

Committee Meeting Agenda/Minutes

Committee: BOE Policy & Legislation Committee			
Location: Superintendent's Office Chase Building/Room 158 236 Grand Street	Date of Meeting: Monday November 17, 2025	Start Time: 5:00 p.m.	Finish Time:

Team Norms:
1. All meetings will start on time 2. All team members will agree to stay on specific agenda topics 3. A specific agenda will be set for all meeting

Commissioners Present:	Staff Present:

AGENDA			MINUTES
	Agenda Item	Time Allotted	• Motion • Motion by/seconded by • Vote tally
1.	New: Policy 6162.12 – Library Material Review and Consideration (PA 25-168) ~ <i>J. Frenis</i>		
2.	New: Policy 6162.13 – Library Collection Development and Maintenance (PA 25-168) ~ <i>J. Frenis</i>		
3.	New: Policy 6162.14 – Library Display and Program (PA 25-168) ~ <i>J. Frenis</i>		
4.	Revised: Policy #5114 – Discipline/Student Conduct (PA 25-67, 93) ~ <i>W. Johns</i>		
5.	Revised: Policy 5131.911 – Bullying/Cyber Policy & Plan (CGS 10-222hh (b)(6)) ~ <i>W. Johns</i>		
6.	Revised: Policy #5141.25 – Accommodating Student with Food Allergies ~ <i>N. Albini</i>		
7.	New: Policy 5142 – School Safety & Security Plan ~ <i>N. Albini</i>		
8.	Revised/Replaced: Policy 6142.101 – Student Nutrition and Physical Activity (School Wellness) ~ <i>N. Albini</i>		
9.	New: Policy 5118.2 – Educational Opportunities for Military Children (PA 25-15) ~ <i>Dr. Schwartz</i>		
10.	Miscellaneous/Scheduling of next meeting ~ <i>Chair Brown</i>		
11.	Adjournment		

Additional notes/minutes:

Minutes prepared by:

Instruction**6161.12(a)****Library Material Review and Reconsideration Policy**

The Waterbury Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Waterbury Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by **the review committee** on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

The Waterbury Board of Education will review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

Material Review and Reconsideration Procedure (continued)

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other education materials are being challenged.
2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
 - a. The Superintendent, or the Superintendent's designee;
 - b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee;
 - c. the Director of curriculum, or a person in an equivalent position;

Instruction

6161.12(c)

Material Review and Reconsideration Procedure (continued)

- d. a representative from the local or regional board of education;
- e. at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
- f. a parent or guardian of a student *age thirteen years or younger* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
- g. a parent or guardian of a student *aged fourteen years or older* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
- h. a certified school librarian employed by such board or employed by another board of education in the state.

Material Review and Reconsideration Procedure (continued)

In cases where such form is submitted by a student enrolled in *grades nine to twelve*, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

- 4. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's *Collection Development and Maintenance Policy*.
- 5. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
- 6. The individual with a vested interest who submitted the *request for reconsideration form* may appeal to the *review committee's decision* to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

Instruction**6161.12(d)****Material Review and Reconsideration Procedure (continued)****General Provisions**

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Waterbury Public Schools

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

☐ Parent/Guardian

☐ Student

☐ Other (please specify) _____

The material is best described as a:

☐ Book

☐ Video or Online Content

☐ Periodical/Magazine

☐ Other Media. Please specify _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

2. In what specific ways do you think this work is inappropriate for students?

3. What have you been told about the educational purpose of this material?

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. Please explain your reasons for your objection:

Signature of Complainant

Date

6161.12

Form 2

**WATERBURY PUBLIC SCHOOLS
WATERBURY, CONNECTICUT**

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ **Title of Material:** _____

Address: _____ **Telephone Number:** _____

Author: _____ **Publisher:** _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

How do you believe the review committee failed to follow the reconsideration process?

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

The Waterbury Board of Education shall determine whether the reconsideration process was followed and will publish the decision on the internet web site of the school district.

6161.12

**Complainant
Letter**

_____ **PUBLIC SCHOOLS**
_____ **CONNECTICUT**

Sample Letter to Complainant

Date: _____

Complainant Name

Address Line 1

Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a *Request for Reconsideration of Library Books and Materials* form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or require assistance with this process, please do not hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

[Your Name]

[Your "Vested Interest" Identity]

A mandated policy.

Instruction

Library Collection Development and Maintenance Policy

The Waterbury Board of Education recognizes that library and other education materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The Waterbury Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Instruction

Library Collection Development and Maintenance

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center to ensure that they are relevant, in good condition, and age- or grade-level-appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. Material relevance

- a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.
- b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. Physical condition of the material

- a. Assess whether the material is damaged or worn beyond reasonable use.

