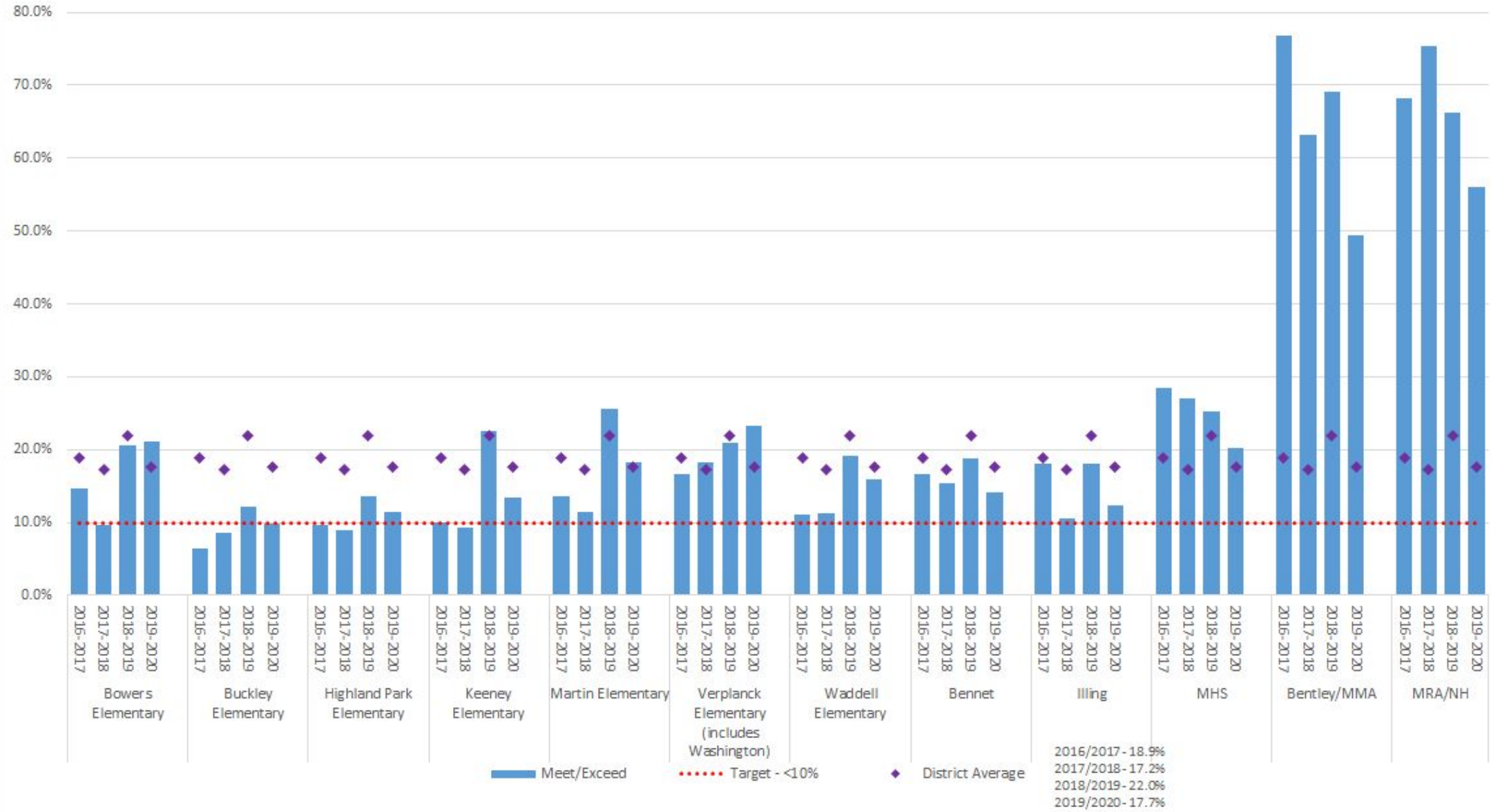
Winter

% of Students Chronically Absent

School	2016-2017 Chronic Absenteeism - Winter		2017-2018 Chronic Absenteeism - Winter		2018-2019 Chronic Absenteeism - Winter		2019-2020 Chronic Absenteeism - Winter	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	61/415	14.7%	40/416	9.6%	70/340	20.6%	72/341	21.1%
Buckley Elementary	22/345	6.4%	32/374	8.6%	41/338	12.1%	33/336	9.8%
Highland Elementary	26/272	9.6%	25/281	8.9%	30/221	13.6%	36/315	11.4%
Keeney Elementary	31/311	10.0%	28/299	9.4%	56/248	22.6%	33/247	13.4%
Martin Elementary	36/266	13.5%	28/246	11.4%	58/227	25.6%	41/225	18.2%
Verplanck Elementary	123/739	16.6%	125/682	18.3%	109/520	21.0%	111/478	23.2%
Waddell Elementary	78/708	11.0%	77/688	11.2%	92/481	19.1%	76/478	15.9%
Bennet	68/407	16.7%	61/395	15.4%	174/925	18.8%	129/908	14.2%
Illing	147/811	18.1%	87/827	10.5%	145/803	18.1%	103/837	12.3%
MHS	444/1556	28.5%	419/1555	26.9%	411/1628	25.2%	319/1580	20.2%
Bentley/MMA	33/43	76.7%	31/49	63.3%	47/68	69.1%	44/89	49.4%
MRA/NH	60/88	68.2%	64/85	75.3%	61/92	66.3%	51/91	56.0%
District	1129/5960	18.9%	1017/5900	17.2%	1294/5894	22.0%	1048/5925	17.7%



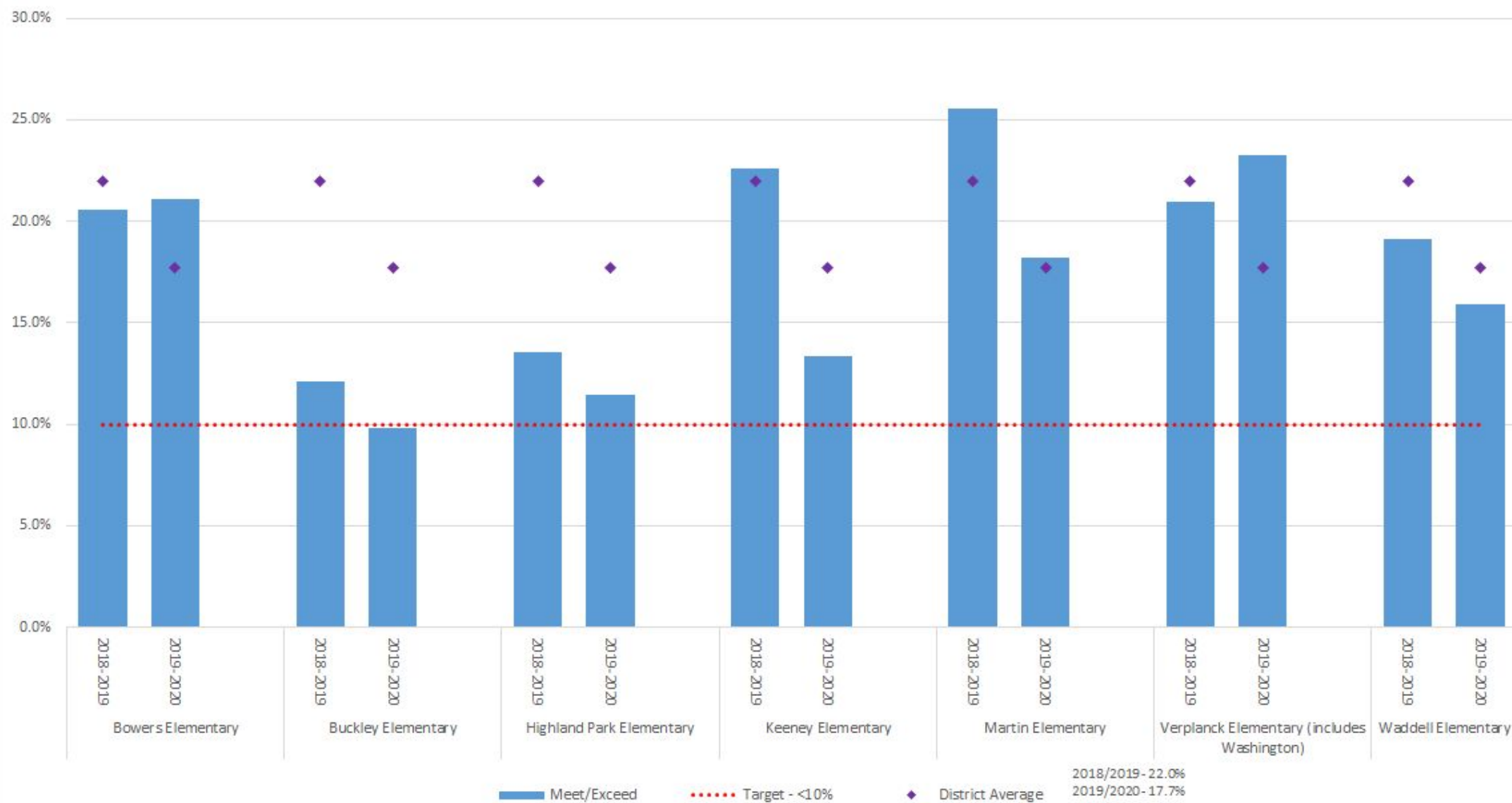
Winter Chronic Absenteeism by School



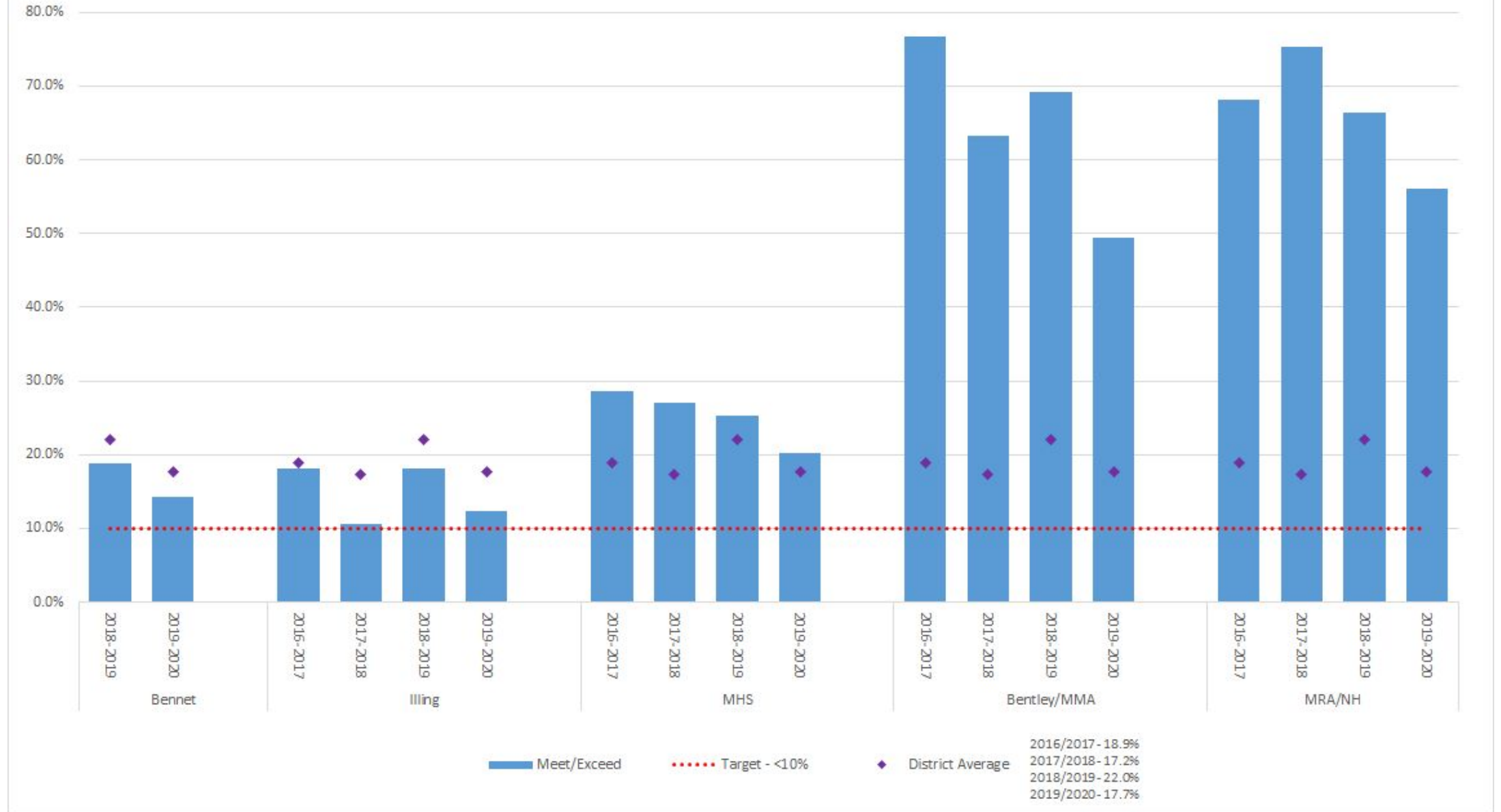
Winter Chronic Absenteeism by School (no alternative schools)



Winter Chronic Absenteeism by School - Elementary



Winter Chronic Absenteeism by School - Secondary



Manchester Public Schools

Chronic Absenteeism

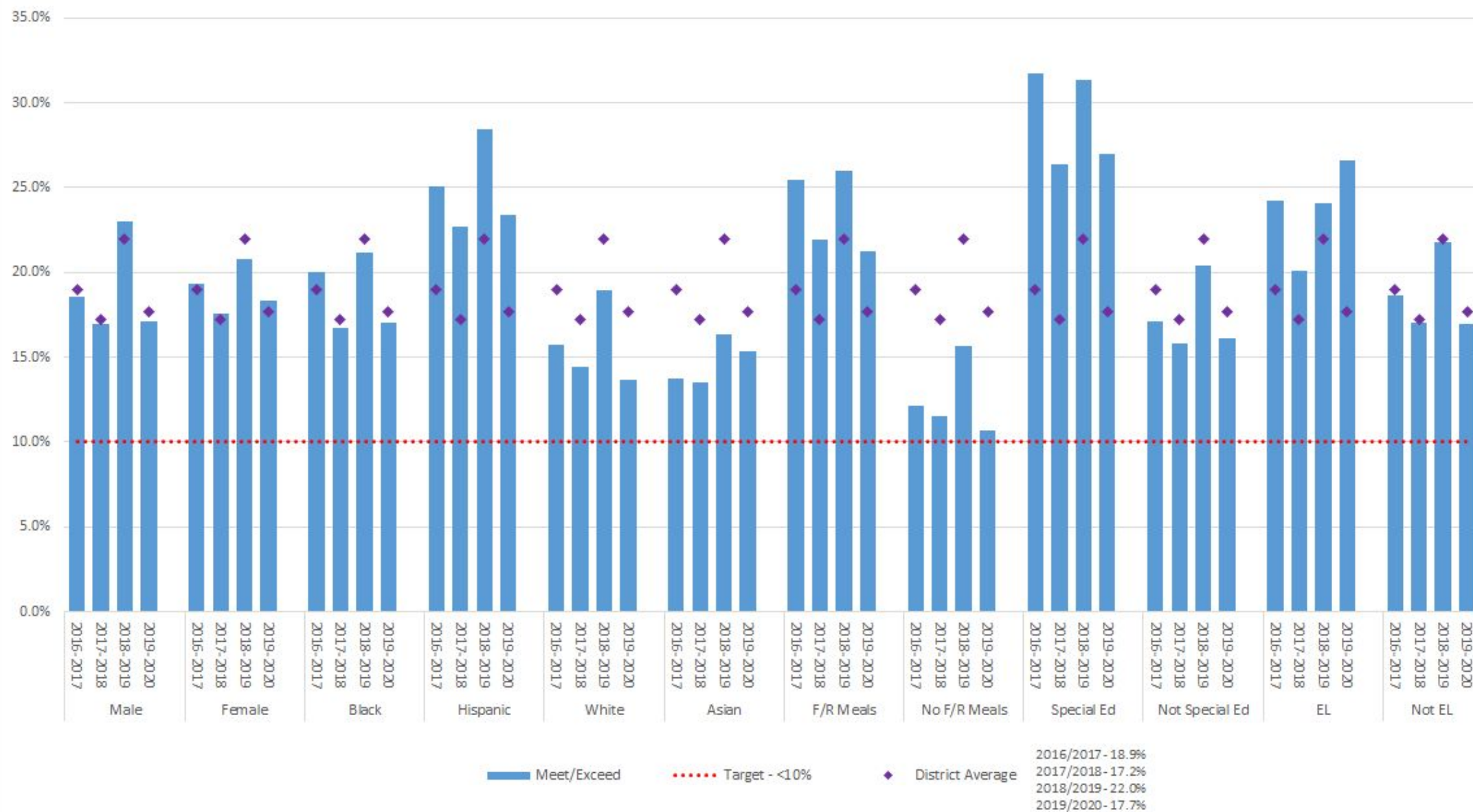
Winter

% of Students Chronically Absent

	2016-2017 Chronic Absenteeism - Winter		2017-2018 Chronic Absenteeism - Winter		2018-2019 Chronic Absenteeism - Winter		2019-2020 Chronic Absenteeism - Winter	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Male	566/3046	18.6%	520/3065	17.0%	705/3062	23.0%	528/3087	17.1%
Female	563/2914	19.3%	497/2835	17.5%	589/2832	20.8%	520/2838	18.3%
Black	269/1342	20.0%	236/1413	16.7%	300/1417	21.2%	252/1480	17.0%
Hispanic	407/1623	25.1%	365/1611	22.7%	481/1690	28.5%	410/1752	23.4%
White	356/2265	15.7%	312/2158	14.5%	397/2093	19.0%	274/2010	13.6%
Asian	68/495	13.7%	68/504	13.5%	78/477	16.4%	75/488	15.4%
F/R Meals	777/3057	25.4%	711/3241	21.9%	935/3601	26.0%	835/3925	21.3%
Not F/R Meals	352/2903	12.1%	306/2659	11.5%	359/2293	15.7%	213/2000	10.7%
Special Ed	238/751	31.7%	207/786	26.3%	263/839	31.3%	236/874	27.0%
Not Special Ed	891/5209	17.1%	810/5114	15.8%	1031/5055	20.4%	812/5051	16.1%
EL	88/363	24.2%	79/393	20.1%	92/382	24.1%	119/448	26.6%
Not EL	1041/5597	18.6%	938/5507	17.0%	1202/5512	21.8%	929/5477	17.0%
District	1129/5960	18.9%	1017/5900	17.2%	1294/5894	22.0%	1048/5925	17.7%



Winter Chronic Absenteeism by Population



Manchester Public Schools

Chronic Absenteeism

Winter

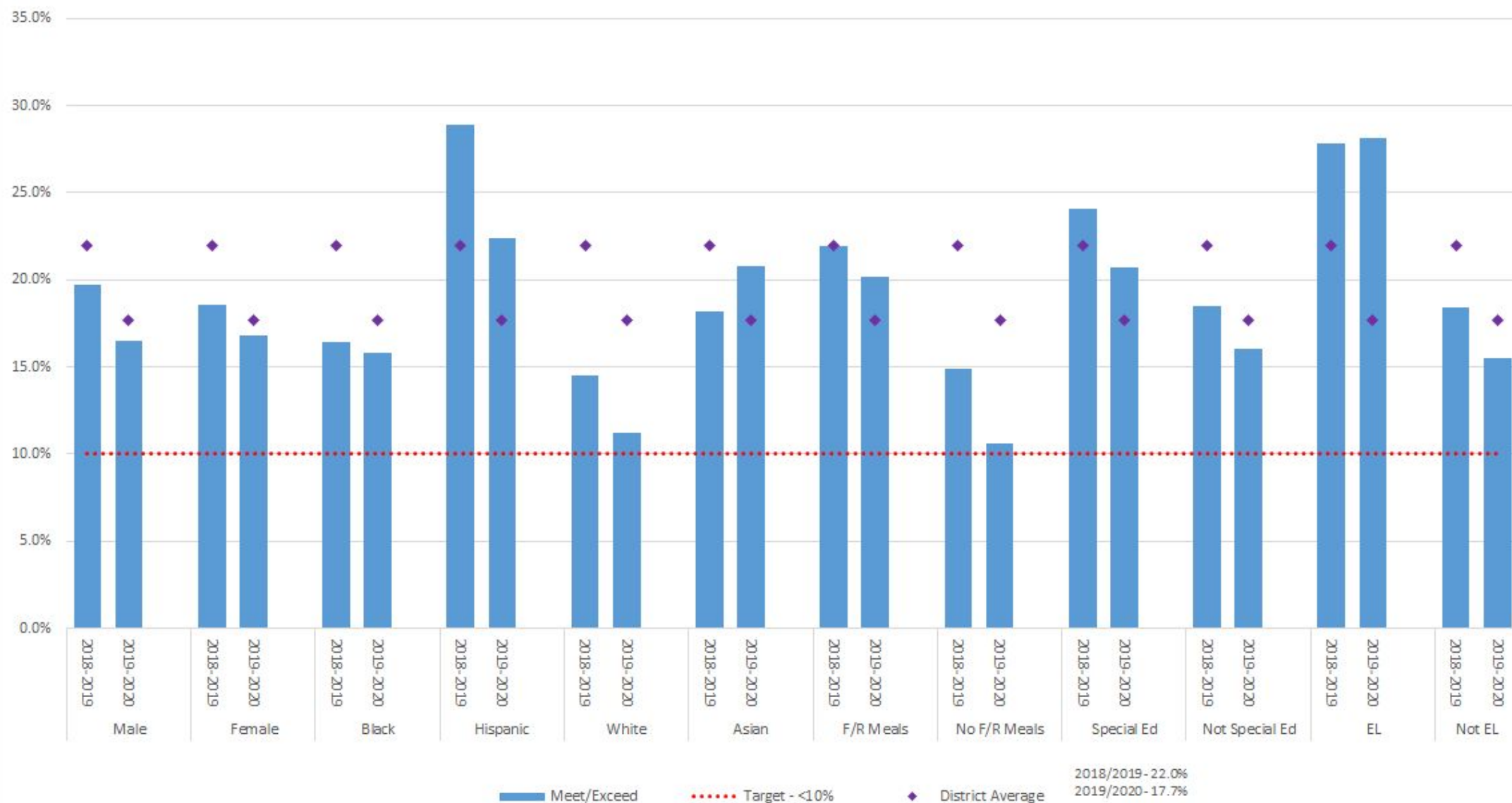
% of Students Chronically Absent

ELEMENTARY	2018-2019 Chronic Absenteeism - Winter		2019-2020 Chronic Absenteeism - Winter	
	#/Total	%	#/Total	%
Male	245/1243	19.7%	209/1269	16.5%
Female	211/1135	18.6%	193/1151	16.8%
Black	92/561	16.4%	93/588	15.8%
Hispanic	185/641	28.9%	155/693	22.4%
White	131/902	14.5%	96/858	11.2%
Asian	40/220	18.2%	48/231	20.8%
F/R Meals	317/1444	22.0%	307/1521	20.2%
Not F/R Meals	139/934	14.9%	95/899	10.6%
Special Ed	72/299	24.1%	62/299	20.7%
Not Special Ed	384/2079	18.5%	340/2121	16.0%
EL	54/194	27.8%	61/217	28.1%
Not EL	402/2184	18.4%	341/2203	15.5%
District	1294/5894	22.0%	1048/5925	17.7%