3. Availability of duplicates or copies of the material

- a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. Availability of more recent age-appropriate or grade-level appropriate material

- a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering awards and recommended lists for recently recognized literature.
- b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.
- c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. Continued demand for the material

- a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.
- b. Review usage data to determine whether the material is still being sought by students or teachers.

This form is designed to provide guidance and should be revised by librarians to support their efforts.

**WATERBURY PUBLIC SCHOOLS
WATERBURY, CONNECTICUT**

Library and Other Educational Material Assessment Form

Title of the material: _____ **Date of Assessment:** _____
Author: _____ **Assessor:** _____
Date of Publication: _____

Material relevance:

- ☐ Consulted with knowledgeable staff member(s) or teacher(s)
- ☐ The language is appropriate for the reading level of students in the targeted grade range
- ☐ Material is up-to-date and accurate

Notes:

Physical condition of the material:

Condition rating:

- ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Availability of duplicates or copies of the material:

Count of available copies: _____

Notes:

Availability of more recent age-appropriate or grade-level appropriate material:

If new material is available:

- ☐ It uses language appropriate for the reading level of students in the targeted grade range
- ☐ Presents difficult subjects (death, mental health, violence, sexuality etc.) in a developmentally appropriate way

Notes:

6161.13
Form
(continued)

Continued demand for the material:

Describe the frequency with which the material is being accessed:

Determination:

☐ Retain ☐ Replace ☐ Remove

Explanation of decision and rationale

The school library media specialist shall complete the Library and Education Material Assessment Form when determining the removal or retention of a material. Assessment forms shall be maintained in the library center and made available upon request by individuals with vested interest.

A mandated policy.

Instruction

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The Waterbury Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The Waterbury Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Discipline/Student Conduct Policy**ONLY PAGES WITH REVISIONS ARE INCLUDED****STUDENT CONDUCT**

It is a privilege to be a part of the Waterbury School System. We expect all students to observe the basic rules for maintaining order and decorum while in the educational environment. The adherence to the rules and expectations will encourage the development of good citizenship skills throughout the lives of our students. The Waterbury School System will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary. The articles and behavioral expectations are set forth for all members of the Waterbury School System.

These expectations include:

- Norms, values, and expectations that support people feeling socially, emotionally, physically and intellectually safe
- Members of the school community are engaged and respected
- Students, families and educators work together to develop, live and contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each person contributes to the operations of the school and the care of its social, emotional, intellectual and physical environment

National School Climate Standards

The Waterbury Public School System is committed to providing the best possible education in the best possible environment for all of its students in an effort to fulfill this commitment, the Waterbury Public Schools have integrated the Positive Behavioral Interventions and Support (PBIS) program as a framework to further develop positive school climates and positive relationships throughout the district. PBIS reinforces the National School Climate Standards.

The Board of Education supports the utilization of progressive discipline **framework embedded in restorative practices.**

The development of good discipline practices is the concern of all persons involved in the education of youth. To this end, thoughtful and patient effort is required in order to reach pupils in a way which will help and guide them in achieving self-discipline. Such measures may involve, but are not limited to interventions, restorative measures, removal, suspension, or expulsion. Whatever measure is employed, it must always be fair, dignified, and consistent.

Inquiries and complaints concerning the applicability of the aforementioned laws and regulations may be referred to:

U.S. Department of Education
Office for Civil Rights (OCR)
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 877-521-2172
Email: OCR@ed.gov

Discipline/Student Conduct Policy, continued**ARTICLE 1
EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES****SECTION 1****1. Definitions**

- a. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
- b. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- c. **“In-School Suspension”** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.
- d. **” Suspension”** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student’s conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person’s duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

- e. **Expulsion”** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, 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 student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student’s conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Discipline/Student Conduct Policy, continued

Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall 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.

- f. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes 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.
- g. **"Days"** is defined as days when school is in session.
- h. **"School-sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
- i. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.
- j. **"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 airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
- k. **"Firearm"** as defined in 18 U.S.C. §921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. 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.
- l. **"Vehicle"** means a **"motor vehicle"** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
- m. **"Martial arts weapon"** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
- n. **"Dangerous Drugs and Narcotics"** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

Discipline/Student Conduct Policy, continued

- o. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
- p. **“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.
- q. **“Seriously disruptive of the educational process”** means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

r. Policy Guidelines:

1. Clear Expectations and Communication:

- Establish and communicate clear behavioral expectations and the consequences of violating them.
- Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.