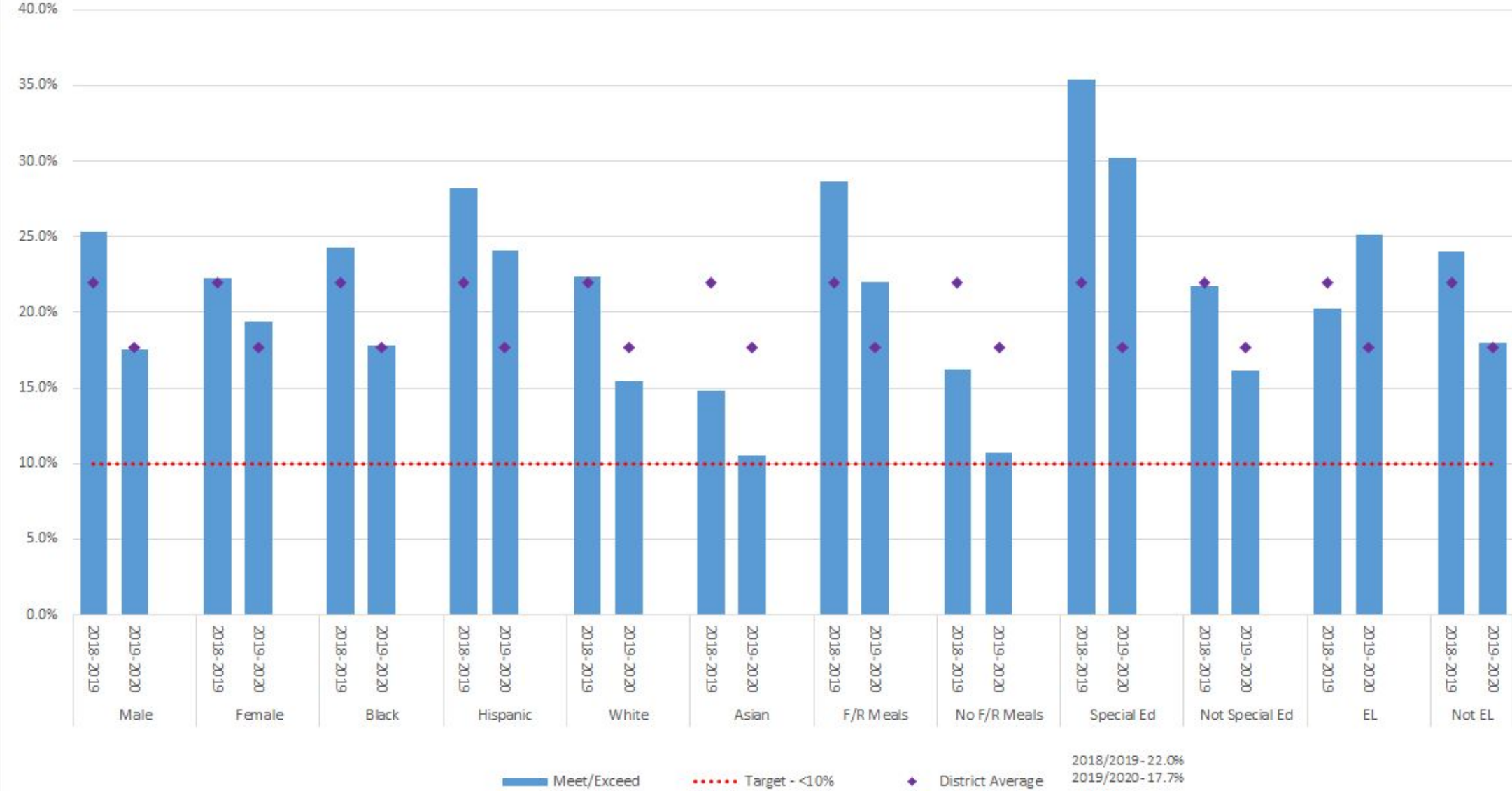
SECONDARY	2018-2019 Chronic Absenteeism - Winter		2019-2020 Chronic Absenteeism - Winter	
	#/Total	%	#/Total	%
Male	460/1819	25.3%	319/1818	17.5%
Female	378/1697	22.3%	327/1687	19.4%
Black	208/856	24.3%	159/892	17.8%
Hispanic	296/1049	28.2%	255/1059	24.1%
White	266/1191	22.3%	178/1152	15.5%
Asian	38/257	14.8%	27/257	10.5%
F/R Meals	618/2157	28.7%	528/2404	22.0%
Not F/R Meals	220/1359	16.2%	118/1101	10.7%
Special Ed	191/540	35.4%	174/575	30.3%
Not Special Ed	647/2976	21.7%	472/2930	16.1%
EL	38/188	20.2%	58/231	25.1%
Not EL	800/3328	24.0%	588/3274	18.0%
District	1294/5894	22.0%	1048/5925	17.7%



Winter Chronic Absenteeism by Population - Elementary



Winter Chronic Absenteeism by Population - Secondary



Key Takeaways ISS / OSS

Slides 60 - 79

- Overall ISS / OSS data down from this time a year ago
- ISS / OSS data down from this time a year ago
- Disproportionality between groups still present, but shrinking
- Monitoring top offenses and responses as restorative practices are implemented



Next Steps ISS / OSS

Slides 60 - 79

- Continue monitoring ISS / OSS at all levels
- District focus on equity and professional learning as part of our effort to ensure students and families are more connected to schools
- District Improvement Team - School Visits and Feedback to school 4 times per year
- Continue to support Family Resource Centers in all elementary schools and at Bennet
- Full staff trained in Restorative Practice by end of 2019-20
- Expansion of Social Emotional Learning Curriculum to Grades 5 - 9
- Coordinator of Behavior Intervention (BCBA) implementing targeted plans across PK - 6



2020-2021 Budget Impact ISS / OSS

- Ensure adequate staffing is available at all schools to support intervention for students who are struggling academically, socially, emotionally and / or behaviorally
 - 15 Behavior Technicians funded through the Alliance grant; 18 Social Workers funded through Board of Education Budget
 - Coordinator of Behavior Interventions, Social Emotional Learning Coordinator, and Restorative Practices Coordinator funded through Alliance Grant and BOE budget
- Continue implementation and strengthening of curriculum units, with a focus on ensuring that the curriculum is rigorous, meaningful, and culturally relevant and responsive
- Provide professional learning experiences necessary to support staff understanding of equity informed practices and corresponding shifts in teaching and learning
- Support the health and wellness of all Manchester Public Schools faculty and staff
- Ensure necessary resources are available to support strategic recruitment and retention of candidates that are representative of student demographic of Manchester Public Schools through new grow our own plan
- Provide adequate resources to sustain MPS Family and Community Partnership efforts



Manchester Public Schools

ISS - by School

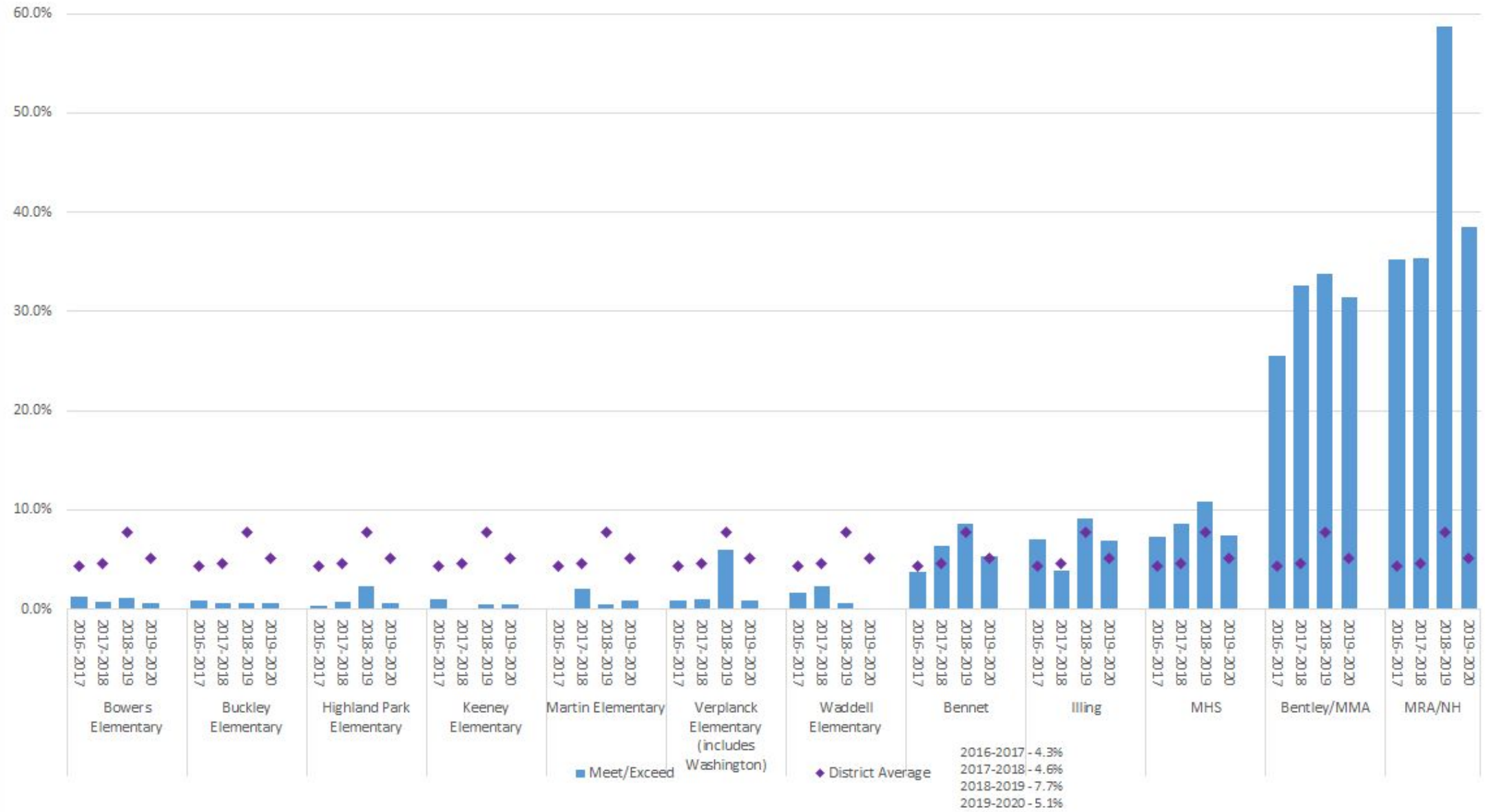
Winter

% of Students with 1
or More ISS

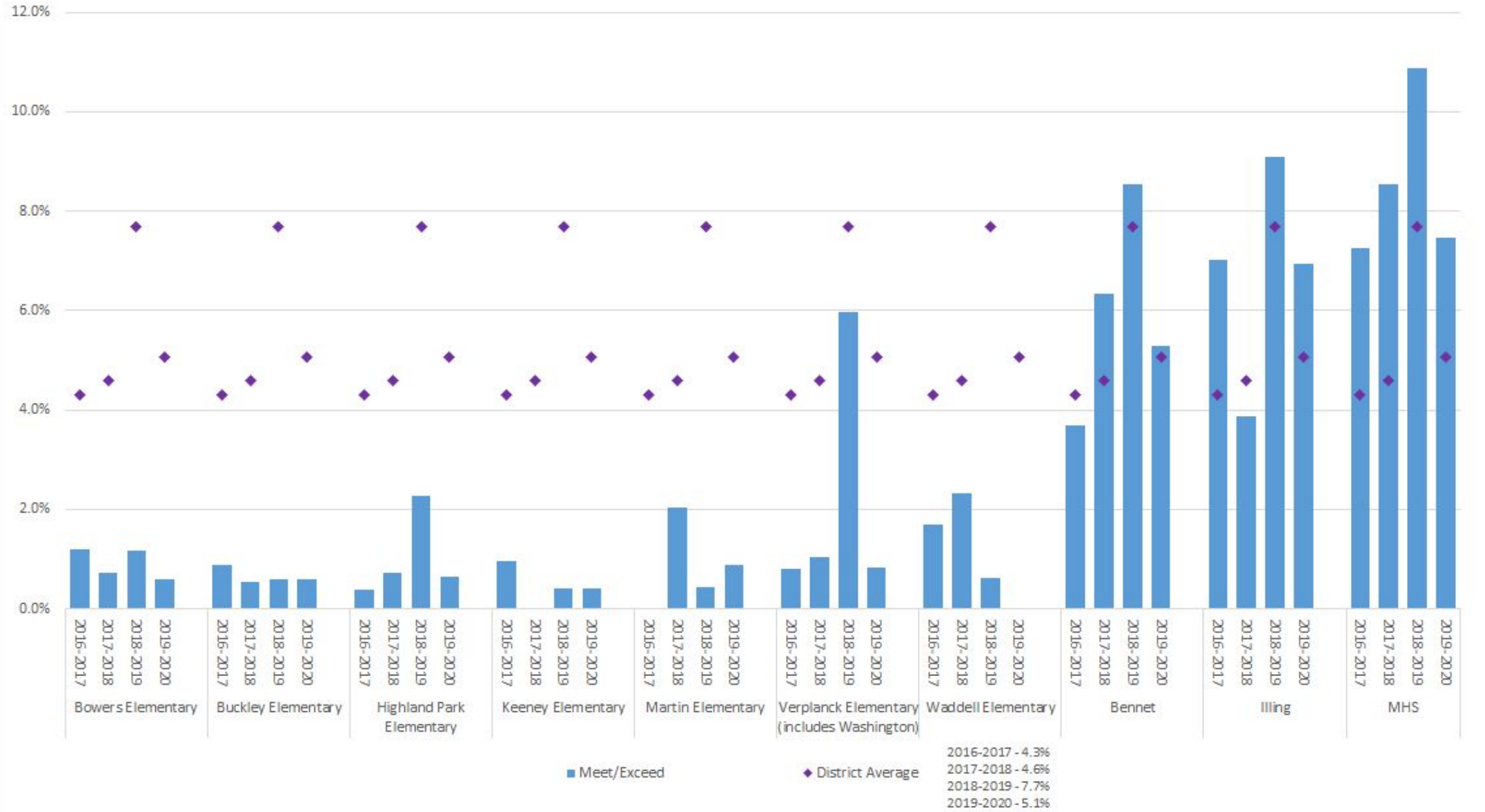
School	2016-2017 % Students with 1 or more ISS		2017-2018 % Students with 1 or more ISS		2018-2019 % Students with 1 or more ISS		2019-2020 % Students with 1 or more ISS	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	5/415	1.2%	3/416	0.7%	4/340	1.2%	2/341	0.6%
Buckley Elementary	3/345	0.9%	2/374	0.5%	2/338	0.6%	2/336	0.6%
Highland Elementary	1/272	0.4%	2/281	0.7%	5/221	2.3%	2/315	0.6%
Keeney Elementary	3/311	1.0%	0/299	0.0%	1/248	0.4%	1/247	0.4%
Martin Elementary	0/266	0.0%	5/246	2.0%	1/227	0.4%	2/225	0.9%
Verplanck Elementary	6/739	0.8%	7/682	1.0%	31/520	6.0%	4/478	0.8%
Waddell Elementary	12/707	1.7%	16/688	2.3%	3/481	0.6%	0/478	0.0%
Bennet	15/407	3.7%	25/395	6.3%	79/925	8.5%	48/908	5.3%
Illing	57/811	7.0%	32/827	3.9%	73/803	9.1%	58/837	6.9%
MHS	113/1556	7.3%	133/1555	8.6%	177/1628	10.9%	118/1580	7.5%
Bentley/MMA	11/43	25.6%	16/49	32.7%	23/68	33.8%	28/89	31.5%
MRA/NH	31/88	35.2%	30/85	35.3%	54/92	58.7%	35/91	38.5%
District	257/5960	4.3%	271/5900	4.6%	453/5894	7.7%	300/5925	5.1%



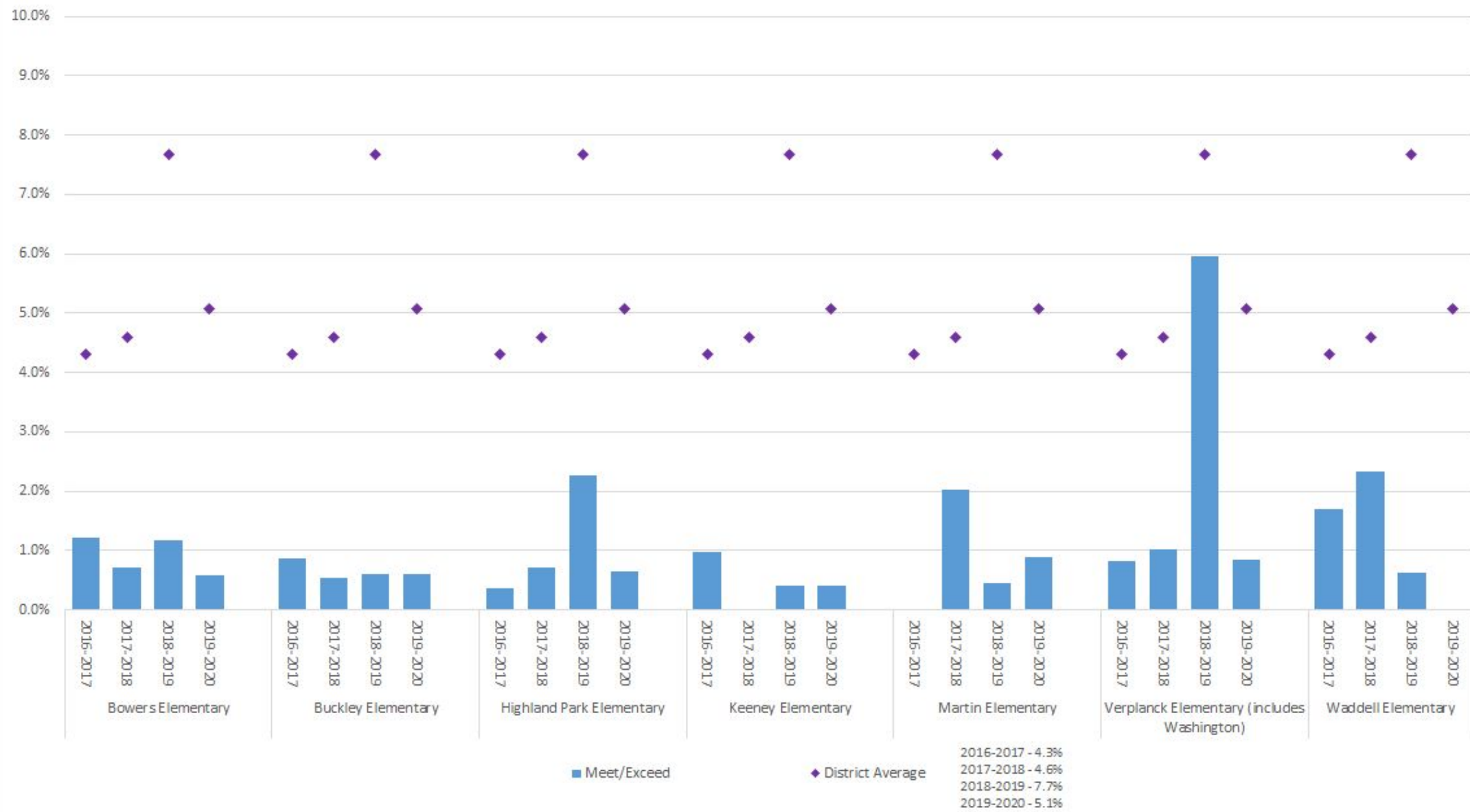
% of Students with 1 or More ISS - by School



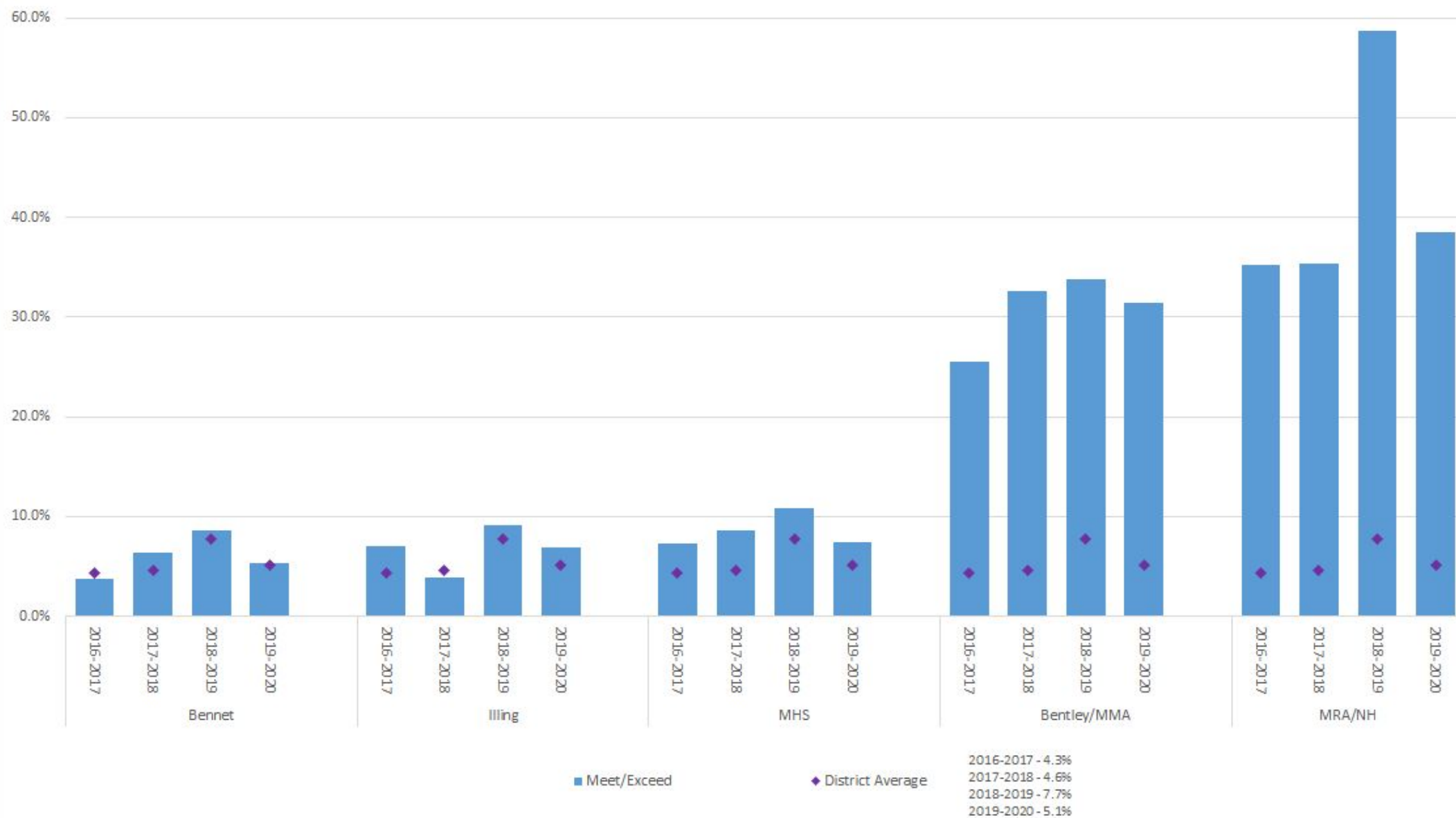
% of Students with 1 or More ISS - by School (no alternative schools)



% of Students with 1 or More ISS- Elementary



% of Students with 1 or More ISS - Secondary



Manchester Public Schools

ISS - by Population

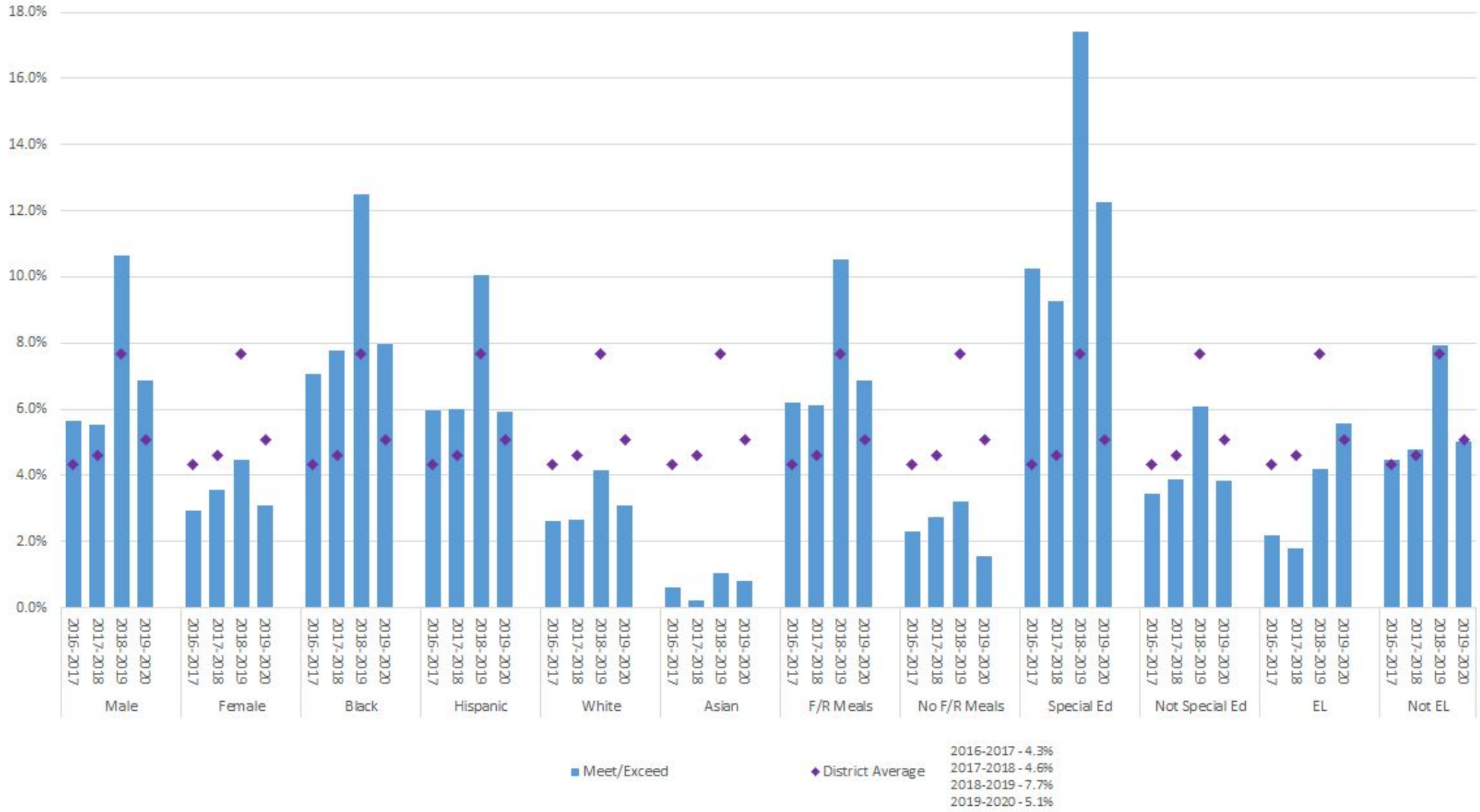
Winter

% of Students with 1
or More ISS

	2016-2017 % Students with 1 or more ISS		2017-2018 % Students with 1 or more ISS		2018-2019 % Students with 1 or more ISS		2019-2020 % Students with 1 or more ISS	
School	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Male	172/3046	5.6%	170/3065	5.5%	326/3062	10.6%	212/3087	6.9%
Female	85/2914	2.9%	101/2835	3.6%	127/2832	4.5%	88/2838	3.1%
Black	95/1342	7.1%	110/1413	7.8%	177/1417	12.5%	118/1480	8.0%
Hispanic	97/1623	6.0%	97/1611	6.0%	170/1690	10.1%	104/1752	5.9%
White	59/2266	2.6%	57/2158	2.6%	87/2093	4.2%	62/2010	3.1%
Asian	3/495	0.6%	1/504	0.2%	5/477	1.0%	4/488	0.8%
F/R Meals	190/3057	6.2%	198/3241	6.1%	379/3601	10.5%	269/3925	6.9%
Not F/R Meals	67/2903	2.3%	73/2659	2.7%	74/2293	3.2%	31/2000	1.6%
Special Ed	77/751	10.3%	73/786	9.3%	146/839	17.4%	107/874	12.2%
Not Special Ed	180/5209	3.5%	198/5114	3.9%	307/5055	6.1%	193/5051	3.8%
EL	8/363	2.2%	7/393	1.8%	16/382	4.2%	25/448	5.6%
Not EL	249/5597	4.4%	264/5507	4.8%	437/5512	7.9%	275/5477	5.0%
District	257/5960	4.3%	271/5900	4.6%	453/5894	7.7%	300/5925	5.1%



% of Students with 1 or More ISS - by Population



Manchester Public Schools

ISS - by Population

% of Students with 1 or More ISS

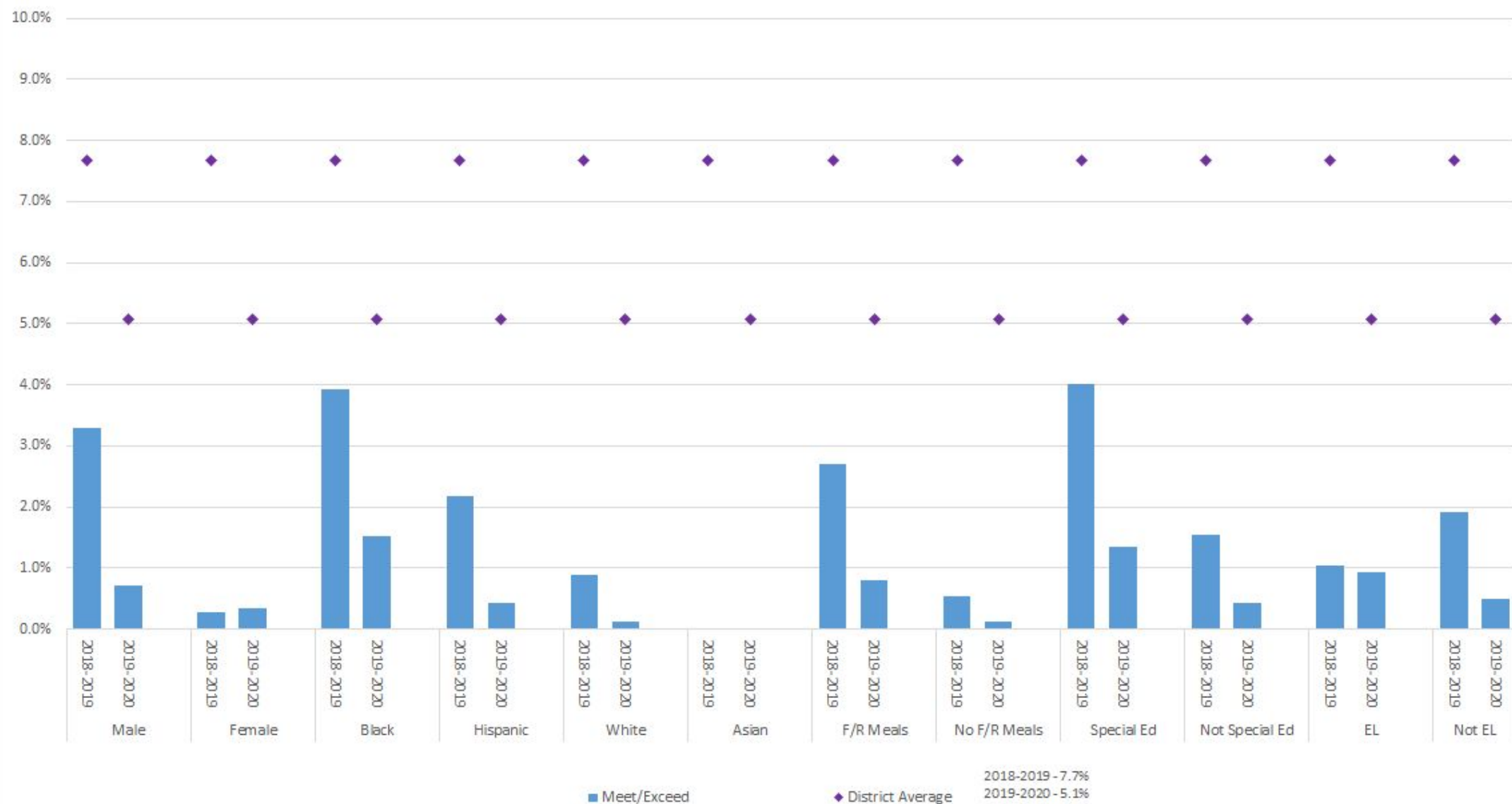


Manchester Public Schools

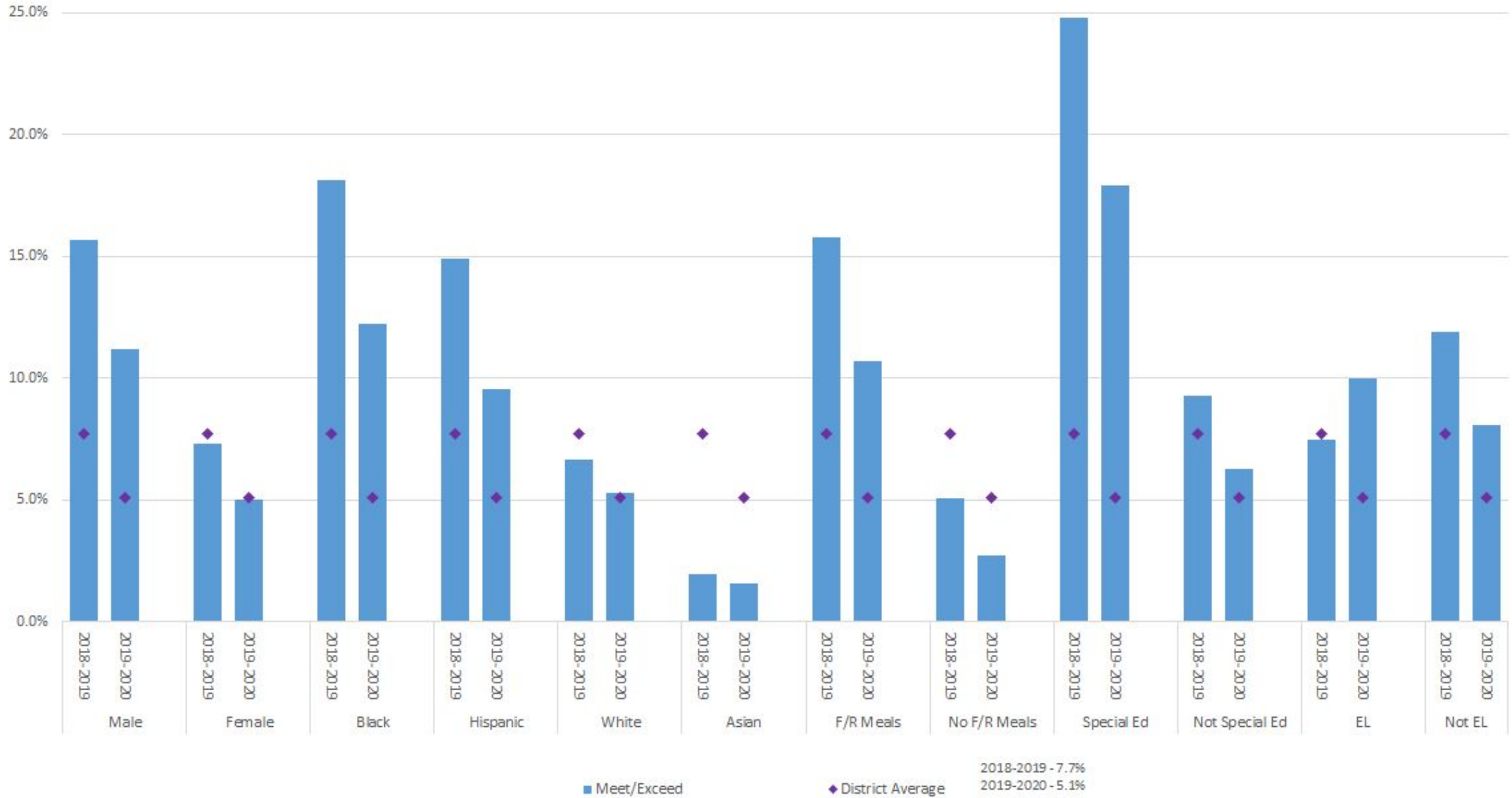
ELEMENTARY	2018-2019 % Students with 1 or more ISS		2019-2020 % Students with 1 or more ISS		
	School	#/Total	%	#/Total	%
	Male	41/1243	3.3%	9/1269	0.7%
	Female	3/1135	0.3%	4/1151	0.3%
	Black	22/561	3.9%	9/588	1.5%
	Hispanic	14/641	2.2%	3/693	0.4%
	White	8/902	0.9%	1/858	0.1%
	Asian	0/220	0.0%	0/231	0.0%
	F/R Meals	39/1444	2.7%	12/1521	0.8%
	Not F/R Meals	5/934	0.5%	1/899	0.1%
	Special Ed	12/299	4.0%	4/299	1.3%
	Not Special Ed	32/2079	1.5%	9/2121	0.4%
	EL	2/194	1.0%	2/217	0.9%
	Not EL	42/2184	1.9%	11/2203	0.5%
	District	453/5894	7.7%	300/5925	5.1%

SECONDARY	2018-2019 % Students with 1 or more ISS		2019-2020 % Students with 1 or more ISS	
School	#/Total	%	#/Total	%
Male	285/1819	15.7%	203/1818	11.2%
Female	124/1697	7.3%	84/1687	5.0%
Black	155/856	18.1%	109/892	12.2%
Hispanic	156/1049	14.9%	101/1059	9.5%
White	79/1191	6.6%	61/1152	5.3%
Asian	5/257	1.9%	4/257	1.6%
F/R Meals	340/2157	15.8%	257/2404	10.7%
Not F/R Meals	69/1359	5.1%	30/1101	2.7%
Special Ed	134/540	24.8%	103/575	17.9%
Not Special Ed	275/2976	9.2%	184/2930	6.3%
EL	14/188	7.4%	23/231	10.0%
Not EL	395/3328	11.9%	264/3274	8.1%
District	453/5894	7.7%	300/5925	5.1%