2. Progressive Discipline Framework:

- Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
- Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.

3. Restorative Practices:

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. Consistent and Fair Application:

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. Supportive Interventions:

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. Engagement and Collaboration:

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. Training and Professional Development:

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

SECTION 2

1. Removal

- a. The Board of Education authorizes teachers, with the approval of the building principal, or his/her designee, to remove a pupil, except those students covered under Article 6 below, from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six times in any year nor more than twice in one week unless such pupil is granted an informal hearing by the building principal or his/her designee in accordance with the provisions below.
- b. Whenever any teacher removes a pupil from the classroom, such teacher shall send him/her to an area designated by the building principal with a designated staff member to supervise, and send the name of the pupil against whom such disciplinary action was taken and the reason therefore to the principal.
- c. Each teacher shall maintain an individual pupil log of interventions in accordance with the designated form. The teacher shall provide the original copy of such log to the building principal when referring a pupil for disciplinary action. This log will be provided for disciplinary action in accordance with the designated form. If removal from a classroom does not result in disposition of the disciplinary case within ninety minutes, the building principal must consider the case a suspension and follow procedures in Section 4 following. (Maintenance of logs is required by the Office of Civil Rights.)

2. Notification – Parents shall be notified in order to solicit their cooperation in an effort to alter the student's behavioral pattern before more serious problems develop which will require disciplinary action at the suspension level.

- a. By telephone, the principal or designee may make attempts to immediately notify the parent or guardian of the student about the removal and state the cause(s) which led to the removal.
- b. Whether or not telephone contact is made with the parent or guardian, the principal or designee shall forward a letter to such parent or guardian to the most current address within one school day of the removal action and offer the parent or guardian an opportunity for a conference to discuss same. All notices, written and/or oral, required by this policy shall be in English or in the primary language of the home if fluency in English is limited.

Students

5114(e)

Discipline/Student Conduct Policy. continued

- c. If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
- d. The principal or designee shall maintain a file of removal reports and copies shall be sent to the school counselor and one will be placed in the student's permanent record file.

3. Chronic Behavior Problems

Referral to Planning and Placement Team

(NAME UPDATED TO ALIGN WITH CABE'S TITLE)

ONLY PAGES WITH REVISIONS ARE INCLUDED

The Waterbury Public Schools are committed to providing an educational environment where the right and dignity of every student is respected.

A. POLICY STATEMENT: The Waterbury Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying 1) causes physical or emotional harm to a student or such student's property; 2) places a student in reasonable fear of harm to himself or herself or of damage to his or her property; 3) creates a hostile environment at school for such student; 4) infringes on the rights of such student at school; or 5) substantially disrupts the educational process.

Discrimination and/or retaliation against an individual who reports or assists in the investigation of any act of bullying are likewise prohibited. Any student who engages in bullying behavior shall be subject to appropriate disciplinary action, which action may include suspension and expulsion, and/or referral to law enforcement officials in accordance with the Board's policies and state and federal law. In addition, the Waterbury Board of Education will address teen dating violence in accordance with its Safe School Climate Plan.

B. DEFINITIONS:

"Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

~~**Bullying** is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:~~

- ~~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 shall include, but is not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity 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.~~

Cyber-bullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Tiered Response is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to, restorative practices.
Multiple Subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).²
¹In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.³



² For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

³C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to request a behavior intervention meeting with the school's crisis intervention team "for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom."

Bullying/Cyber-Bullying Policy, continued

C. DISTRICT PROGRAM AND SAFE SCHOOL CLIMATE PLAN: The **Safe** School Climate Plan (“Plan”) is a multi-faceted approach to improving overall school climate and to prohibit and address any incidences of bullying and teen dating violence in the Waterbury Public Schools. The Waterbury Board of Education authorizes the Superintendent of the Waterbury Public Schools or his/her designee, along with the District **Safe** School Climate Coordinator, Safe School Climate Specialists and **Safe** School Climate Committees to develop, approve and adopt a **Safe** School Climate Plan in accordance with state law in furtherance of this policy. The Plan is to be periodically reviewed and revised as appropriate. Such Plan shall include, but not be limited to provisions which:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents/guardians of students to be notified annually of the process by which students may make such reports;
2. Enable parents/guardians to file written reports of suspected **bullying challenging behavior**;
3. Address teen dating violence.
4. Require school employees who witness acts of **bullying challenging behavior** or receive reports of **challenging behavior** **bullying** to orally notify the **safe** school climate specialist or another school administrator if the **safe** school climate specialist is unavailable, not later than ~~one~~ **two** school **days** after such school employee witnesses or receives a report of challenging behavior **bullying**, and to file a written report not later than two school days after making such an oral report;
5. Require the **safe** school climate specialist to investigate or supervise the investigation of all reports of **bullying challenging behavior** and ensure that such investigation is completed promptly after receipt of any written report;
6. Require the **safe** school climate specialist to provide prompt notice that such investigation has commenced to the parents or legal guardians of the student alleged to have committed an act or acts of **bullying challenging behavior** and the parents or legal guardians of the student against whom such alleged act or acts were directed;
7. Require the **safe** school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
8. Require each school to have a prevention and intervention strategy, as defined by statute, for school employees to deal with **bullying challenging behavior** and teen dating violence;
9. Provide for the inclusion of language about **bullying challenging behavior** and teen dating violence in student codes of conduct and in all students’ handbooks;
10. Require each school to notify parents or guardians of students who commit any verified act of **bullying challenging behavior** and the parents or guardians of any student against whom such acts were directed not later than forty-eight hours after the completion of the investigation using a **“Response Process(es) Notification Form”**;
11. Require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of **bullying challenging behavior**;