% of Students with 1 or More ISS by Population - Elementary



% of Students with 1 or More ISS by Population - Secondary



Manchester Public Schools

OSS - by School

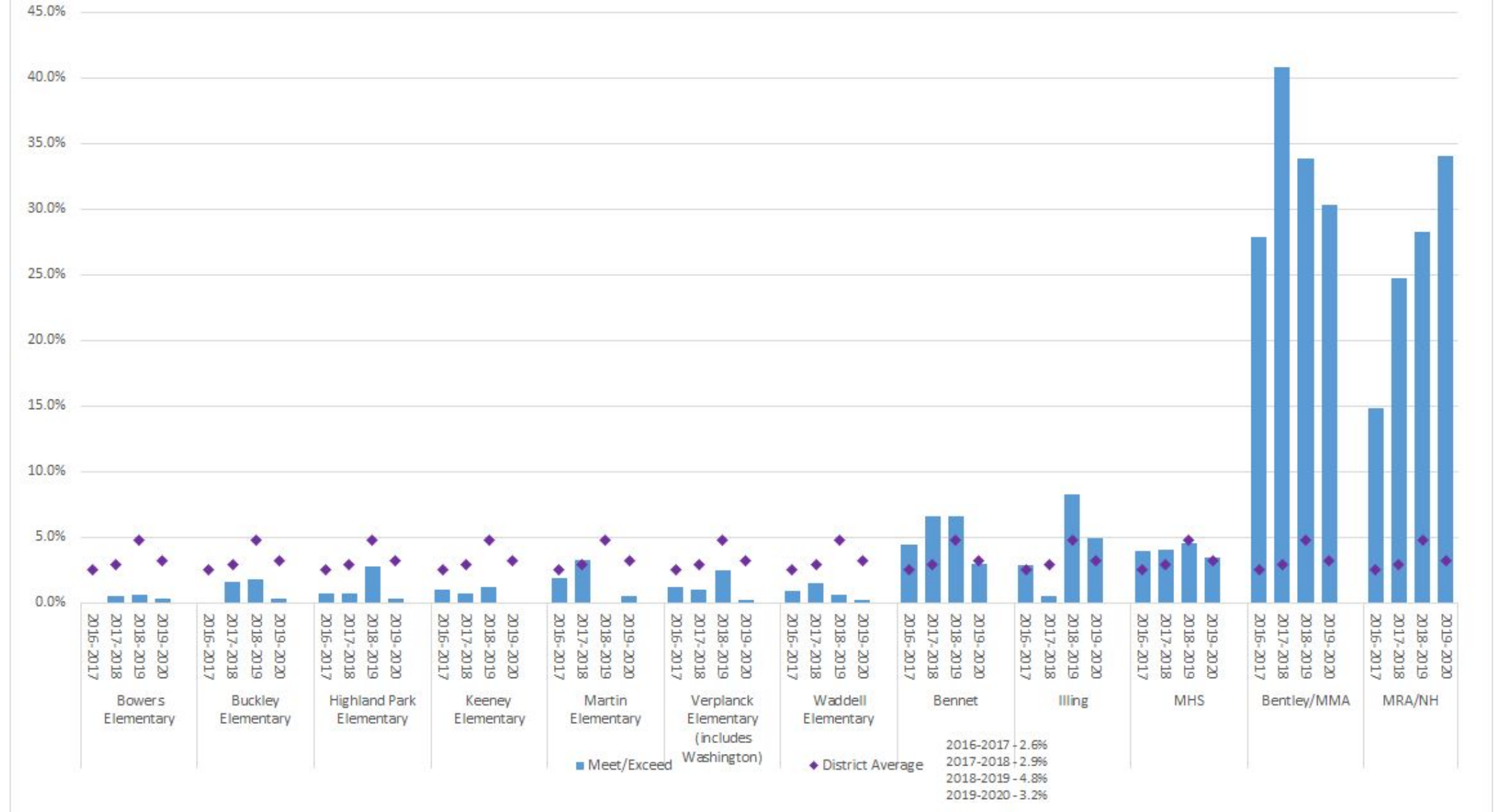
Winter

% of Students with 1 or More OSS

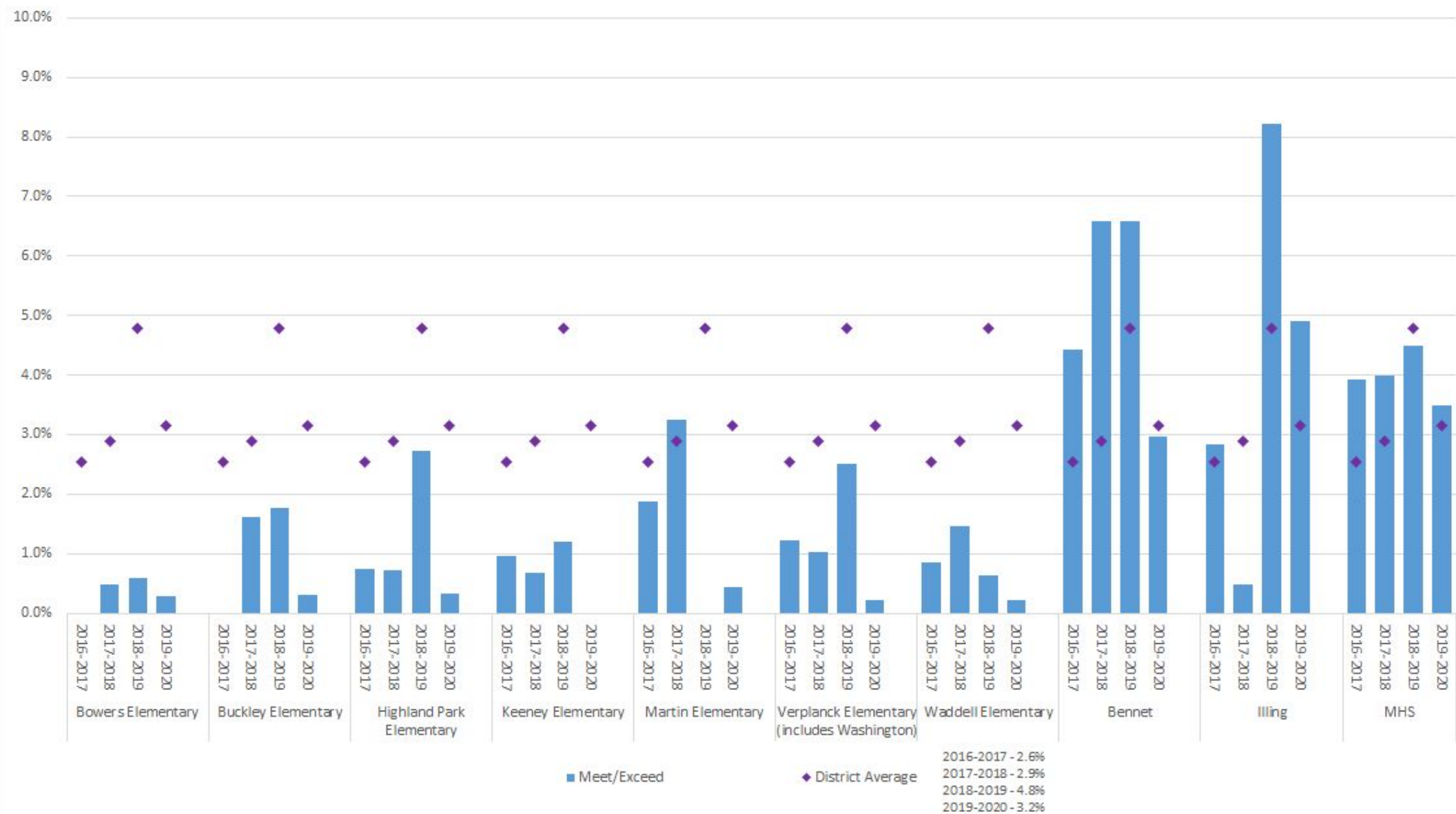
School	2016-2017 % Students with 1 or more OSS		2017-2018 % Students with 1 or more OSS		2018-2019 % Students with 1 or more OSS		2019-2020 % Students with 1 or more OSS	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Bowers Elementary	0/415	0.0%	2/416	0.5%	2/340	0.6%	1/341	0.3%
Buckley Elementary	0/345	0.0%	6/374	1.6%	6/338	1.8%	1/336	0.3%
Highland Elementary	2/272	0.7%	2/281	0.7%	6/221	2.7%	1/315	0.3%
Keeney Elementary	3/311	1.0%	2/299	0.7%	3/248	1.2%	0/247	0.0%
Martin Elementary	5/266	1.9%	8/246	3.3%	0/227	0.0%	1/225	0.4%
Verplanck Elementary	9/739	1.2%	7/682	1.0%	13/520	2.5%	1/478	0.2%
Waddell Elementary	6/707	0.8%	10/688	1.5%	3/481	0.6%	1/478	0.2%
Bennet	18/407	4.4%	26/395	6.6%	61/925	6.6%	27/908	3.0%
Illing	23/811	2.8%	4/827	0.5%	66/803	8.2%	41/837	4.9%
MHS	61/1556	3.9%	62/1555	4.0%	73/1628	4.5%	55/1580	3.5%
Bentley/MMA	12/43	27.9%	20/49	40.8%	23/68	33.8%	27/89	30.3%
MRA/NH	13/88	14.8%	21/85	24.7%	26/92	28.3%	31/91	34.1%
District	152/5960	2.6%	170/5900	2.9%	282/5894	4.8%	187/5925	3.2%



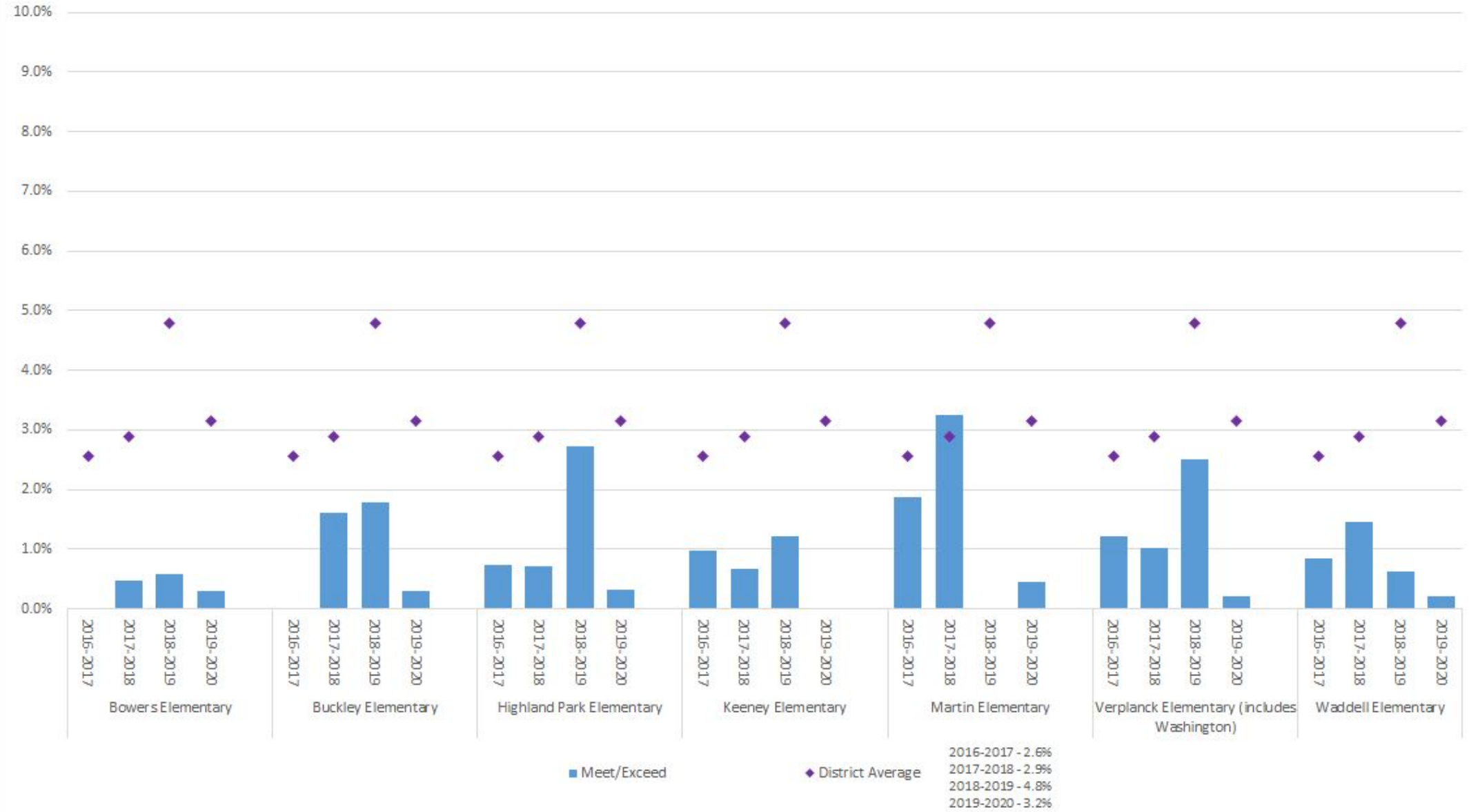
% of Students with 1 or More OSS - by School



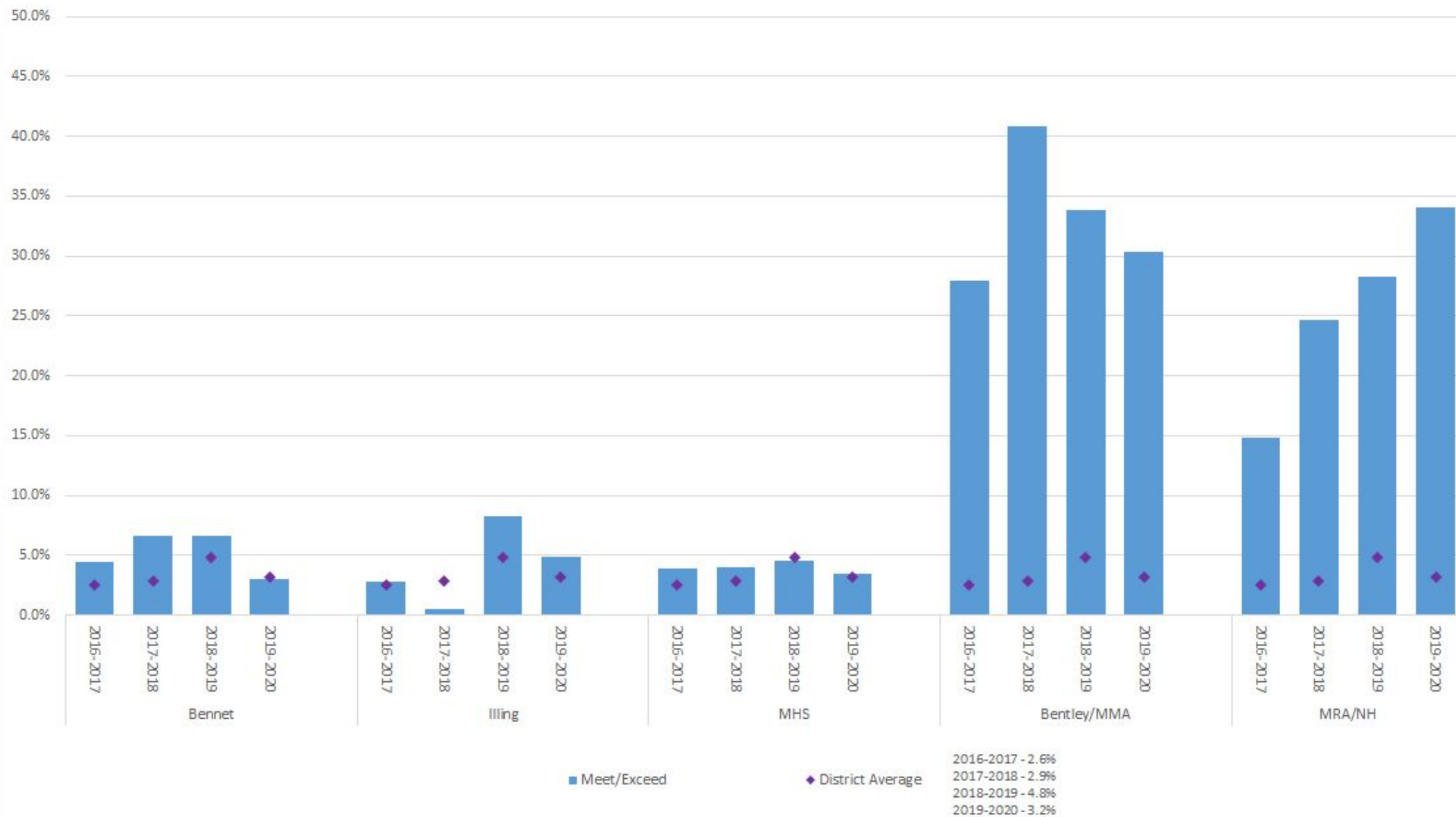
% of Students with 1 or More OSS - by School (no alternative schools)



% of Students with 1 or More OSS- Elementary



% of Students with 1 or More OSS - Secondary



Manchester Public Schools

OSS - by Population

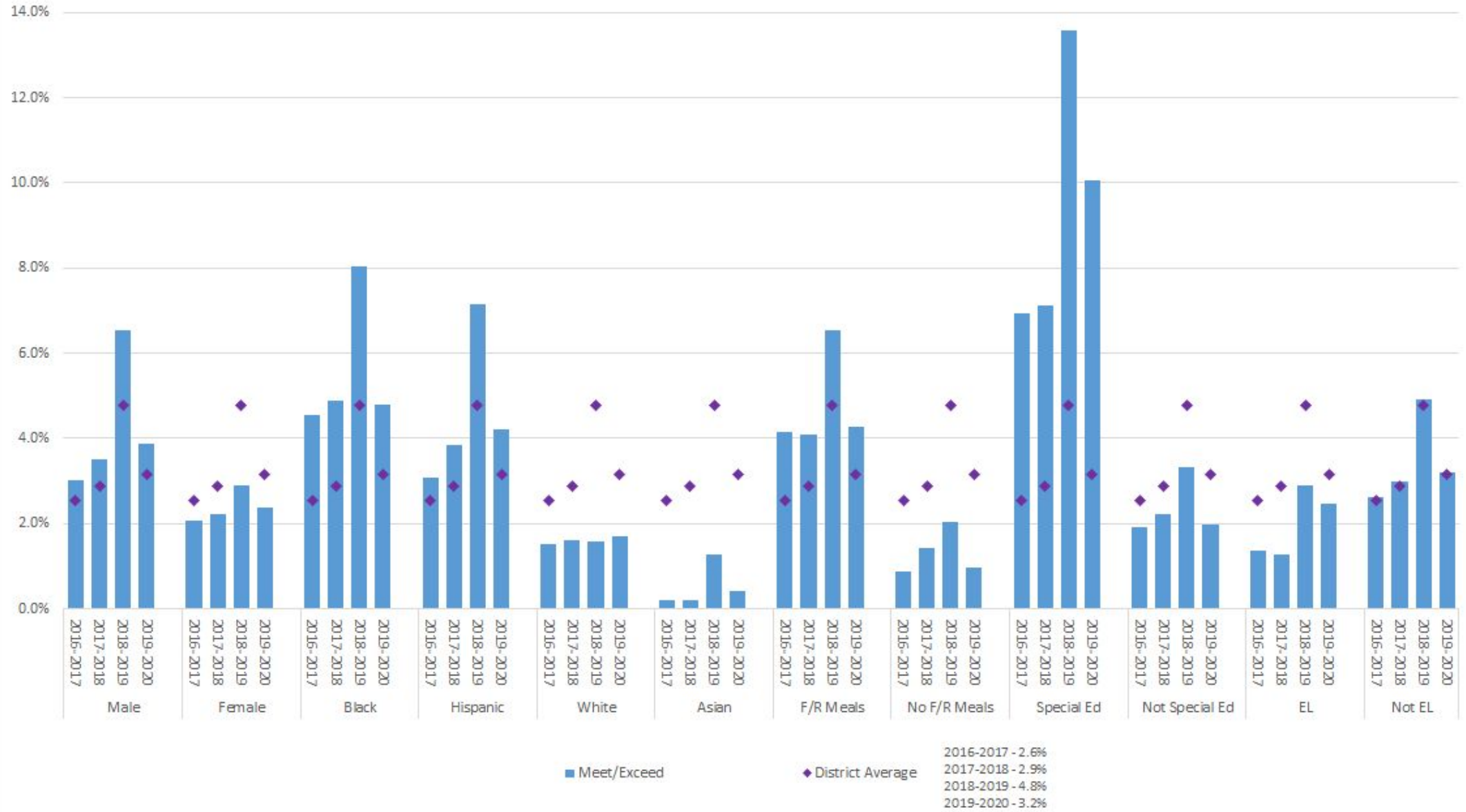
Winter

% of Students with 1
or More OSS

	2016-2017 % Students with 1 or more OSS		2017-2018 % Students with 1 or more OSS		2018-2019 % Students with 1 or more OSS		2019-2020 % Students with 1 or more OSS	
School	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Male	92/3046	3.0%	107/3065	3.5%	200/3062	6.5%	120/3087	3.9%
Female	60/2914	2.1%	63/2835	2.2%	82/2832	2.9%	67/2838	2.4%
Black	61/1342	4.5%	69/1413	4.9%	114/1417	8.0%	71/1480	4.8%
Hispanic	50/1623	3.1%	62/1611	3.8%	121/1690	7.2%	74/1752	4.2%
White	34/2266	1.5%	35/2158	1.6%	33/2093	1.6%	34/2010	1.7%
Asian	1/495	0.2%	1/504	0.2%	6/477	1.3%	2/488	0.4%
F/R Meals	127/3057	4.2%	132/3241	4.1%	235/3601	6.5%	168/3925	4.3%
Not F/R Meals	25/2903	0.9%	38/2659	1.4%	47/2293	2.0%	19/2000	1.0%
Special Ed	52/751	6.9%	56/786	7.1%	114/839	13.6%	88/874	10.1%
Not Special Ed	100/5209	1.9%	114/5114	2.2%	168/5055	3.3%	99/5051	2.0%
EL	5/363	1.4%	5/393	1.3%	11/382	2.9%	11/448	2.5%
Not EL	147/5597	2.6%	165/5507	3.0%	271/5512	4.9%	176/5477	3.2%
District	152/5960	2.6%	170/5900	2.9%	282/5894	4.8%	187/5925	3.2%



% of Students with 1 or More OSS - by Population



Manchester Public Schools

OSS - by Population

Winter

% of Students with 1
or More OSS

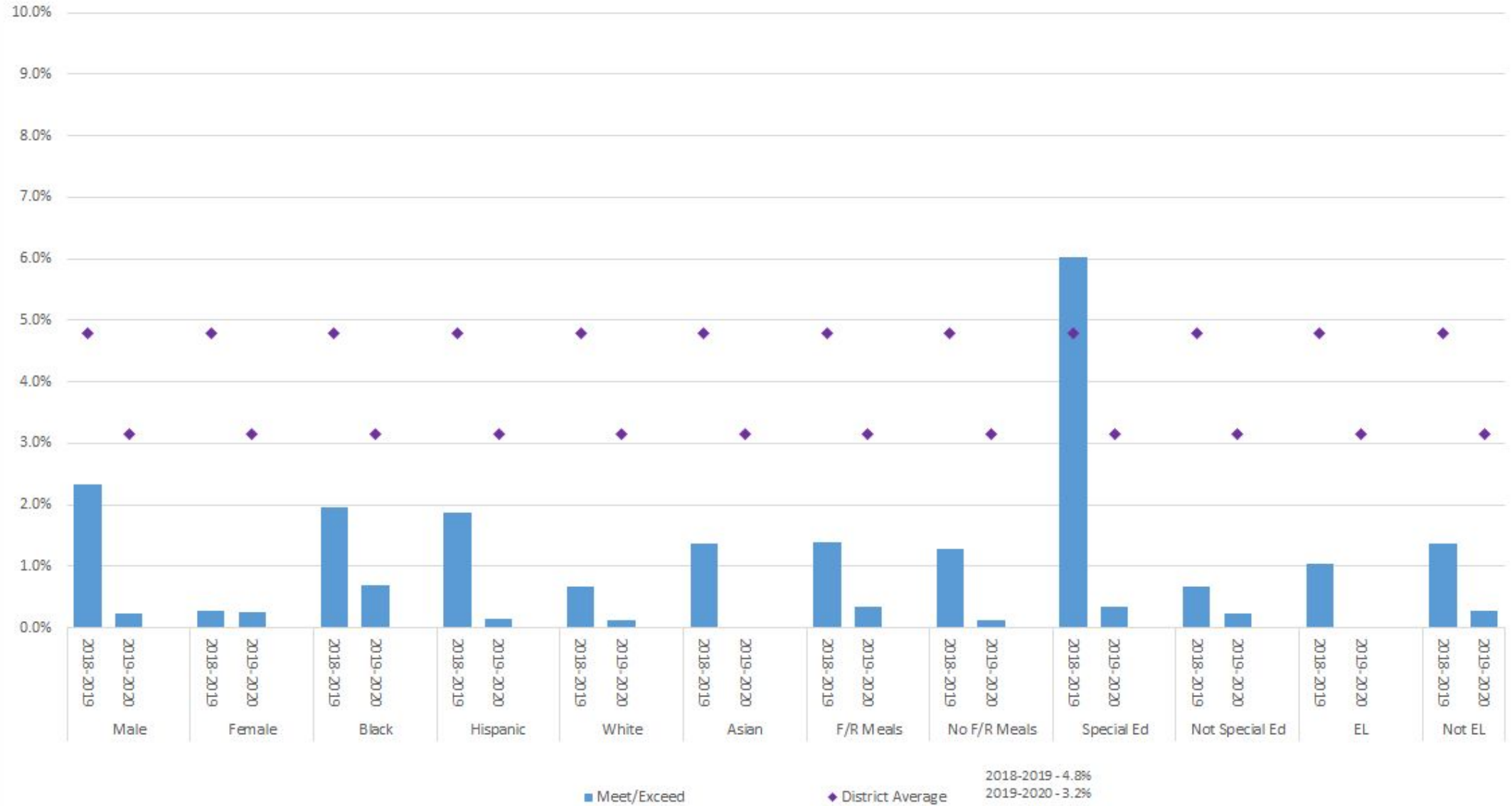


Manchester Public Schools

ELEMENTARY	2018-2019 % Students with 1 or more OSS		2019-2020 % Students with 1 or more OSS	
School	#/Total	%	#/Total	%
Male	29/1243	2.3%	3/1269	0.2%
Female	3/1135	0.3%	3/1151	0.3%
Black	11/561	2.0%	4/588	0.7%
Hispanic	12/641	1.9%	1/693	0.1%
White	6/902	0.7%	1/858	0.1%
Asian	3/220	1.4%	0/231	0.0%
F/R Meals	20/1444	1.4%	5/1521	0.3%
Not F/R Meals	12/934	1.3%	1/899	0.1%
Special Ed	18/299	6.0%	1/299	0.3%
Not Special Ed	14/2079	0.7%	5/2121	0.2%
EL	2/194	1.0%	0/217	0.0%
Not EL	30/2184	1.4%	6/2203	0.3%
District	282/5894	4.8%	187/5925	3.2%