Bullying/Cyber-Bullying Policy, continued

12. Require each school to invite the parents or legal guardians of the student who commits any verified act of ~~bullying~~ **challenging behavior** to a meeting separate and distinct from the meeting referenced in 11 above of this subsection, to discuss specific interventions undertaken by the school to prevent further acts of ~~bullying~~ **challenging behavior**.
13. ~~Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;~~
14. ~~Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;~~
15. ~~Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;~~
16. ~~Require~~ Encourage the development of student safety support plans for students against whom an act of ~~bullying~~ **challenging behavior** was directed that addresses safety measures the school will take to protect such students against further acts of ~~bullying~~ **challenging behavior**;
17. Require the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any act of ~~bullying~~ **challenging behavior** constitutes criminal conduct;
18. Prohibit ~~bullying~~ **challenging behavior** (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such ~~bullying~~ **challenging behavior** (i) creates a hostile environment at school for the students against whom such ~~bullying~~ **challenging behavior** was directed, (ii) infringes on the rights of the student against whom such ~~bullying~~ **challenging behavior** was directed at school, or (iii) subsequently disrupts the education process or the orderly operation of a school;
19. ~~Require, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and~~
20. ~~Require all school employees to annually complete the training required by C.G.S. 10-220a, as amended on bullying prevention and related topics.~~

Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act ("FERPA") and any Board policy regarding student confidentiality and access to records.

Legal Authority: Conn. Gen. Stat. Section 10-222d et. seq. as amended by Public Acts 14- 242, 14-172 and 14-232. **C.G.S. Sec. 10-222hh (b)(6).**

Revised on November 6, 2014 and September 15, 2022;

July 14, 2025



Bullying – Safe School Climate Plan (Regulation)**Purpose/Priority Statement**

The Waterbury Board of Education (Board) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. The District has developed the following Safe School Climate Plan to promote a secure and happy school climate, conducive to teaching and learning, create a consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

The following plan, “The Waterbury Public Schools Safe School Climate Plan (Plan),” addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation in order to best serve the students, parents, guardians and the community.

I. Prohibition Against Bullying**A. On School Grounds**

The Board of Education (Board) prohibits bullying (a) on school grounds, at a school- sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

B. Off Campus/Outside the School Setting

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

C. Retaliation Prohibited

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

D. Student Discipline

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

II. Definitions

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

Bullying – Safe School Climate Plan (Regulation) continued

- 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 shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

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

“Gender expression” refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

“Gender identity” is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

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

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

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional Board of Education.

“Prevention and Intervention Strategy” may include but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another

Bullying – Safe School Climate Plan (Regulation) continued

evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees and interventions with the bullied child, parents and school employees, (6) school wide training related to safe school climate, (7) student peer training, education and support and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

“School employee” means (a) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional Board of Education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional Board of Education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (It is based on peoples’ experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)

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

III. Leadership, Administrative and School Personnel Responsibilities**A. School Employees**

Any school employee who witnesses acts of bullying or receives a report of must orally notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available not later than one school day after such employee witnesses or receives a report of bullying. The school employee must file a written report not later than two school days after making such oral report. (Form B) Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

B. District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

Bullying – Safe School Climate Plan (Regulation) continued

1. Implement the District's Safe School Climate Plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.

C. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Provide prompt notice to parents and legal guardians of the investigation, investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan (Form C) and meet separately with parents or legal guardians within 48 hours of the completion of the investigation;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

IV. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying and teen dating violence in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

Beginning July 1, 2021 and each school year thereafter, such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to each school, and (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school principal.

Bullying – Safe School Climate Plan (Regulation) continued

- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying; and implement the provisions of the school security and safety plan, developed pursuant to Section 87 of PA 13-3, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in C.G.S 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.
- C. Parent/guardian and student members serving on the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school. In addition, the Committee as a whole must be mindful of the Board's obligations under state and federal law regarding the privacy and confidentiality of student information. No information shall be shared with the Committee that compromises student confidentiality in violation of state or federal law pertaining to the confidentiality of student information and educational records.
- D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

V. Procedures for Reporting Bullying**A. Annual Notification of the Reporting Process**

Students and parents/guardians shall be notified at the beginning of each school year regarding the process by which students may make reports of bullying and such information shall be included in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and on the website of each District school. The Board shall also ensure that language regarding bullying and teen dating violence is included in student codes of conduct (i.e. discipline policies).

Bullying – Safe School Climate Plan (Regulation) continued**B. Written Reports**

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. (Form B) Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action consistent with this Plan.

C. Verbal Reports

Students may make verbal reports of conduct that they consider to be bullying to any school employee (as defined by this Plan), including any administrator, or to the Safe School Climate Specialist. Such verbal reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives a verbal report of bullying shall promptly reduce the report to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with this Plan.

D. Anonymous Reports

Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student (if the student's identity is known) to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the report, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

Bullying – Safe School Climate Plan (Regulation) continued**IV. Staff Responsibilities and Investigating Reports of Bullying****A. Teachers and Other School Employees**

School employees (as defined by this Plan) who witness acts of bullying, as defined above, or who receive reports of bullying, shall notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two school days after making such an oral report concerning the events witnessed or reported.

B. Responsibilities Safe School Climate Specialist/Investigation

1. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall promptly notify the parents and legal guardians of the students involved of an investigation. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent of the student's name in connection with the investigation process, unless the student and/or the parent has requested anonymity.
2. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the student involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.
3. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding no later than forty-eight (48) hours after the completion of the investigation. The notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on any student, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law. An invitation to a meeting must be given to the parents or legal guardians of a student against whom such act was directed to communicate to such parents or legal guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and

Bullying – Safe School Climate Plan (Regulation) continued

procedures in place to prevent further acts of bullying. An invitation to a meeting must be sent to the parents or guardians of a student who commits any certified act of bullying to a meeting, separate and distinct from the meeting required with the parents or legal guardians of the victim, to discuss specific interventions undertaken by the school to prevent further acts of bullying.

4. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
5. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

C. Notice to Law Enforcement

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

If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

V. Other Prevention and Intervention Strategies

- A. Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying – Safe School Climate Plan (Regulation) continued

- B. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying, or to other inappropriate behavior which does not meet the definition of bullying. While conduct that rises to the level of “bullying” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose traditional disciplinary action (e.g., detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee and must be consistent with state law and Board policy governing student discipline. No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- C. A specific written intervention plan shall be developed to address repeated incidences of bullying against a single individual or recurrently perpetrated bullying incidents by the same student. This plan may include safety provisions, as described in this Plan, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- D. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:

1. Non-disciplinary Interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a traditional disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Bullying – Safe School Climate Plan (Regulation) continued**2. Disciplinary Interventions**

When acts of bullying are verified and a traditional disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

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

3. Interventions for Bullied Students

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate
- Student Safety Support Plan; and
- Restitution and/or restorative interventions.

4. General Prevention and Intervention Strategies

In addition to the prompt investigation of reports of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

Bullying – Safe School Climate Plan (Regulation) continued

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School Climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School Climate Team Rubric. Such school climate assessment instruments shall include surveys that contain uniform grade-level appropriate questions that collect information about students' perspectives and opinions about the school climate at the school and allow students to complete and submit such assessment and survey anonymously.
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying and teen dating violence in the school.
- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- e. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- g. School-wide training related to safe school climate and related topics such as sexual harassment training, cultural diversity, multiracial education or other similar training in civil rights legislation;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;

Bullying – Safe School Climate Plan (Regulation) continued

- j. Planned professional development programs addressing bully/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;
- o. Culturally competent school-based curriculum focusing on social emotional learning, self-awareness and self-regulation.
- p. Referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up by the safe school climate specialist with the bullied child.
- q. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- r. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

The Safe School Climate Committee shall:

- 1. Receive copies of completed reports following investigations of bullying;
- 2. Identify and address patterns of bullying among students in the school;
- 3. Review and amend school policies relating to bullying;
- 4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
- 5. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence.
- 6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
- 7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.
- 8. No information shall be shared with the committee which violates the confidentiality provisions related to student information, except as permitted by law. Parent members of the Safe School Climate Committee are specifically excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Bullying – Safe School Climate Plan (Regulation) continued**5. Other Interventions**

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

VI. Documentation and Maintenance of Log

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

B. List of Verified Acts of Bullying

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

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

Bullying – Safe School Climate Plan (Regulation) continued**VII. Student Safety and Prohibition against Discrimination and Retaliation****A. Discrimination and/or Retaliation Prohibited**

Discrimination and/or retaliation against any person who reports bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about bullying is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore a sense of safety to any student against whom such behavior is directed. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular

B. Student Safety

As part of any investigation into allegations of bullying, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to any student against whom such bullying behavior is allegedly directed and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the alleged student against whom such bullying was directed (target); and altering the alleged perpetrator’s schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School Climate Specialist or designee will contact the victim of verified acts of bullying to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

Bullying – Safe School Climate Plan (Regulation) continued**VIII. Training Requirements for School Staff**

- A. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response bullying as required by law.
- B. The Board shall provide certified staff with in-service training on the prevention, identifications and response to school bullying and the prevention of and response to youth suicide. Such in-service training is not required if the Board implements evidence-based model approach that is approved by the Department of Education.
- C. The Connecticut State Department of Education shall provide (within available appropriations) annual training to non-certified staff of the District on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. Such training may include, but is not limited to:
 - 1. Developmentally appropriate strategies to prevent bullying among students in school and outside the school setting,
 - 2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying,
 - 3. Information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying,
 - 4. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting,
 - 5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d,
 - 6. Internet safety issues as they relate to cyberbullying, or
 - 7. Information on the incidence of youth suicide, methods of identifying youths at risk for suicide and developmentally appropriate strategies for effective interventions to prevent youth suicide.

IX. Notification Requirements

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board.

Bullying – Safe School Climate Plan (Regulation) continued

- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

X. School Climate Assessments

- A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education.
- B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

XI. Bullying Through the Use of Technology (Cyberbullying)

As noted in this Plan, the definition of bullying includes cyberbullying, which includes the use of the Internet and other technology to engage in bullying. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. The Board strongly encourages any student, parent/guardian or school employee to promptly report any alleged abuse/misuse of technology to an appropriate school administrator or Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline. When information is received that a student or students are involved in bullying another district student through the use of technology whether such misconduct occurs on or off campus, the District may take disciplinary and other remedial actions consistent with this Plan, Board policy and state law.

XII. Relationship to Other Laws

- A. Consistent with state and federal laws, and the policies of the District and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the "Plan" prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.

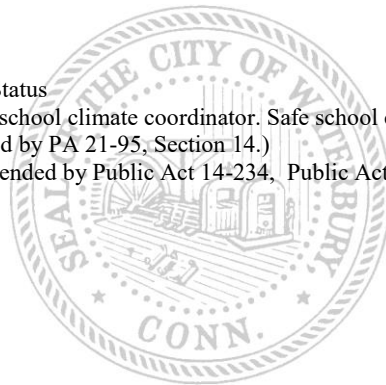
Bullying – Safe School Climate Plan (Regulation) continued

- B. In addition, nothing in the “Plan” is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the “Plan” covers the behavior.

XIII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against claims for damages in connection with the reporting, investigation and response to bullying in accordance with the implementation of a safe school climate plan to parents, students, and others who make good faith reports of bullying to a school employee in accordance with the safe school climate plan.

Legal Reference: Connecticut General Statutes
10-222K District safe school climate coordinator. Safe school climate specialist. Safe school selection committee (as amended by PA 21-95, Section 14.)
10-222d et. seq, as amended by Public Act 14-234, Public Act 14-172 and Public Act 14-232.



Students

#6
5141.25(a)
REVISED

Accommodating Students with ~~Food Allergies Policy~~ Special Dietary Needs

NAME UPDATED TO ALIGN WITH CABE'S TITLE)

Policy Statement

The Waterbury Board of Education is committed to the safety and health of all students and employees. In accordance with this and pursuant to Connecticut laws and Connecticut Public Act No.05-104 (2005), Chapter 170, Sec. 10-220f (1998), ~~Connecticut Public Act No. 05-104 (2005),~~ the purpose of this policy is to:

- Provide a safe and healthy learning environment for students with food allergies;
- Reduce the likelihood of severe or potentially life-threatening allergic reactions;
- Ensure a rapid and effective response in case of severe or potentially life-threatening allergic reaction; and
- Protect the rights of ~~food-allergic~~ students with food allergies to participate in all school activities.