SECONDARY	2018-2019 % Students with 1 or more OSS		2019-2020 % Students with 1 or more OSS	
School	#/Total	%	#/Total	%
Male	171/1819	9.4%	117/1818	6.4%
Female	79/1697	4.7%	64/1687	3.8%
Black	103/856	12.0%	67/892	7.5%
Hispanic	109/1049	10.4%	73/1059	6.9%
White	27/1191	2.3%	33/1152	2.9%
Asian	3/257	1.2%	2/257	0.8%
F/R Meals	215/2157	10.0%	163/2404	6.8%
Not F/R Meals	35/1359	2.6%	18/1101	1.6%
Special Ed	96/540	17.8%	87/575	15.1%
Not Special Ed	154/2976	5.2%	94/2930	3.2%
EL	9/188	4.8%	11/231	4.8%
Not EL	241/3328	7.2%	170/3274	5.2%
District	282/5894	4.8%	187/5925	3.2%

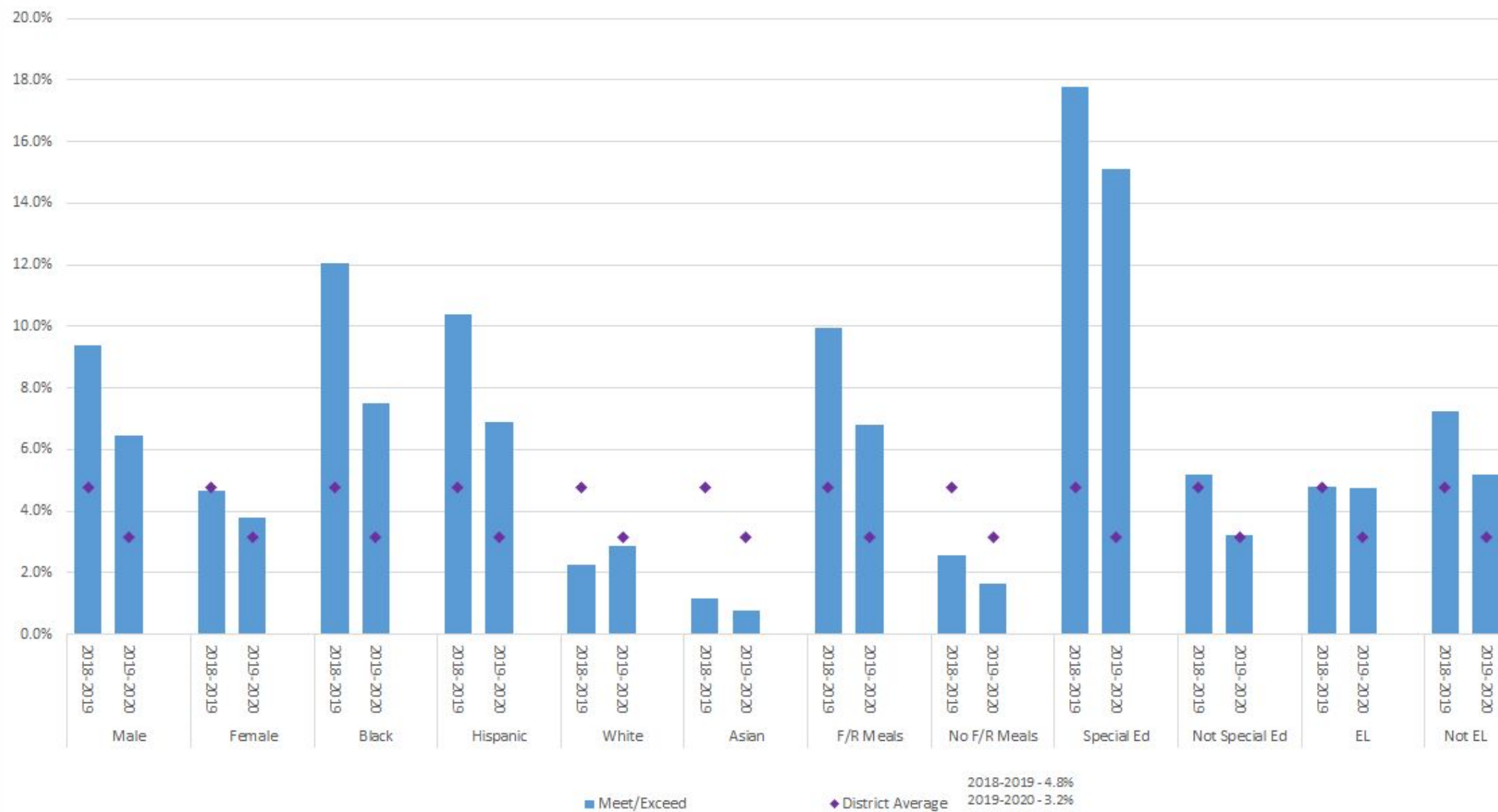
% of Students with 1 or More OSS by Population - Elementary



2018-2019 - 4.8%
2019-2020 - 3.2%



% of Students with 1 or More OSS by Population - Secondary



External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441



External Data District and School Accountability Index

Alliance districts are predominantly situated in the Connecticut communities in need of support as reflected by nearly all economic indicators including: per capita income; adjusted equalized net grand list per capita; equalized mill rate; per capita aid to children receiving Temporary Family Assistance program benefits; and unemployment rate.

Alliance districts are serving 42% of Connecticut's children (220,894) including:

- 65% of Connecticut's 224,000 low-income students
- 76% of CT's 40,000 English Learners (EL) students
- 63% of CT's 252,653 Students of Color



External Data District and School Accountability Index

Core Features of the Next Generation Accountability System

- Values academic growth of the same students over time
- Incorporates indicators beyond test scores
- Student group performance is prominent
 - All student groups (e.g., Black/African American, Hispanic, EL, low income, etc.) are reported separately.
 - Minimum N size remains at 20.
 - “High Needs” *supergroup* receives additional weight in **accountability** calculations
 - Membership: students from economically-disadvantaged families, English learners (ELs), or students with disabilities (SWD)
- Impact: many more schools with visible student groups AND many more ELs and SWD included in accountability calculations.



External Data District and School Accountability Index

Schools Earn Points on Available Indicators

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a-d: Academic Growth	400	400		400
Indicator 2e-f: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Preparation for CCR – Coursework			50	50
Indicator 6: Preparation for CCR – Exams			50	50
Indicator 7: On-track to High School Graduation		50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation			100	100
Indicator 9: 6-year Adjusted Cohort Graduation			100	100
Indicator 10: Postsecondary Entrance			100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access			50	50
Total Possible Points	950	1000	1550	1450

Note: Indicator 3 is the participation rate.



From page 43 of CT's approved [ESSA Plan](#)



External Data District and School Accountability Index

Indicator 1: Academic Achievement (Status)

Indicator	Weight	
	Schools with academic growth data (Indicator 2)	Schools without academic growth data (e.g., 9-12 high schools)
Subject Performance Index (0-100) in ELA, Math, and Science		
• All Students	150	400
• Students with <i>High Needs</i>	150	400


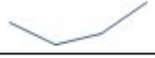


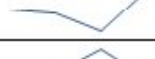
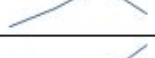



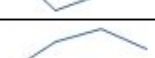

- Assessments used: Smarter Balanced, CTAA, SAT, Next Generation Science Standards (NGSS) assessment, and CT Alternate Science (CTAS) assessment.
- ELA, mathematics, and science are weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools per [Connecticut's approved ESSA plan](#).
- Distinct points for the performance of students with High Needs.



Data Source: state assessment files and PSIS for student demographic and program data.



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	1a. ELA Performance Index - All Students	79.9	77.2	77.9	77.3		90.2 ↓
Bowers	1a. ELA Performance Index - All Students	85.8	82	84	89.6		90.2 →
Buckley	1a. ELA Performance Index - All Students	93.9	89.3	91.1	90.3		90.2 ↑
Highland	1a. ELA Performance Index - All Students	90.4	83.9	84.5	90.5		90.2 ↑
Keeney	1a. ELA Performance Index - All Students	87.5	87.4	86.8	88.2		90.2 →
Martin	1a. ELA Performance Index - All Students	82	84.5	87.8	83.8		90.2 ↓
Verplanck	1a. ELA Performance Index - All Students	75.5	72.9	74.5	79.8		90.2 ↓
Waddell	1a. ELA Performance Index - All Students	83.5	82.8	81.4	89.2		90.2 →
Bennet	1a. ELA Performance Index - All Students	80.2	80.6	78.4	76.5		90.2 ↓
Illing	1a. ELA Performance Index - All Students	78.7	70.5	73.7	74.8		90.2 ↓
MHS	1a. ELA Performance Index - All Students	69	70.4	71.1	70.1		90.2 ↓













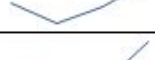











External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441

























External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	1b. ELA Performance Index - High Needs Students	71.6	68.8	71	70.3		77.5 
Bowers	1b. ELA Performance Index - High Needs Students	73	73	76.5	79.6		77.5 
Buckley	1b. ELA Performance Index - High Needs Students	85.9	81.5	82.7	84.6		77.5 
Highland	1b. ELA Performance Index - High Needs Students	78.7	70.7	74	78.2		77.5 
Keeney	1b. ELA Performance Index - High Needs Students	71	71.6	73.8	78.7		77.5 
Martin	1b. ELA Performance Index - High Needs Students	72.3	74.9	82	75.2		77.5 
Verplanck	1b. ELA Performance Index - High Needs Students	74.4	70.8	73.9	78.7		77.5 
Waddell	1b. ELA Performance Index - High Needs Students	79	77.5	75.8	86		77.5 
Bennet	1b. ELA Performance Index - High Needs Students	71.6	72.3	70.6	69.7		77.5 
Illing	1b. ELA Performance Index - High Needs Students	69.5	59	65.6	66.7		77.5 
MHS	1b. ELA Performance Index - High Needs Students	59.6	63.6	64.2	62.9		77.5 



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	1c. Math Performance Index - All Students	71.9	72.4	70.5	71.4		84.1 
Bowers	1c. Math Performance Index - All Students	76	75.4	78.9	80.3		84.1 
Buckley	1c. Math Performance Index - All Students	89.8	90.5	86.1	86		84.1 
Highland	1c. Math Performance Index - All Students	82.7	82.1	76.7	88.4		84.1 
Keeney	1c. Math Performance Index - All Students	80.4	81.8	84.1	79.8		84.1 
Martin	1c. Math Performance Index - All Students	73.8	78.6	82.3	74.5		84.1 
Verplanck	1c. Math Performance Index - All Students	67	64	64	76.1		84.1 
Waddell	1c. Math Performance Index - All Students	74.3	78.6	68.6	82.9		84.1 
Bennet	1c. Math Performance Index - All Students	76.8	75.6	68.4	72.9		84.1 
Illing	1c. Math Performance Index - All Students	66.3	66.5	65	65.5		84.1 
MHS	1c. Math Performance Index - All Students	63	65.1	66.1	67.8		84.1 





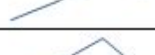
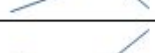







External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441




External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	1d. Math Performance Index - High Needs Students	63.6	63.9	63.3	63.6		70.2
Bowers	1d. Math Performance Index - High Needs Students	64.9	65	70.4	68.8		70.2
Buckley	1d. Math Performance Index - High Needs Students	79.4	81.2	80.9	81.6		70.2
Highland	1d. Math Performance Index - High Needs Students	71.8	68.6	64.4	72.4		70.2
Keeney	1d. Math Performance Index - High Needs Students	62.2	66.5	71.9	68.9		70.2
Martin	1d. Math Performance Index - High Needs Students	63.7	68.7	76.6	64.9		70.2
Verplanck	1d. Math Performance Index - High Needs Students	65.3	61.8	63.8	74.9		70.2
Waddell	1d. Math Performance Index - High Needs Students	69.2	74.3	63.4	79.4		70.2
Bennet	1d. Math Performance Index - High Needs Students	67.8	64.9	59.1	65.2		70.2
Illing	1d. Math Performance Index - High Needs Students	57.4	56.1	56.4	56.3		70.2
MHS	1d. Math Performance Index - High Needs Students	54.8	59.8	59	60.7		70.2



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	1e. Science Performance Index - All Students	65.8	64		69.8		85
Bowers	1e. Science Performance Index - All Students	67.1	65.2				85
Buckley	1e. Science Performance Index - All Students	77.6	80.7				85
Highland	1e. Science Performance Index - All Students	78.6	68.6				85
Keeney	1e. Science Performance Index - All Students	63.6	64.1				85
Martin	1e. Science Performance Index - All Students	64.5	63.8				85
Verplanck	1e. Science Performance Index - All Students	66.4	58.1				85
Waddell	1e. Science Performance Index - All Students	73.1	66.1				85
Bennet	1e. Science Performance Index - All Students				76.8		85
Illing	1e. Science Performance Index - All Students	66.2	62.6		70.2		85
MHS	1e. Science Performance Index - All Students	65.4	67		63.9		85



External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	1f. Science Performance Index - High Needs Students	58.9	55.8		63.7		72.2 ↓
Bowers	1f. Science Performance Index - High Needs Students	60	56.5				72.2
Buckley	1f. Science Performance Index - High Needs Students	67.3					72.2
Highland	1f. Science Performance Index - High Needs Students	70					72.2
Keeney	1f. Science Performance Index - High Needs Students	52.5	50.3				72.2
Martin	1f. Science Performance Index - High Needs Students	55.4					72.2
Verplanck	1f. Science Performance Index - High Needs Students	64.7	55.3				72.2
Waddell	1f. Science Performance Index - High Needs Students	67.6	62				72.2
Bennet	1f. Science Performance Index - High Needs Students				70.8		72.2 →
Illing	1f. Science Performance Index - High Needs Students	60.3	53.7		62.9		72.2 ↓
MHS	1f. Science Performance Index - High Needs Students	57.9	59.2		58.8		72.2 ↓



External Data District and School Accountability Index

Indicator 2a-d: Academic Growth (Longitudinal)

Indicator	Max Points
Average percentage of growth target achieved by students in grades 4 through 8 (½ SB-ELA; ½ SB Math)	
• All Students	200
• Students with <i>High Needs</i>	200



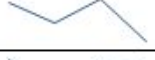



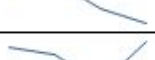


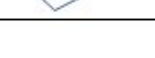
- This growth-to-standard model uses the Smarter Balanced vertical scale in ELA and math.
- The model provides student-level vertical scale score growth targets based on a student's score in the prior year.
- Points are assigned to the school/district based on the average percentage of growth target achieved by all students.
- Distinct points are awarded for growth of students with High Needs.



Data Source: state assessment files and PSIS for student demographic and program data.



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	2a. ELA Academic Growth - All Students	57.3	45.6	50.5	50		59.9 ↓
Bowers	2a. ELA Academic Growth - All Students	59.1	47.4	58.6	70.9		59.9 ↑
Buckley	2a. ELA Academic Growth - All Students	74.5	57.5	78.8	42.6		59.9 ↓
Highland	2a. ELA Academic Growth - All Students	60.3	48.7	59.6	59.2		59.9 →
Keeney	2a. ELA Academic Growth - All Students	61.9	52.7	51.9	59.3		59.9 →
Martin	2a. ELA Academic Growth - All Students	61.9	68.6	62.2	57.3		59.9 ↓
Verplanck	2a. ELA Academic Growth - All Students	62.9	65.1	57.5	53.8		59.9 ↓
Waddell	2a. ELA Academic Growth - All Students	65.3	63.4	54.7	67.2		59.9 ↑
Bennet	2a. ELA Academic Growth - All Students	53	44.4	41.5	46.2		59.9 ↓
Illing	2a. ELA Academic Growth - All Students	54.7	33.7	45.8	50.5		59.9 ↓
MHS	2a. ELA Academic Growth - All Students						59.9









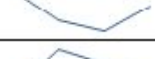



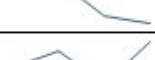

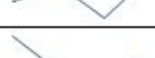



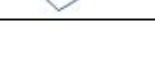



External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441



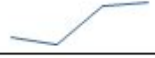



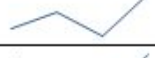





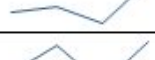





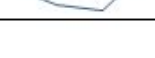



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	2b. ELA Academic Growth - High Needs Students	53.8	43	47.6	48.3		55.1 
Bowers	2b. ELA Academic Growth - High Needs Students	48	50.3	54.3	62.3		55.1 
Buckley	2b. ELA Academic Growth - High Needs Students	64.7	47.5	75.1	39.2		55.1 
Highland	2b. ELA Academic Growth - High Needs Students	54.5	36	52.8	61.4		55.1 
Keeney	2b. ELA Academic Growth - High Needs Students	58.3	49.8	46.5	53.4		55.1 
Martin	2b. ELA Academic Growth - High Needs Students	55	58.3	57.1	56.2		55.1 
Verplanck	2b. ELA Academic Growth - High Needs Students	63.2	65	56.1	53.9		55.1 
Waddell	2b. ELA Academic Growth - High Needs Students	58.1	64.5	51.2	68.9		55.1 
Bennet	2b. ELA Academic Growth - High Needs Students	52.8	41.6	39	44.8		55.1 
Illing	2b. ELA Academic Growth - High Needs Students	51.5	29.2	43.9	48.8		55.1 
MHS	2b. ELA Academic Growth - High Needs Students						55.1



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	2c. Math Academic Growth - All Students	54.5	52	44.7	54.4		62.5 
Bowers	2c. Math Academic Growth - All Students	57.7	53.9	71.6	73.7		62.5 
Buckley	2c. Math Academic Growth - All Students	85.8	75.1	62.3	36.9		62.5 
Highland	2c. Math Academic Growth - All Students	50.5	65.5	41.7	85.8		62.5 
Keeney	2c. Math Academic Growth - All Students	52.1	49.8	49	52.8		62.5 
Martin	2c. Math Academic Growth - All Students	41.4	72.3	59.9	48.2		62.5 
Verplanck	2c. Math Academic Growth - All Students	51.1	55.3	44.1	72.6		62.5 
Waddell	2c. Math Academic Growth - All Students	50.7	72	41.9	75.2		62.5 
Bennet	2c. Math Academic Growth - All Students	70.7	65.5	47	54.6		62.5 
Illing	2c. Math Academic Growth - All Students	42.6	36.9	35	49.1		62.5 
MHS	2c. Math Academic Growth - All Students						62.5























External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	2d. Math Academic Growth - High Needs Students	51	49.9	43.5	52		55.2 
Bowers	2d. Math Academic Growth - High Needs Students	52	51.3	70.3	67.3		55.2 
Buckley	2d. Math Academic Growth - High Needs Students	70.4	70	72.9	34.9		55.2 
Highland	2d. Math Academic Growth - High Needs Students	43.9	50.3	43.5	85.3		55.2 
Keeney	2d. Math Academic Growth - High Needs Students	50.5	39.4	38.9	47.1		55.2 
Martin	2d. Math Academic Growth - High Needs Students	38.4	67.3	57.6	51.4		55.2 
Verplanck	2d. Math Academic Growth - High Needs Students	50.4	57.1	45.8	74.2		55.2 
Waddell	2d. Math Academic Growth - High Needs Students	42.1	70.5	42.8	74.8		55.2 
Bennet	2d. Math Academic Growth - High Needs Students	69.3	61.9	41.6	50.7		55.2 
Illing	2d. Math Academic Growth - High Needs Students	40.4	37	34.6	46.9		55.2 
MHS	2d. Math Academic Growth - High Needs Students						55.2



External Data District and School Accountability Index

Indicator 2e and 2f: Progress Toward English Language Proficiency

Indicator	Max Points
Average percentage of growth target achieved based on LAS Links for all English learners —½ LAS Links Literacy; ½ LAS Links Oral	100

- This growth-to-standard model uses the LAS Links vertical scale for the composite areas of Literacy and Oral.
- The model provides student-level vertical scale score growth targets based on a student's scores LAS Links scores in the prior year.
- Points are assigned to the school/district based on the average percentage of growth target achieved by all English learners.
- Resource: [Connecticut's Growth Model for the English Language Proficiency Assessments](#).