Definitions

Food Allergy - Food allergy occurs when the immune system mistakenly attacks a food protein. Ingestion of the offending food may trigger the sudden release of chemicals, including histamine, ~~resulting~~ which can result in symptoms of an allergic reaction.

Anaphylaxis: A sudden, severe allergic reaction occurring in allergic individuals after exposure to an allergen such as food, ~~and~~ an insect sting, or latex. Anaphylaxis involves various areas of the body simultaneously ~~or causes~~, causing difficulty breathing and swelling of the throat and tongue. In extreme cases, anaphylaxis can cause death.

~~In order to~~ To properly implement the Board policy pertaining to the management of food allergies, the following administrative regulations are hereby established:

1. Parents/guardians of students with ~~allergic children~~ food allergies must ~~provide~~ submit to the school ~~with a physician~~ a documented medical history of ~~a food~~ the allergy ~~prior to~~, completed by a licensed medical provider, before school entry or within a reasonable ~~period of time (Appendix 15b and 15c)~~ timeframe.
2. Each school shall establish a method of ensuring that relevant information is transmitted to all supervising persons of an identified student. It is incumbent upon the school to notify any person who may be supervising an identified student with food allergies, especially those ~~which~~ that may be life-threatening, such as peanut allergies.
3. The primary concern of the school is the prevention and appropriate treatment of potentially severe allergic ~~reaction~~ reactions, anaphylaxis.

Accommodating Students with Food Allergies Policy, continued.

4. The school nurse will establish an Emergency Care Plan with the parent/guardian. ~~(Appendix 15a)~~
5. At-risk students who participate in the school system meal plan are identified with a separate alert window in the Food Service POS computer system following the Food Service ~~SOP's~~ SOPs.
6. ~~Some food allergic children bring their lunch from home. However, guidelines~~ 6. Guidelines established by the USDA Child Nutrition Division ~~in charge of school lunches requires~~ require school food service staff to ~~provide substitute meals to severely allergic~~ make reasonable meal modifications for students ~~if the physician of the student sends in a completed~~ with food allergies, based on their documented medical statement ~~with~~ history and guidance from the student's licensed medical provider, including written instructions certifying the child's allergy, what foods are to be avoided, and safe substitutions. Food Service personnel will maintain an alphabetical log and an updated computer list for each action plan and completed medical statement received from the school nurse.
7. ~~Consider establishing a no food trading policy within the school~~ Parents/guardians and students are encouraged to communicate with Food Service Staff regarding potential allergens for items being served or sold.
8. ~~Parents are able to review menus on the Waterbury K-12 website in order to select safe foods their child may eat.~~
9. ~~Consider the following avoidance strategies due to the fact that~~ Because risk can never be fully eliminated in the school environment; the following avoidance strategies are encouraged:
 - a) Parents should be encouraged to instruct their children in strategies for avoiding exposure to substances to which they are allergic, recognize symptoms of allergic reactions, read food labels (age appropriate), and how and when to tell an adult they may be having an allergy-related problem.
 - b) ~~Carefully monitor identified children.~~
 - c) ~~Allergic children can consider eating foods that are only prepared at home.~~
 - d) ~~b)~~ Students should be encouraged not to exchange ~~foods~~ food or utensils with other students.
 - e) ~~Surfaces, toys and equipment should be washed clean of allergic containing foods.~~
 - f) ~~Food personnel are instructed about necessary measures required to prevent cross contamination during food handling, preparation and serving of food.~~
 - g) ~~Establish a buddy system for identified students.~~

- h) ~~Provide staff updates at faculty meetings.~~
- i) ~~Consider a peanut free table in the cafeteria.~~

~~Students~~ ~~5141.25(c)~~

~~Accommodating Students with Food Allergies Policy, continued~~

- 10. ~~Provide~~9. School nurses provide training for staff in the recognition of symptoms of an allergic reaction, basic first aid, resuscitative techniques and in the use of epinephrine auto injections.
- 11. ~~Epinephrine and/or Adrenaline should be kept readily available to students at risk of anaphylaxis and in all cases where it is administered, the~~ on ~~student must be sent to the hospital immediately.~~



~~Legal Reference:-~~

~~Connecticut General Statutes:-~~

- ~~10-15b Access of parent or guardian to student's records.~~
- ~~10-154a Professional communications between teacher or nurse and student.~~
- ~~10-207 Duties of medical advisors.~~
- ~~Section 504 of the Rehabilitation Act of 1973~~
- ~~Americans with Disabilities Act~~