Data Source: state assessment files and PSIS for student demographic and program data.









External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441









External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	2e. Progress Toward English Proficiency - Literacy				61.7		60 
Bowers	2e. Progress Toward English Proficiency - Literacy						60
Buckley	2e. Progress Toward English Proficiency - Literacy						60
Highland	2e. Progress Toward English Proficiency - Literacy						60
Keeney	2e. Progress Toward English Proficiency - Literacy						60
Martin	2e. Progress Toward English Proficiency - Literacy						60
Verplanck	2e. Progress Toward English Proficiency - Literacy				75.8		60 
Waddell	2e. Progress Toward English Proficiency - Literacy				77.4		60 
Bennet	2e. Progress Toward English Proficiency - Literacy				37.9		60 
Illing	2e. Progress Toward English Proficiency - Literacy				52.5		60 
MHS	2e. Progress Toward English Proficiency - Literacy				51.5		60 



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	2f. Progress Toward English Proficiency - Oral				55.4		52.1 
Bowers	2f. Progress Toward English Proficiency - Oral						52.1
Buckley	2f. Progress Toward English Proficiency - Oral						52.1
Highland	2f. Progress Toward English Proficiency - Oral						52.1
Keeney	2f. Progress Toward English Proficiency - Oral						52.1
Martin	2f. Progress Toward English Proficiency - Oral						52.1
Verplanck	2f. Progress Toward English Proficiency - Oral				55.9		52.1 
Waddell	2f. Progress Toward English Proficiency - Oral				63.2		52.1 
Bennet	2f. Progress Toward English Proficiency - Oral				40.1		52.1 
Illing	2f. Progress Toward English Proficiency - Oral				50.5		52.1 
MHS	2f. Progress Toward English Proficiency - Oral				58.4		52.1 



External Data District and School Accountability Index

Indicator 4: Chronic Absenteeism

Indicator	Max Points
Percentage of students chronically absent	
• All Students	50
• Students with <i>High Needs</i>	50







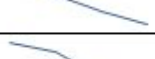


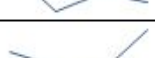

- Chronic absenteeism is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason.
- Distinct points are awarded based on the chronic absenteeism rate of students with High Needs.
- Full points awarded if the chronic absenteeism rate is 5% or lower. No points awarded if rate is 30% or greater. Chronic absenteeism rates between 30% and 5% are awarded proportional points.



Data Source: [June PSIS](#)



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	4a. Chronic Absenteeism - All Students	62.3	52.4	43.3	49		78.3 ↓
Bowers	4a. Chronic Absenteeism - All Students	93.1	72.4	79.4	53.7		78.3 ↓
Buckley	4a. Chronic Absenteeism - All Students	84	100	80.6	85.8		78.3 ↑
Highland	4a. Chronic Absenteeism - All Students	91.4	88.8	75.7	88.7		78.3 ↑
Keeney	4a. Chronic Absenteeism - All Students	87.2	100	84.8	64.2		78.3 ↓
Martin	4a. Chronic Absenteeism - All Students	97.9	89.6	72.7	62.1		78.3 ↓
Verplanck	4a. Chronic Absenteeism - All Students	81.7	67.8	51.9	37.6		78.3 ↓
Waddell	4a. Chronic Absenteeism - All Students	86.7	81.5	68.3	64		78.3 ↓
Bennet	4a. Chronic Absenteeism - All Students	68.2	62.9	31.7	63		78.3 ↓
Illing	4a. Chronic Absenteeism - All Students	74.6	48.4	59.4	54.1		78.3 ↓
MHS	4a. Chronic Absenteeism - All Students	22.8	10.1	4.4	44.6		78.3 ↓


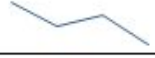

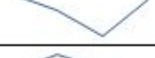


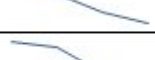


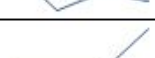



External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	4b. Chronic Absenteeism - High Needs Students	47	32.8	26.8	27.9		55.7 ↓
Bowers	4b. Chronic Absenteeism - High Needs Students	79.4	50.3	62.6	27.1		55.7 ↓
Buckley	4b. Chronic Absenteeism - High Needs Students	59.2	90.2	64.8	70.5		55.7 ↑
Highland	4b. Chronic Absenteeism - High Needs Students	74.5	66.2	54.6	71.6		55.7 ↑
Keeney	4b. Chronic Absenteeism - High Needs Students	64.2	91.2	68.3	30.4		55.7 ↓
Martin	4b. Chronic Absenteeism - High Needs Students	84.3	71.9	58.9	49.7		55.7 ↓
Verplanck	4b. Chronic Absenteeism - High Needs Students	77.8	63.4	46.6	34.7		55.7 ↓
Waddell	4b. Chronic Absenteeism - High Needs Students	79.3	75.2	60.7	54		55.7 →
Bennet	4b. Chronic Absenteeism - High Needs Students	54.1	39.7	11.7	47.4		55.7 ↓
Illing	4b. Chronic Absenteeism - High Needs Students	60.4	21	37.8	30.3		55.7 ↓
MHS	4b. Chronic Absenteeism - High Needs Students	0	0	0	19.7		55.7 ↓



External Data District and School Accountability Index

Indicator 5: Preparation for Postsecondary and Career Readiness - Coursework

Indicator	Max Points
Percentage of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: Two courses in AP/IB/dual enrollment; or Two courses in one of seventeen CTE categories; or Two workplace experience “courses” in any area.	50

- Ultimate target is 75%. Points are prorated based on the percentage of the ultimate target achieved.

Data Source: June PSIS (to establish 11th and 12th graders) and [Teacher-Course-Student Data Collection](#) (TCS)



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	5. Preparation for CCR - Percent Taking Courses	100	100	100	100		100 ➡
Bowers	5. Preparation for CCR - Percent Taking Courses						
Buckley	5. Preparation for CCR - Percent Taking Courses						
Highland	5. Preparation for CCR - Percent Taking Courses						
Keeney	5. Preparation for CCR - Percent Taking Courses						
Martin	5. Preparation for CCR - Percent Taking Courses						
Verplanck	5. Preparation for CCR - Percent Taking Courses						
Waddell	5. Preparation for CCR - Percent Taking Courses						
Bennet	5. Preparation for CCR - Percent Taking Courses						
Illing	5. Preparation for CCR - Percent Taking Courses						
MHS	5. Preparation for CCR - Percent Taking Courses	100	100	100	100		100 ➡



External Data District and School Accountability Index



Indicator 6: Preparation for Postsecondary and Career Readiness - Exams





Indicator	Max Points
Percentage of students in grades 11 & 12 achieving CCR benchmark on <i>at least one</i> of the following: SAT or ACT or AP or IB	50

- Percentage of 11th and 12th graders who meet the following benchmark scores on at least one exam:
 - SAT– Evidence-Based Reading and Writing score of at least 480 and a Math score of at least 530 on the Redesigned SAT; or
 - ACT – meeting benchmark on 3 of 4 exams (English=18, Reading=22, Math=22, Science=23); or
 - AP – 3 or higher on an AP exam; or
 - IB – 4 or higher on an IB exam.
- Ultimate target is 75%. Points are prorated based on the percentage of the ultimate target achieved.



Data Source: June PSIS (to establish 11th and 12th graders), SAT/AP from College Board, ACT from ACT, Inc., IB from International Baccalaureate Organization

External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	6. Preparation for CCR - Percent Passing Exams	29.2	30.8	35.7	38.1		56.7 
Bowers	6. Preparation for CCR - Percent Passing Exams						
Buckley	6. Preparation for CCR - Percent Passing Exams						
Highland	6. Preparation for CCR - Percent Passing Exams						
Keeney	6. Preparation for CCR - Percent Passing Exams						
Martin	6. Preparation for CCR - Percent Passing Exams						
Verplanck	6. Preparation for CCR - Percent Passing Exams						
Waddell	6. Preparation for CCR - Percent Passing Exams						
Bennet	6. Preparation for CCR - Percent Passing Exams						
Illing	6. Preparation for CCR - Percent Passing Exams						
MHS	6. Preparation for CCR - Percent Passing Exams	32.6	33.9	39.5	42.3		56.7 



External Data District and School Accountability Index

Indicator 7: Graduation - On-Track in 9th Grade

Indicator	Max Points
Percentage of 9 th graders earning at least five full-year credits in the year.	50







- The [University of Chicago's Consortium on Chicago School Research](#) "identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school."
- In the future, CSDE may consider adding the criteria that there be no more than one "failing grade" in a core course in the school year.
- Ultimate target is 94%. Points are prorated based on the percentage of the ultimate target achieved.



Data Source: June PSIS (to establish current year 9th graders and prior year 8th graders) and [Teacher-Course-Student Data Collection](#) (TCS)



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	7. On-track to High School Graduation	84.5	83.9	82.8	90.4		93.6 
Bowers	7. On-track to High School Graduation						
Buckley	7. On-track to High School Graduation						
Highland	7. On-track to High School Graduation						
Keeney	7. On-track to High School Graduation						
Martin	7. On-track to High School Graduation						
Verplanck	7. On-track to High School Graduation						
Waddell	7. On-track to High School Graduation						
Bennet	7. On-track to High School Graduation						
Illing	7. On-track to High School Graduation	93.1	90.7	88.3	96.8		93.6 
MHS	7. On-track to High School Graduation	87.9	83.9	82.5	90.1		93.6 



External Data District and School Accountability Index

Indicator 8: Graduation – Four Year Adjusted Cohort Graduation Rate – All Students





Indicator	Max Points
Percentage of first time 9 th graders who graduate with a regular high school diploma in four years or less – All Students	100

- The ultimate target for all students is 94%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved by All Students.

Data Source: [PSIS](#) Registration and Collection
Supporting documentation available on [EdSight](#).



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	8. 4-year Graduation: All Students (Cohort)	86	88.3	91.8	87.4		93.9 
Bowers	8. 4-year Graduation: All Students (Cohort)						
Buckley	8. 4-year Graduation: All Students (Cohort)						
Highland	8. 4-year Graduation: All Students (Cohort)						
Keeney	8. 4-year Graduation: All Students (Cohort)						
Martin	8. 4-year Graduation: All Students (Cohort)						
Verplanck	8. 4-year Graduation: All Students (Cohort)						
Waddell	8. 4-year Graduation: All Students (Cohort)						
Bennet	8. 4-year Graduation: All Students (Cohort)						
Illing	8. 4-year Graduation: All Students (Cohort)						
MHS	8. 4-year Graduation: All Students (Cohort)	91.9	96.2	96.6	94.5		93.9 



External Data District and School Accountability Index

Indicator 9: Graduation – Six Year Adjusted Cohort Graduation Rate – Students with High Needs

Indicator	Max Points
Percentage of first time 9 th graders who graduate with a regular high school diploma in six years or less – <i>High Needs Group</i>	100

- The ultimate target for students with High Needs is 94%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved by students with High Needs.

Data Source: [PSIS](#) Registration and Collection







External Data District and School Accountability Index

	Manchester	Manchester	Manchester	State
Year	2002	2009	2019	2019
Total Students	7,752	6,941	6,310	560,612
% F/R Lunch	26%	46%	63%	42%
# F/R Lunch	2,015	3,192	4,038	223,498
% Special Ed	12%	14%	17%	15%
# Special Ed	953	1,000	1,080	81,758
% EL	1%	5%	7%	8%
# EL	105	350	449	40,441



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	9. 6-year Graduation: High Needs Students (Cohort)	81.3	85.8	83.5	91.6		88.6 
Bowers	9. 6-year Graduation: High Needs Students (Cohort)						
Buckley	9. 6-year Graduation: High Needs Students (Cohort)						
Highland	9. 6-year Graduation: High Needs Students (Cohort)						
Keeney	9. 6-year Graduation: High Needs Students (Cohort)						
Martin	9. 6-year Graduation: High Needs Students (Cohort)						
Verplanck	9. 6-year Graduation: High Needs Students (Cohort)						
Waddell	9. 6-year Graduation: High Needs Students (Cohort)						
Bennet	9. 6-year Graduation: High Needs Students (Cohort)						
Illing	9. 6-year Graduation: High Needs Students (Cohort)						
MHS	9. 6-year Graduation: High Needs Students (Cohort)	84.7	90.5	88.1	96.6		88.6 



External Data District and School Accountability Index

Indicator 10: Postsecondary Entrance Rate – All Students

Indicator	Max Points
Percentage of graduating class who enrolled in a 2- or 4-year postsecondary institution any time during the first year after high school graduation	100





- The ultimate target is 75%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved.



Data Source: PSIS and National Student Clearinghouse
High School Reports available on [EdSight](#). Select Performance, then College/Postsecondary.



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	10. Postsecondary Entrance (Graduating Class)	85.8	81.2	81.5	75		94.5 
Bowers	10. Postsecondary Entrance (Graduating Class)						
Buckley	10. Postsecondary Entrance (Graduating Class)						
Highland	10. Postsecondary Entrance (Graduating Class)						
Keeney	10. Postsecondary Entrance (Graduating Class)						
Martin	10. Postsecondary Entrance (Graduating Class)						
Verplanck	10. Postsecondary Entrance (Graduating Class)						
Waddell	10. Postsecondary Entrance (Graduating Class)						
Bennet	10. Postsecondary Entrance (Graduating Class)						
Illing	10. Postsecondary Entrance (Graduating Class)						
MHS	10. Postsecondary Entrance (Graduating Class)	89.8	85.3	85.7	80.2		94.5 



External Data District and School Accountability Index

Indicator 11: Physical Fitness



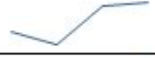

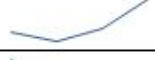







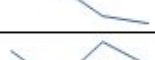









Indicator	Max Points
Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of the CT Physical Fitness Assessment	50

- The ultimate target is 75%.
- Multiplier for Estimated Participation Rate
 - At least 90% 1 (approximately 82% of schools)
 - At least 70% but less than 90% 0.5 (approximately 11% of schools)
 - At least 50% but less than 70% 0.25 (approximately 3% of schools)
 - Less than 50% 0 (approximately 4% of schools)
- Districts/schools can earn up to 50 points based on the pro-rated percentage of the ultimate target achieved as adjusted by the estimated participation rate multiplier.

Data Source: ED 165 and June PSIS



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	11. Physical Fitness	29.2	29.7	27.8	49.9		70.6 
Bowers	11. Physical Fitness	41	31.1	59.9	63.9		70.6 
Buckley	11. Physical Fitness	41.5	31.7	44	74.3		70.6 
Highland	11. Physical Fitness	56.4	42.1	40.3	46.8		70.6 
Keeney	11. Physical Fitness	43.5	45.3	42.7	17.9		70.6 
Martin	11. Physical Fitness	38.6	68	45.6	24.1		70.6 
Verplanck	11. Physical Fitness	52	49.7	29.9	24.7		70.6 
Waddell	11. Physical Fitness	65.2	21.1	78.4	44.9		70.6 
Bennet	11. Physical Fitness	37.3	33.5	66.7	60.8		70.6 
Illing	11. Physical Fitness	53.3	31.9	26.3	37.8		70.6 
MHS	11. Physical Fitness	25.1	15.4	27.5	55.9		70.6 



External Data District and School Accountability Index

Indicator 12: Arts Access





Indicator	Max Points
Percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year	50

- Ultimate target is 60%. Points are prorated based on the percentage of the ultimate target achieved.

Data Source: June PSIS to identify students in Grades 9 through 12 and [Teacher-Course-Student Data Collection](#) (TCS)



External Data District and School Accountability Index

		Percent Points Earned				State Average	
	Indicator	2015-2016	2016-2017	2017-2018	2018-2019	Trend	2018-2019
District	12. Arts Access	73.9	73.4	74.8	75.7		86.5 
Bowers	12. Arts Access						
Buckley	12. Arts Access						
Highland	12. Arts Access						
Keeney	12. Arts Access						
Martin	12. Arts Access						
Verplanck	12. Arts Access						
Waddell	12. Arts Access						
Bennet	12. Arts Access						
Illing	12. Arts Access						
MHS	12. Arts Access	80.1	78.5	80.9	82.1		86.5 



External Data District and School Accountability Index Key Takeaways

- Have a full and complete understanding of the accountability index in order to draw conclusions
- ELA Performance Index - Achievement
 - Elementary schools - All students: 5/7 at or near state average points earned
 - Elementary schools - High Needs Students: 6/7 at or near the state average points earned
- Math Performance Index - Achievement
 - Elementary schools - All students: 3/7 at or near state average points earned
 - Elementary schools - High Needs Students: 6/7 at or near the state average points earned
- ELA Performance Index - Growth
 - Elementary schools - All students: 4/7 at or near state average points earned
 - Elementary schools - High Needs Students: 5/7 at or near the state average points earned
- Math Performance Index - Growth
 - Elementary schools - All students: 4/7 at or near state average points earned
 - Elementary schools - High Needs Students: 4/7 at or near the state average points earned



External Data District and School Accountability Index Key Takeaways

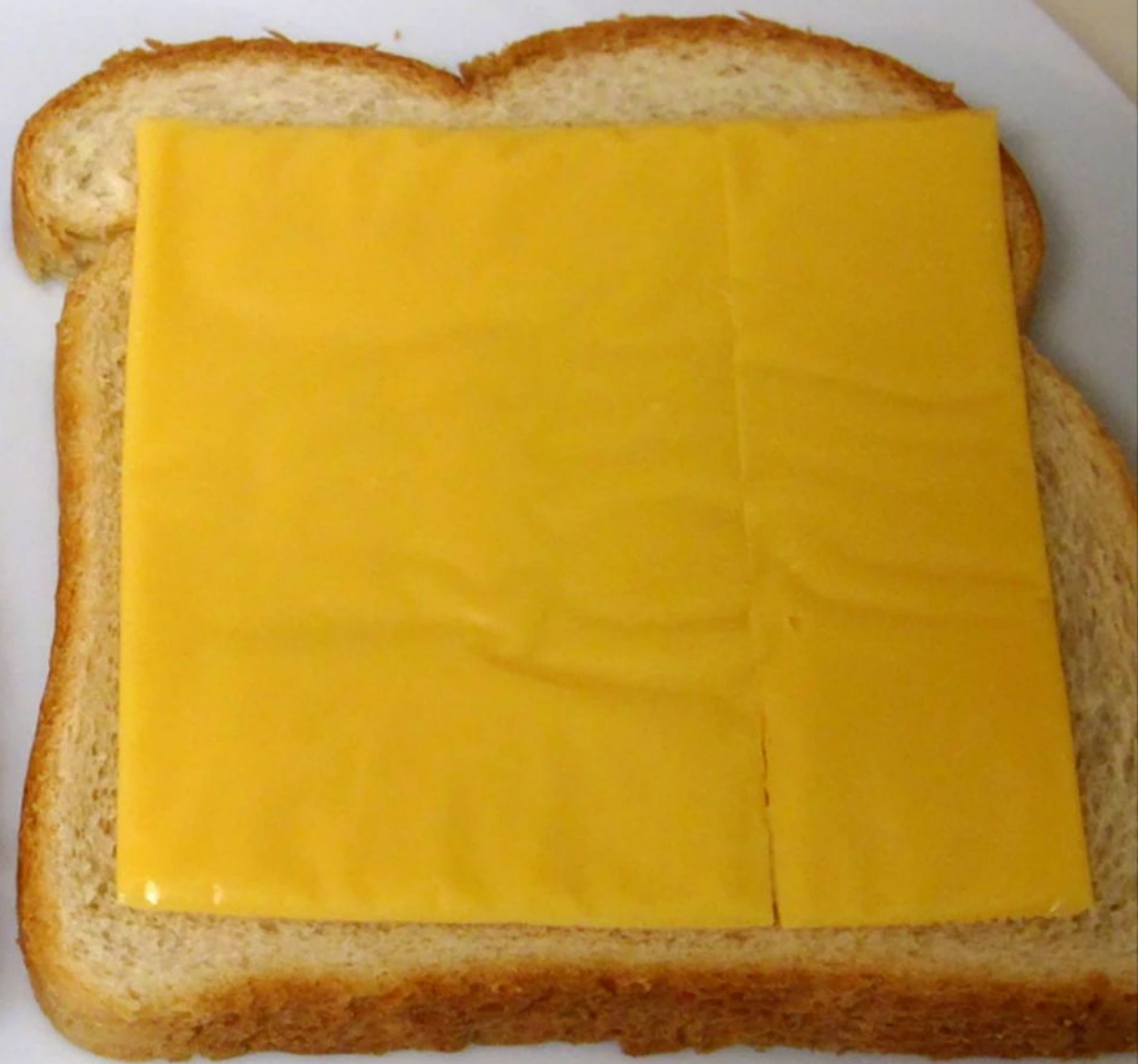
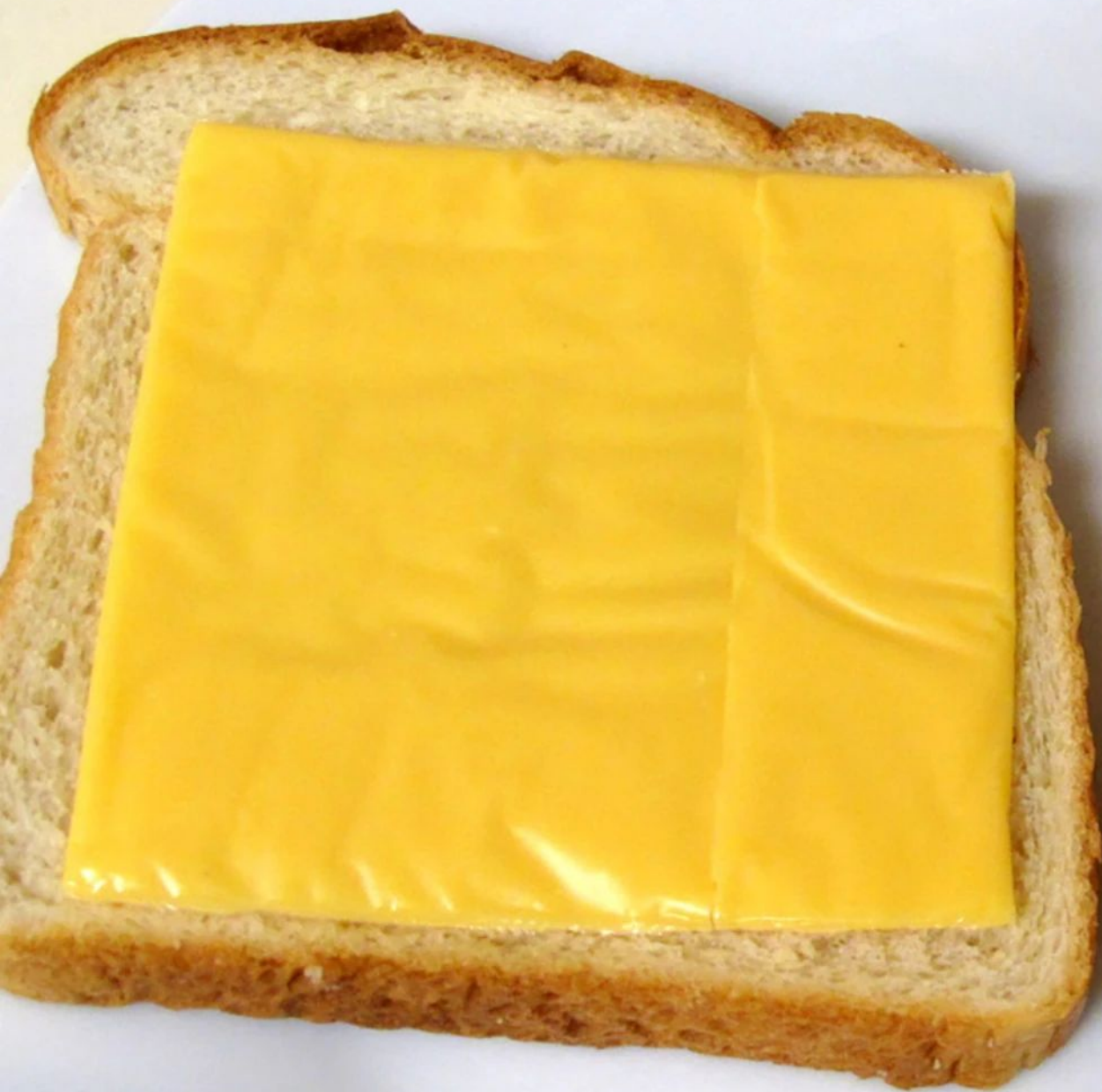
- Bennet and Illing are areas of concern based on achievement and growth indicators
- Science - Year 1 of Next Generation Science Assessment; results still being analyzed but disappointing
- MHS achievement indicators below state average in points earned for all students and high needs students but trending up
- MHS College and Career Readiness Coursework at state average in points earned
- MHS College and Career Readiness - Exams below state average in points earned but trending up
- MHS 4 year graduation rate (all students) and 6 year graduation rate (high needs students) above state average in points earned
- MHS Post secondary entrance rate below state average and trending down; better understanding of the data needed



External Data District and School Accountability Index Key Takeaways

- District EL data - Progress toward English Proficiency above state average for points earned with stronger performance at elementary level
- Chronic Absence a concern in all but 2 schools
- Physical Fitness Assessment and Arts Access require additional analysis





Questions



New-Policy # 4304
Personnel

**REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN (BY ANYONE) OR
 SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES**

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a non accidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the **Manchester** Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, non-accidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, non-accidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (b) any other person who, in the performance of his

or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Manchester Public Schools, pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutory mandated reporter" includes all school employees, as defined above, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

3. What Must Be Reported

a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:

- i) has been abused or neglected;
- ii) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;
- iii) is placed at imminent risk of serious harm; or

b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:

- i) sexual assault in first degree;
- ii) aggravated sexual assault in the first degree;
- iii) sexual assault in the second degree;
- iv) sexual assault in the third degree;
- v) sexual assault in the third degree with a firearm; or

- vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee.

(a). Such oral report shall be made by telephone or in person to the Commissioner of the Department of Children and Families ("DCF") or the local law enforcement agency. ~~The Department of Children and Families~~ DCF has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.

(b). (a) An electronic report shall be made in the manner prescribed by the Commissioner ~~of Children and Families~~ DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of ~~Children and Families~~ DCF or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or his/her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect

or sexual assault of a student, then the employee shall notify the Superintendent or his/her designee directly.

(3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.

(4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written **or electronic** report to the Commissioner of ~~Children and Families~~ DCF or the Commissioner's designee containing all of the required information. The written **or electronic** report should be submitted **in the manner prescribed by the Commissioner of DCF.** ~~on the DCF-136 form or any other form designated for that purpose.~~ **When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.**

(5) The employee shall immediately submit a copy of the written **or electronic** report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of ~~Children and Families~~ DCF (or his/her designee) shall submit a copy of the written **or electronic** report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve ~~(12)~~ hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected, placed at imminent risk of serious harm or is a victim of sexual assault by a school employee. Such oral

report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or is a victim of sexual assault by school employee, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.

- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of ~~Children and Families~~ DCF.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child* and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purposes of this Paragraph, the term “child” includes any victim of sexual assault by a school employee, as described in Paragraph 3,2 above.

7. Investigation of the Report

a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided ~~such investigation does not impede an investigation by the Department of Children and Families (“DCF”).~~ the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student’s sexual assault by school employees, the Superintendent’s investigation shall permit and give priority to any investigation conducted by the Commissioner of ~~Children and Families~~ DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the district’s investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of ~~Children and Families~~ DCF or the appropriate local law enforcement agency that the district’s investigation will not interfere with the investigation of the Commissioner of ~~Children and Families~~ DCF or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent’s investigation shall include an opportunity for the individual

suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Manchester Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Manchester Public Schools, pending the outcome of the investigation.

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

a) If, upon completion of the investigation by the Commissioner of ~~Children and Families~~ DCF ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the Department of ~~Children and Families~~ DCF child abuse and neglect registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.

c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the

Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

e) Regardless of the outcome of any investigation by the Commissioner of ~~Children and Families~~ DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.

f) The Manchester Public Schools shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph ~~3~~2 of this policy.

9. Evidence of Abuse, Neglect or Sexual Assault by An Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of ~~Children and Families~~ DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the Manchester Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Manchester Public Schools.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph ~~3~~2 above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section ~~12~~ 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. Hiring of Personnel

The Manchester Public Schools shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy and Posting of Careline Information

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section ~~14~~ 16, below. The Board shall post the Internet web site address and telephone number for the ~~Department of Children and Families'~~ DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of ~~Children and Families:~~ DCF.

b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of ~~Children and Families~~ DCF at least once every three years.

c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

17. Records

a) The Board shall maintain in a central location all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to the ~~Department of Children and Families~~ DCF. The State Department of Education shall have access to such records upon request.

b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of ~~Children and Families~~ DCF, upon request and for the purposes of an investigation by the Commissioner of ~~Children and Families~~ DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Manchester Board of Education has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program, as outlined in Board Policy ~~(#)~~ **5142.2, Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure**. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe School Climate Coordinator in addition to complying with his/her obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Legal References:

Connecticut General Statutes:

Section 10-151

[Section 10-221s](#)

Section 17a-101 et seq.

Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

Section 17a-103

Section 46b-120

Section 53a-65

~~Public Act 16-67, "An Act Concerning the Disclosure of Certain Education Personnel Records, Criminal Penalties for Threatening in Educational Settings and the Exclusion of a Minor's Name from Summary Process Complaints"~~

~~Public Act 16-188, "An Act Concerning Education Issues"~~

ADOPTED: February, 2017

REVISED: _____

Appendix A

RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault

crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

“Intimate Parts” (Conn. Gen. Stat. § 53a-65)

“Intimate parts” means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

“Sexual Intercourse” (Conn. Gen. Stat. § 53a-65)

“Sexual intercourse” means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Its meaning is limited to persons not married to each other. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

“Sexual Contact” (Conn. Gen. Stat. § 53a-65)

“Sexual contact” means any contact with the intimate parts of a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

Sexual Assault in First Degree (Conn. Gen. Stat. § 53a-70)

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent

to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third

person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (D) physically helpless, or (E) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (F) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision

over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

APPENDIX B

Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut ~~Department of Children and Families~~ DCF.

For the purposes of these operational definitions:

- a person responsible for a child's health, welfare or care means:
 - the child's parent, guardian, foster parent, an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- a person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child. ~~for the purpose of education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.~~
- a person entrusted with the care of a child is a person who is given access to a child by a person responsible for the health, welfare or care of a child for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.

- **Note:** Only a “child” as defined above may be classified as a victim of child abuse and/or neglect; only a “person responsible”, “person given access”, or “person entrusted” as defined above may be classified as a perpetrator of child abuse and/or neglect.
 - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person’s employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

Physical Abuse

A child may be found to have been physically abused who:

has been inflicted with physical injury or injuries other than by accidental means,

is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or has injuries at variance with the history given of them.

Evidence of physical abuse includes:

excessive physical punishment

bruises, scratches, lacerations

burns, and/or scalds

reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.

injuries to bone, muscle, cartilage, ligaments:

fractures, dislocations, sprains, strains, displacements, hematomas, etc.

head injuries

internal injuries

death

misuse of medical treatments or therapies

malnutrition related to acts of commission or omission by an established caregiver resulting in a child’s malnourished state that can be supported by professional medical opinion

deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child

cruel punishment.

Sexual Abuse/Exploitation Sexual Abuse/Exploitation

Sexual Abuse/Exploitation is any incident involving a child's non-accidental exposure to sexual behavior.

Evidence of sexual abuse includes, but is not limited to the following:

rape

penetration: digital, penile, or foreign objects

oral / genital contact

indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim

incest

fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim

sexual exploitation, including possession, manufacture, or distribution of child pornography.

online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website

coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior

disease or condition that arises from sexual transmission

other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2215 Sexual Exploitation of Children.

Emotional Maltreatment-Abuse

Emotional Maltreatment-Abuse is:

act(s), statement(s), or threat(s), which

has had, or is likely to have an adverse impact on the child; and/or

interferes with a child’s positive emotional development.

Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:

rejecting;

degrading;

isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or

exposing the child to brutal or intimidating acts or statements.

Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;
sleep disturbances;
somatic complaints with no medical basis;
inappropriate behavior for age or development;
suicidal ideations or attempts;
extreme dependence;
academic regression;
and/or trust issues.

Physical Neglect

A child may be found neglected who:

has been abandoned;
is being denied proper care and attention physically, educationally, emotionally, or morally;
is being permitted to live under conditions, circumstances or associations injurious to his well-being; and/or
has been abused.

Evidence of physical neglect includes, but is not limited to:

inadequate food;
malnutrition;
inadequate clothing;
inadequate housing or shelter;
erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;
permitting the child to live under conditions, circumstances or associations injurious to his well-being including, but not limited to, the following:
substance abuse by caregiver, which adversely impacts the child physically
substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs
psychiatric problem of the caregiver which adversely impacts the child physically
exposure to family violence which adversely impacts the child physically
exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety
non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances
voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g. persons who are subject to active protective or restraining orders;
persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry
non-accidental or negligent exposure to pornography or sexual acts

inability to consistently provide the minimum of child-caring tasks

inability to provide or maintain a safe living environment

action/inaction resulting in death

abandonment

action/inaction resulting in the child's failure to thrive

transience

inadequate supervision:

creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities

holding the child responsible for the care of siblings or others beyond the child's ability

failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

Note:

- Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.
- Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level.
- Adverse impact may not be required if the action/inaction is a single incident that demonstrates a serious disregard for the child's welfare.

Medical Neglect

Medical Neglect is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

Evidence of medical neglect includes, but is not limited to:

frequently missed appointments, therapies or other necessary medical and/or mental health treatments;

withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; ~~and/or~~

withholding medically indicated treatment from disabled infants with life threatening conditions.

Note: Failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

Educational Neglect

Except as noted below, **Educational Neglect** occurs when, ~~by action or inaction, the parent or person having control of a child five (5) years of age and older and under eighteen (18) years of~~

~~age who is not a high school graduate~~ a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

~~fails to register the child in school~~

~~fails to allow the child to attend school or receive home instruction in accordance with CONN. GEN. STAT. §10-184~~

~~failure to take appropriate steps to ensure regular attendance at school if the child is registered.~~

Definition of School-Aged Child: Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate.

Note: Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

Criteria:

- For children school-aged to age 12, excessive absenteeism may be indicative of the parent's or caregiver's failure to meet the educational needs of a student.
- For children older than age 12, excessive absenteeism, coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.
- For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather, this is truancy, which is handled through the school district.

Child's Characteristics. In determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the social worker:

- Age
- Health;
- Level of functioning;
- Academic standing; and
- Dependency on parent or caregiver

Parent or Caregiver's Characteristics. In determining the criteria for excessive absenteeism, the following characteristics of the parent or caregiver shall be considered by the social worker:

- Rationale provided for the absences;
- Efforts to communicate and engage with the educational provider; and
- Failure to enroll a school-aged child in appropriate educational programming (including homeschooling).

Exceptions (in accordance with Conn. Gen. Stat. § 10-184):

1. A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

~~Note: Failure to sign a registration option form for such a child is not in and of itself educational neglect.~~

2. A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

Note: Failure to sign a registration option form for such child is not in and of itself educational neglect.

Emotional Neglect

Emotional Neglect is the denial of proper care and attention, or failure to respond to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

Note: Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level. Adverse impact is not required if the action/inaction is a single incident which demonstrates a serious disregard for the child's welfare.

Note: The adverse impact may result from a single event and/or from a consistent pattern of behavior and may be currently observed or predicted as supported by evidenced based practice.

Evidence of emotional neglect includes, but is not limited to, the following:

- inappropriate expectations of the child given the child's developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations; injurious to his well-being including, but not limited to, the following:
 - substance abuse by caregiver, which adversely impacts the child emotionally;
 - psychiatric problem of the caregiver, which adversely impacts the child emotionally;
 - exposure to family violence which adversely impacts the child emotionally.

Indicators may include, but are not limited to, the following:

- Depression;
- withdrawal;
- low self-esteem;
- anxiety;
- fear;

- aggression/ passivity;
- emotional instability;
- sleep disturbances;
- somatic complaints with no medical basis;
- inappropriate behavior for age or development;
- suicidal ideations or attempts;
- extreme dependence;
- academic regression;
- trust issues.

Moral Neglect

Moral Neglect: Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

Evidence of Moral Neglect includes but is not limited to:

Stealing;

using drugs and/or alcohol;

and involving a child in the commission of a crime, directly or by caregiver indifference.

Appendix C

INDICATORS OF CHILD ABUSE AND NEGLECT

Indicators of Physical Abuse

HISTORICAL

Delay in seeking appropriate care after injury.

No witnesses.

Inconsistent or changing descriptions of accident by child and/or parent.

Child's developmental level inconsistent with history.

History of prior "accidents".

Absence of parental concern.

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent.

Unexplained school absenteeism.

History of precipitating crisis

PHYSICAL

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso;

Clusters of skin lesions; regular patterns consistent with an implement;

Shape of lesions inconsistent with accidental bruise;

Bruises/welts in various stages of healing;

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges;

Fractures/dislocations inconsistent with history;

Laceration of mouth, lips, gums or eyes;

Bald patches on scalp;

Abdominal swelling or vomiting;

Adult-size human bite mark(s);

Fading cutaneous lesions noted after weekends or absences;

Rope marks.

BEHAVIORAL

Wary of physical contact with adults;

Affection inappropriate for age

Extremes in behavior, aggressiveness/withdrawal;

Expresses fear of parents;

Reports injury by parent;

Reluctance to go home;

Feels responsible (punishment "deserved");

Poor self-esteem;

Clothing covers arms and legs even in hot weather.

Indicators of Sexual Abuse

HISTORICAL

Vague somatic complaint;

Excessive school absences;

Inadequate supervision at home;

History of urinary tract infection or vaginitis;

Complaint of pain; genital, anal or lower back/abdominal;

Complaint of genital itching;
Any disclosure of sexual activity, even if contradictory.

PHYSICAL

Discomfort in walking, sitting;
Evidence of trauma or lesions in and around mouth;
Vaginal discharge/vaginitis;
Vaginal or rectal bleeding;
Bruises, swelling or lacerations around genitalia, inner thighs;
Dysuria;
Vulvitis;
Any other signs or symptoms of sexually transmitted disease;
Pregnancy.

BEHAVIORAL

Low self-esteem;
Change in eating pattern;
Unusual new fears;
Regressive behaviors;
Personality changes (hostile/aggressive or extreme compliance);
Depression;
Decline in school achievement;
Social withdrawal; poor peer relationship;
Indicates sophisticated or unusual sexual knowledge for age;
Seductive behavior, promiscuity or prostitution;
Substance abuse;
Suicide ideation or attempt;
Runaway.

Indicators of Emotional Abuse

HISTORICAL

Parent ignores/isolates/belittles/rejects/scapegoats child
Parent's expectations inappropriate to child's development
Prior episode(s) of physical abuse
Parent perceives child as "different"

PHYSICAL

(Frequently none);

Failure to thrive;
Speech disorder;
Lag in physical development;
Signs/symptoms of physical abuse.

BEHAVIORAL

Poor self-esteem
Regressive behavior (sucking, rocking, enuresis)
Sleep disorders
Adult behaviors (parenting sibling)
Antisocial behavior;
Emotional or cognitive developmental delay;
Extremes in behavior - overly aggressive/compliant;
Depression;
Suicide ideation/attempt.

Indicators of Physical Neglect

HISTORICAL

High rate of school absenteeism;
Frequent visits to school nurse with nonspecific complaints;
Inadequate supervision, especially for long periods and for dangerous activities;
Child frequently unattended; locked out of house;
Parental inattention to recommended medical care
No food intake for 24 hours;
Home substandard (no windows, doors, heat), dirty, infested, obvious hazards;
Family member addicted to drugs/alcohol.

PHYSICAL

Hunger, dehydration;
Poor personal hygiene, unkempt, dirty;
Dental cavities/poor oral hygiene;
Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day;
Constant fatigue or listlessness;
Unattended physical or health care needs;
Infestations;
Multiple skin lesions/sores from infection.

BEHAVIORAL

Comes to school early, leaves late;

Frequent sleeping in class;
Begging for/stealing food;
Adult behavior/maturity (parenting siblings);
Delinquent behaviors;
Drug/alcohol use/abuse.

ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE

PURPOSE

The purpose of this policy is to establish a workplace which is free of the effects of alcohol and second-hand smoke, and free from drug abuse. By accomplishing this purpose, the Board also seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness and other job performance problems which may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

STATEMENT OF POLICY

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, controlled substance or alcohol and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs or alcohol on school property shall notify the Superintendent or his/her designee who shall investigate the matter. An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business, to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction, within ten (10) days thereafter. Employees shall only use prescription drugs on school property, or during the conduct of Board business, that have been prescribed by a licensed medical practitioner, and such drugs shall be used only as prescribed. However, in accordance with Conn. Gen. Stat. § 21a-408a through 408q, the Board specifically prohibits the palliative use of marijuana on school property, at a school-sponsored activity, or during the conduct of Board business, and specifically prohibits employees from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during work hours.

The Board prohibits smoking, including smoking using an electronic nicotine delivery system, and the use of tobacco products on school property, including property owned, leased, contracted for, or utilized by the Board, or at any school-sponsored activity. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device ~~that may be used to simulate smoking~~ in the delivery of nicotine or other ~~substance~~ substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, ~~and the~~ including, but not limited to, electronic cigarette liquid. The term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not ~~contain~~ include nicotine, ~~that~~ and is inhaled by the user of such product.

Violations of this policy may result in disciplinary action, up to and including possible termination of employment.

DEFINITIONS

“School property” means any land and all temporary and permanent structures comprising the district’s elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.

“School-sponsored activity” means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.

EMPLOYEE ASSISTANCE

In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs. An employee who feels he or she has developed an addiction to, dependence upon or other problem with alcohol or drugs, is encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board's group medical insurance plan. An employee may be given an opportunity to participate in a rehabilitation program which requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations. Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.

Legal References:

Connecticut General Statutes:

[Public Act 19-13](#)

Conn. Gen. Stat. § 10-233a(h) (definition of school-sponsored activity)

[Conn. Gen. Stat. §19a-342](#)

[Conn. Gen. Stat. §19a-342a](#)

Conn. Gen. Stat. § 21a-408a through 408q (palliative use of marijuana)

United States Code:

Safe and Drug-Free Schools and Community Act, 41 U.S.C. Section 7101 et seq.

Pro-Children Act of 2001, 20 U.S.C. § 7973, as amended by the Every Student Succeeds Act, Public Law 114-95, § 4001

ADOPTED _____

Personnel**4013****Sexual Harassment and Sex Discrimination in the Workplace****STATEMENT**

It is the policy of the Manchester Board of Education to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Harassment

Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator, the Superintendent, or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

Legal References:

United States Constitution, Amendment XIV

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Public Act 19-16, "An Act Combatting Sexual Assault and Sexual Harassment"

Public Act 19-93, "An Act Concerning Sexual Harassment and Sexual Assault"

Constitution of the State of Connecticut, Article I, Section 20

Connecticut General Statutes § 46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

ADOPTED:11.13.13

REVISED: _____

Personnel

**COMPLAINT FORM REGARDING SEX DISCRIMINATION
AND SEXUAL HARASSMENT (PERSONNEL)**

Name of the complainant : _____

Date of the complaint: _____

Date of the alleged discrimination/harassment : _____

Name or names of the discriminator(s) or harasser(s): _____

Location where such discrimination/harassment occurred: _____

Name(s) of any witness(es) to the discrimination/harassment: _____

Detailed statement of the circumstances constituting the alleged discrimination or

harassment: _____

Personnel

4013

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

[Note: The following administrative procedures are not part of the sex discrimination and sexual harassment policy and need not be approved by the Board, unless such approval is required per Board policy. However, because a complaint procedure is legally required, these administrative regulations are included for your convenience.]

Manchester Board of EducationSex Discrimination and Sexual Harassment Complaint ProcedureComplaint Procedure

It is the express policy of the Board of Education to encourage victims of sexual discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

The school district will provide ~~staff development for new~~ training for all employees on federal and state sexual harassment laws and remedies available to victims and will provide periodic supplemental training to employees. The district ~~administrators and~~ will publish its policy and grievance procedures to staff and employees in an effort to maintain an environment free of sex discrimination and sexual harassment. The district will also post a notice regarding sexual harassment in a conspicuous place readily available for viewing by employees. The district will email this notice to employees within three months of hire with the subject line "Sexual Harassment Policy" or words of similar import.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the Eastern Region Office of the Connecticut Commission on Human Rights and Opportunities, 100 Broadway, Norwich, Connecticut 06360, telephone (860)-886-5703, and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 800-669-4000). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180300 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, punitive damages, hiring, promotion or reinstatement.

Title IX Coordinator

The Title IX Coordinator for the Manchester Board of Education is: Sinthia Sone-Moyano, whose office is located at 45 North School Street, Manchester, Connecticut 06457 and whose telephone number is 860-647-3451.

[Note: Although we have included this sample notice in our model policy documents for the convenience of our Board of Education clients, the notice does not need to be approved as a Board policy.]

[To be posted in a conspicuous place readily available

for viewing by employees and emailed to employees within three months of hire with the subject line “Sexual Harassment Policy” or words of similar import]

SEXUAL HARASSMENT IS ILLEGAL

AND IS PROHIBITED

BY

THE CONNECTICUT ~~DISCRIMINATORY~~ DISCRIMINATION EMPLOYMENT PRACTICES
ACT

(Section 46a-60(a)(8) of the Connecticut General Statutes)

AND

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

(42 United States Code Section 2000e et seq.)

Sexual harassment means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of sexual harassment include:

Unwelcome sexual advances

Suggestive or lewd remarks

Unwanted hugs, touches, kisses

Requests for sexual favors

RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT

Derogatory or pornographic posters, cartoons, or drawings.

Remedies for sexual harassment may include:

Cease and desist orders

Back pay

Compensatory damages

Punitive Damages

Hiring, promotion, or reinstatement

Retaliation against any employee for complaining about sexual harassment is prohibited under this policy and is illegal.

Violation of this policy is grounds for discipline, including discharge.

Individuals who engage in acts of sexual harassment may also be subject to civil and criminal penalties.

An infraction of this policy by supervisors or co-workers should be reported immediately to Sinthia Sone-Moyano Title IX Coordinator, or Superintendent if the Title IX Coordinator is the Subject of the complaint. Confidentiality will be maintained to the extent possible.

Any employee who believes that he or she has been harassed or discriminated against in the workplace in violation of this policy may also contact:

The Connecticut Commission on Human Rights and Opportunities

Eastern Region Office

100 Broadway

Norwich, CT 06360

(860)-886-5703

and/ or:

The Equal Employment Opportunity Commission

Boston Area Office

John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

Phone (800) 669-4000

Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within ~~one~~^{three} hundred ~~and eighty (180)~~⁽³⁰⁰⁾ days of the date when the alleged harassment/ discrimination occurred.

PERSONNEL**4114****NON-DISCRIMINATION**

The Manchester Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, [alienage](#), ancestry, disability, pregnancy, genetic information, veteran status or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, [alienage](#), sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, veteran status or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, [alienage](#), disability (including pregnancy), veteran status or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's

core identity or not being asserted for an improper purpose.

Any employee wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Personnel. These regulations accompany Board Policy # 4114 and are available online at www.mpspride.org or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy # 4013 Sex Discrimination/Harassment in the Workplace; Policy #4012 Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office

John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights

and Opportunities:

Connecticut Commission on Human Rights and Opportunities

450 Columbus Blvd.

Hartford, CT 06103-1835

(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

Ms. Sinthia Sone-Mayano

Director of Human Resources

45 North School Street

Manchester, CT 06042

860-647-5041

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Ms. Sinthia Sone-Mayano

Director of Human Resources

45 North School Street

Manchester, CT 06042

860-647-5041

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

Ms. Sarah Burke

Director of Pupil Personnel Services

45 North School Street

Manchester, CT 06042

860-647-5041

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.

Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42
U.S.C. § 2000ff; 29 CFR 1635.1 et seq. [1-1n, “Gender Identity or Expression”
defined Connecticut General Statutes §](#)
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
[Connecticut General Statutes § 46a-58. Deprivation of Rights](#)
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:
Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
~~Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans;
Leaves of Absence for National Guard Members, Application for Certain
Medicaid Programs, and Disclosure of Certain Records to Federal Military Law
Enforcement.~~

ADOPTED: 6-9-14

Revised: January 2018

Adopted: February 2018

Revised: _____

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Manchester Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, veteran status or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

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

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy 4013, Sex Discrimination/Harassment in the Workplace (Personnel) and Policy #4012 Section 504/ADA (Personnel)).

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment

on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed Remedy

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation

to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should: offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

1. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
2. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
3. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
4. confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
5. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
6. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub- paragraph 6);
7. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the

recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;

8. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

If a complaint involves allegations of discrimination harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy #4013) Sex Discrimination/ Harassment in the Workplace; Policy #4012 Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office of Civil Rights
U.S. Department of Education 8th
Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
(617) 289-0111

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center

Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities 450
Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator.

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator

Revised: January 2018
Adopted: February 2018

DISCRIMINATION COMPLAINT FORM

(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression)

Name of the complainant

Date of the complaint

Date of the alleged discrimination/harassment

Name or names of the discriminator(s) or harasser(s)

Location where such discrimination/harassment occurred

Name(s) of any witness(es) to the discrimination/harassment.

Detailed statement of the circumstances constituting the alleged discrimination or harassment

EMPLOYMENT AND STUDENT TEACHER CHECKS**4000**

As set forth below, each applicant for a position with the district ~~shall be asked~~, and each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience in the district, shall be asked to provide in writing: (1) whether he/she has ever been convicted of a crime; ~~(2) whether there are any criminal charges pending against him/her~~ and at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether he/she is included on an equivalent database and/or abuse/neglect registry maintained in that other state.* Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“Sexual misconduct means” any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self- disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“Abuse or neglect” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“Former employer” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History
Check rocedures

- A. The district shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district:

1. Requiring the applicant:

- a. to list the name, address, and telephone number of each current or former employer (please note the definition of “former employer” ~~employer~~ above, including the applicable twenty year reporting period) during any of the previous twenty years), if
 - i. such current or former employer was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
 - ii. the applicant’s employment with such current or former employer caused the applicant to have contact with children;.
- b. to submit a written authorization that
 - (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
 - (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
 - (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and
- c. to submit a written statement of whether the applicant
 - (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,
 - (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending

or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or

- (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:

- a. the dates employment of the applicant, and
- b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
 - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such

review may be conducted

telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department of Education concerning:
 - a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.
- C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the district's review of information received under this section, provided:
 1. The applicant complied with paragraph I.A.1 of this policy;

2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and
 3. The applicant affirms that the applicant is not disqualified from employment with the district.
- E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
 2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.
- F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a. and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b. of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” ~~employer~~ above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer employment with such current or

former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee.

Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-

51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

- H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include
 - 1. denial of employment, or
 - 2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.
- I. If the district provides information in accordance with paragraph I.A.2. or I.G. of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.
- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G. of this policy or to the Commissioner of Education pursuant to paragraph I.B. of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local

charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant's employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant's fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.

- L. The district shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the district, and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district begins such student teaching experience, begins such student teaching experience, the district shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

For any applicant whose current or most recent employment occurred out of state, the district shall request that the applicant provide the district with authorization to access information maintained concerning the applicant by the equivalent state agency in the state of most recent employment, if such state maintains information about abuse and neglect and has a procedure by which such information can be obtained. Refusal to permit the district to access such information shall be considered grounds for rejecting any applicant for employment.

The district shall request information from the Registry or its out of state equivalent promptly, and in any

case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, or its out of state equivalent when available, for obtaining information from the Registry.

- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF or its out of state equivalent, with a copy to the Superintendent or his/her designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry or out-of-state registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or designee that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

III. Criminal Records Check Procedure

- A. Each ~~person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) calendar days from the date of employment. Each person otherwise placed within a school under any public assistance employment program, employed by a provider of supplemental services pursuant to federal law or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, who performs a service involving direct student contact shall also~~ student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district shall be required to submit to state and national criminal record checks within ~~thirty~~ sixty (60) calendar days from the date such ~~worker-student~~ begins to perform such student teaching experience ~~service~~. Record checks will be processed according to the following procedure:*

1. No later than five (5) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Manchester Police, their designee, or C.R.E.C. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.
2. No later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the Manchester Police, their designee, or C.R.E.C. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks. [Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.](#)
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check. The affected applicant/employee may notify the Superintendent or his/her designee in

writing within five (5) calendar days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in Paragraph E of Section III of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in Paragraph D of Section III of this Policy, above.

B. Criminal Records Check for Substitute Teachers:

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.

2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the school district.

V. Credit Checks

The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.

The district will obtain consent before performing the credit or other background checks. If the district intends to take an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting

Act,” which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district’s actions; and a notice of the person’s right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

VI. Notice of Conviction

If, at any time, the Board of Education receives notice of a conviction of a crime by ~~(1) a person holding a certificate, authorization or permit issued by the State Board of Education, or (2) a person employed by a provider of supplemental services,~~ the Board shall send such notice to the State Board of Education. In complying with this requirement, the district shall not disseminate the results of any national criminal history records check.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the Board of Education shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of these Administrative Regulations, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the Board.

A. During the course of an employment check, the Board may not:

1. request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of the Board; or
3. require that an applicant invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the Board to join a group affiliated with any personal online account of the applicant.

- B. The Board may request or require that an applicant provide the Board with a user name
an password, password or any other authentication means for accessing:
 - 1. any account or service provided by Board or by virtue of the applicant's employment relationship with the Board or that the applicant uses for the Board's business purposes, or
 - 2. any electronic communications device supplied or paid for, in whole or in part, by the Board.
- C. In accordance with applicable law, the Board maintains the right to require an applicant to allow the Board to access his or her personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:
 - 1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
 - 2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. School Volunteers

Procedures for school volunteers and chaperones are outlined in Policy 1401

- X. Policy Inapplicable to Operators of School Transportation Vehicles and Students Employed by the School District
 - A. This policy will not apply to an operator of a school transportation vehicle who is already required to submit to a criminal history records check pursuant to Connecticut General Statutes 14-44 (d).
 - B. This policy will also not apply to a student employed by the local or regional school district in which the student attends school.

XI. Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References:

Conn. Gen. Stat. § 10-212.
Conn. Gen. Stat. § 10-221d.
Conn. Gen. Stat. § 10-222c
Conn. Gen. Stat. § 31-40x
Conn. Gen. Stat. § 31-51i
Conn. Gen. Stat. § 31-51tt

Public Act ~~17-68~~, 19-91 “An Act Concerning Various Revisions and Additions to the Education Statutes.”

~~Public Act 17-220, “An Act Concerning Education Mandate Relief.”~~

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

Adopted: - 1994

Revised: - August 23, 2010

Revised: - February 25, 2013

Revised – March 13, 2017

Revised – March 26, 2018

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint- based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice¹ that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.²

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480	Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306
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¹ **Written notification includes electronic notification, but excludes oral notification.**

² **See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).**

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification³ by _____th at your fingerprints will be used to check the criminal history records of the FBI.
- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.⁴
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁵
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- If you need additional information or assistance, please contact:

Connecticut Records:
Department of Emergency Services and Public Protection
State Police Bureau of Identification (SPBI)
1111 Country Club Road
Middletown, CT 06457
860-685-8480

Out-of-State Records:
Agency of Record
OR
FBI CJIS Division-Summary Request
1000 Custer Hollow Road
Clarksburg, West Virginia 26306

³ Written notification includes electronic notification, but excludes oral notification.

⁴ See 28 CFR 50.12(b).

⁵ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Federal Bureau of Investigation
United States
Department of
Justice Privacy
Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

I. Definitions

- A. **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" or a dog that has been commanded to attack.
- B. **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. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student 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 such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student 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. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term

firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the

Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device ~~or any device~~ and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school 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. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school

year in which such suspension is imposed; and further provided no student 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 student is granted a formal hearing as provided below.

- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release ~~devise~~ device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. *Conduct on School Grounds or at a School-Sponsored Activity:*

1. Suspension. Students may be ~~disciplined~~ suspend for conduct on school grounds or at any school-sponsored activity that ~~endangers—persons or property,~~ violates a publicized policy of the Board or, is seriously disruptive of the educational process, or that violates a publicized policy of the Board, or endangers persons or property.

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

B. *Conduct off School Grounds:*

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

C. Seriously Disruptive of the Educational Process:

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school**; (2) **whether other students from the school were involved or whether there was any gang involvement**; (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon**, as defined in Section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**. ~~In making a determination as to whether such conduct is seriously disruptive of the educational process, t~~The Administration and/or the Board of Education may also consider (5) whether such **the off-campus conduct involved the illegal use of drugs.**

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct ~~which~~ that is considered to violate a publicized policy of the Board of Education includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) ~~includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:~~

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin,

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ancestry, gender identity or expression or any other characteristic protected by law.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. ~~Unlawful~~ Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such

substances or aiding in the procurement of any such substances.

For the purposes of this Paragraph 15, the term “~~electronic nicotine~~ delivery system” shall mean an electronic device ~~that may be used to simulate smoking~~ in the delivery of nicotine or other

~~substance~~ substances to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device including, but not limited to, electronic cigarette liquid. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, ~~that~~ and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. ~~Unlawful~~ Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of

students, staff members, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at 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 school district, which:

- a. causes physical or emotional harm to such student or damage to such student's property;
- b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- c. creates a hostile environment at school for such student;
- d. infringes on the rights of such student at school; or
- e. substantially disrupts the education process or the orderly operation of a school.

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

- 33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- 34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- 35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- 36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
- 37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the Administration has reason to believe:
 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
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used 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** under chapter 952 of the Connecticut General Statutes; or
 3. was engaged **on or off school grounds** in **offering for sale or distribution of a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, 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. The terms “**dangerous instrument**,” “**deadly weapon**,” **electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.

- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.

- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV. B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 - 2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:
 - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (ii) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

- b. in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
9. The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration- specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not

require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.
 11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
 12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, or seriously disrupts the educational process ~~or in other appropriate circumstances~~ as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

- 1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Administration.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Administration.
 - f. The student may be represented by an attorney or other advocate of his/her choice at his/her expense or at the expense of his/her parent(s) or guardian(s).
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education,

whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and concerning about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. Hearing Procedures:

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
- 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
- 3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
- 4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
8. The student shall not be compelled to testify at the hearing.
9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

13. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and
(2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board- specified program shall not require the student and/or the student's parents to pay for participation in the program.
17. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

- A. For the purposes of this Section, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education.

B. Students under sixteen (16) years of age:

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

C. Students sixteen (16) to eighteen (18) years of age:

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) 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. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

D. Students eighteen (18) years of age or older:

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

E. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):

Notwithstanding Sections IX.B. through D. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

F. Students for whom an alternative educational opportunity is not required:

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required by law or as described in this policy. In cases, the Board, or such

if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

X. Notice of Student Expulsion on Cumulative

Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. Suspension of IDEA students:

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Removal of Special Education Students for Certain Offenses:

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

2. The following definitions shall be used for this subsection XII.C.:
 - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
 - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
 - c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
 - d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or
(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the Board of Education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. 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.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, 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.
- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation to the local police.

XVIII. Administrative Regulations

The Board of Education authorizes the Superintendent to promulgate administrative regulations to implement this Policy.

Legal References:

Connecticut General Statutes:

[PA 19-91, "An Act Concerning Various Revisions and Additions to the Education Statutes."](#)

[Public Act 19-13, "An Act Prohibiting the Sale of Cigarettes, Tobacco Products, Electronic Nicotine Delivery Systems and Vapor Products to Persons Under Age Twenty-One."](#)

§ 10-16 Length of school year

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§ 10-222d Safe school climate plans. Definitions. Safe school climate assessments

§§ 10-233a through 10-233f Suspension and expulsion of students.

§ 10-233l Expulsion and suspension of children in preschool programs

§ 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

§ 21a-240 Definitions

§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited

§§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors

§ 53-206 Carrying of dangerous weapons prohibited.

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).

State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”) Gun-Free Schools Act, 7961

Honig v. Doe, 484 U.S. 305 (1988)

ADOPTED: February 9, 1976

REVISED: June 13, 2017

ADOPTED: July 10, 2017

STUDENTS
HOMELESS STUDENTS

5118.1

In accordance with federal law, it is the policy of the Manchester Board of Education (the “Board”) to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

Public Act ~~17-194, 19-179~~. An Act Concerning Homeless Students’ Access ~~to Student Records for Certain Unaccompanied Youths~~ Education.

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

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act,
 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: April 28,
2003 REVISED: April 26,
2010 REVISED: May 14, 2018

REVISED:

ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN AND YOUTH

In accordance with federal law, the Manchester Board of Education (the “Board”) 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 and these regulations 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 (21) 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. 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.
 - 6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - 7. 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. School of origin may include preschool administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder school.

- D. **Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.

II. Homeless Liaison:

- A. The District's Homeless Liaison is the Director of Pupil Personnel Services.
- 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, including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
 3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
 4. Ensuring that parents and guardians of homeless children and youth, and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
 5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to ~~their~~ homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.
 6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
 7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.

8. Ensuring that parent(s)/guardian(s) of homeless children and youth ~~or~~ and 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.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Informing parent(s)/guardian(s) of homeless children and youth, and unaccompanied youth, school personnel, and others of the rights of such ~~children and youth~~ students.
11. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
12. Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of his or her right to appeal such decisions.
13. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).
14. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.
15. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.
16. Ensuring that school personnel providing services to homeless children and ~~youths~~ youths receive professional development and other technical assistance activities regarding the McKinney-Vento Act.
17. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.

18. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

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 or unaccompanied youth to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
 1. May permit parents/guardians of homeless children and youth and unaccompanied 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 schools 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~~ homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless 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 or unaccompanied youth. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the homeless child or

youth is actually living are eligible to attend.

3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

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 therefore, 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 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 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 10-186(b).
4. ~~Within~~ Not later than ten (10) days ~~of~~ after receipt of an appeal to the 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 Board ~~of Education~~ concerning such appeal, and such hearing shall be conducted in accordance with Section 10- 186(b).
5. If the 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 Board's ~~of Education's~~ decision to the State Board of Education within twenty (20) days of receipt of the Board ~~of Education's~~ written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a 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 resolution of the dispute, including all available appeals.

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 or unaccompanied youth'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 inter-district 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) ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Records

An unaccompanied youth, as defined in section I.D., above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

VIII. Contact Information

- A. Local Contact: for further information, contact:
 Director of Pupil Personnel Services Manchester
 Public Schools
 45 North School Street
 Manchester, CT 06042
 (860) 647-3452
- B. State Contact: for further information or technical assistance, contact: ~~State~~
~~Coordinator~~
[Louis Tallarita, State](#)
[Coordinator](#)
 Connecticut Department of Education ~~25~~
~~Industrial Park~~
~~Road~~
~~Middletown, CT 06457~~
~~1543~~
[450 Columbus](#)
[Boulevard](#)
[Hartford, CT](#)
[06103](#)
Louis.Tallarita@ct.gov
 (860) 807-2058

Legal References:

State Law:

Public Act ~~17-194, 19-179~~ [An Act Concerning Homeless Students' Access to Student](#)
~~Records for Certain Unaccompanied Youths to~~
[Education.](#)

[10-186 Duties of local and regional boards of education re school attendance.](#)
[Hearings.](#)
[Appeals to state board. Establishment of hearing board. Readmission. Transfers](#)

10-253 School privileges for children in certain placements, non-resident children
 and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act,
 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L.
 114-95.

ADOPTED: [April 28, 2003](#)
 REVISED: April 26, 2010
 REVISED: May 14, 2018

Students**5005****MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES**

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

I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

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

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student’s eligibility for services under Section 504. The Section 504 team may determine that the only services needed are in the student’s Individualized Health Care Plan (IHCP) and/or Emergency Care Plan (ECP); in that case, the IHCP and/or ECP will also serve as the student’s Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

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

Major life activities include, but are not limited to:

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

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

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an (IHCP) for the student. Each IHCP should contain information relevant to the student's participation in school activities.
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:

- a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life threatening food allergy, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
 - a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. The student's specific allergy;
 - c. The student's signs and symptoms of an allergic reaction;
 - d. The medication, if any, or other treatment to be administered in the event of exposure;
 - e. The location and storage of the medication;

- f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
- 7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
 - a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. Information about the disease or disease specific information (i.e. type of GSD or diabetes);
 - c. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
 - d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glucagon or insulin)
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
- 8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocol and medication orders.
- 9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of his/her status as a student with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by **[insert name of appropriate administrator/school nurse]**. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

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

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;

3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

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

VI. Monitoring the District's Plan and Procedures

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

to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

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

Legal References:

State Law/Regulations/Guidance:

- Conn. Gen. Stat. § 10-212a Administration of Medications in Schools
- Conn. Gen. Stat. § 10-212c Life-threatening food allergies and Glycogen Storage Disease: Guidelines; district plans
- Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors
- Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan.
- Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
- Conn. Gen. Stat. § 52-557b “Good Samaritan law”. Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render. Immunity from liability re automatic external defibrillators.
- Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.