~~Other Reference:-~~

- ~~FNS Instruction 783-2, Revision 2, Meal substitution for medical or other special dietary reasons.~~
- ~~"Guidelines for Managing Life Threatening Food Allergies in Connecticut Schools", CT State Department of Education, 2006.~~
- ~~"Accommodating Special Dietary Needs in School Nutrition Programs" CT State Department of Education, November 2011.~~

~~Policy adopted by the Waterbury Board of Education on September 6, 2012~~

Students

School Safety: Preparation, Response, and After Action

It is the policy of the Waterbury Public Schools Board of Education to maintain a safe, orderly, civil, and positive learning environment and to be prepared, as far as possible, to prevent and respond quickly and appropriately to unexpected crises, such as emergencies, disasters, and threats.

The Board of Education shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members, families and community leaders and officials. Supporting these efforts, along with ensuring all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use, and maintenance, the Board recognizes that sound emergency preparedness planning and response are essential for the health, welfare, and safety of all students, staff and visitors. All school community members are responsible for doing everything in their power to promote everyone's safety at all times. District staff and students shall be prepared to respond immediately and responsibly to any combination of events that threaten the school community.

The Board directs the Superintendent to develop, maintain, and implement an *Emergency Disaster Preparedness and Response Plan (District Security and Safety Plan)* and, for each school, a **School Security and Safety Plan** and administrative procedures that detail provisions for responding to emergencies and disasters. This Plan will articulate the local emergency service providers' role in crisis preparedness and incident management, which shall be included in the District's Security and Safety Plan.

The School Security and Safety Plan

The Superintendent shall use state-approved School Security and Safety Plan Standards and a School Security and Safety Plan Template to comply with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating District- and site-level emergency and disaster preparedness plans. Each school in the District, each school year, will develop and implement a **School Security and Safety Plan**. Such plan shall be based upon the standards issued by the *Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS)* and the *School Security and Safety Plan Template*. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

In developing the District and School Security and Safety Plans, which include plans for various crisis scenarios, such as fire, bus accidents, criminal acts, civil disturbances, presence of intruders, hazardous material spill, weather-related emergencies, and bomb threats, the Superintendent shall collaborate with local and state emergency responders and local health officials in compliance with the provisions of PA 13-3.

Students

School Safety: Preparation, Response, and After Action

The School Security and Safety Plan (continued)

The Board through the Superintendent, shall annually, by November 1 of each year, submit the School Security and Safety Plans for each school to the Department of Emergency Services and Public Protection via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

The Superintendent or designee shall use the School Security and Safety Plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The School Security and Safety Plan shall be developed within the context of the four recognized phases of crisis management: Mitigation/Prevention, Preparedness, Response, and Recovery.

Each local educational agency that participates in the National School Lunch Program or other federal Child Nutrition programs has been required by federal law to establish a local school wellness policy for all schools under its jurisdiction. A local school wellness policy (“wellness policy”) is a written document that guides a school district’s efforts to establish a school environment that promotes students’ health, well-being, and ability to learn.

The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each district participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The original “final rule” expanded the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the local educational agencies (LEAs) jurisdiction can be addressed.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by local school districts. This final rule required school districts to develop a revised local school wellness policy and to fully comply with the requirements of the final rule by June 30, 2017.

Local wellness policies are an important tool for parents, local educational agencies (LEAs) and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards.

Amended Final Rule

The U.S. Department of Agriculture released another final rule on December 6, 2018 which was published in the *Federal Register* (Vol. 83, No. 238, December 12, 2018). The new directive eased requirements related to flavored milk, whole grains and sodium levels in meals served through the National School Lunch and breakfast programs. Under the amended final rule issued by the Department of Agriculture:

- Schools can offer low-fat (1%) milk in flavors like strawberry and chocolate.

Previous regulations indicated that only flavored skim milk could be offered.

Note: Connecticut’s statutory standard (C.G.S. 10-221q) allows unflavored low-fat (1%) milk flavored or unflavored, which contains no more than 4 grams of sugar per ounce and no artificial sweeteners. The stricter federal standard prevails through the current 2018-2019 school year. That stricter federal standard allows 1% (low-fat) unflavored milk and non-fat (skim) flavored or unflavored milk.

- Half of grain products must be whole grain rich. Previous regulations provided that 100% of the grains be whole grains.

FINAL RULE AMENDED IMPACTING DISTRICT WELLNESS POLICY

Page 2

- Schools will have more time to meet the previously-published schedule of increasingly restrictive sodium requirements set under the original nutrition standards.

Target 1 levels are retained through the end of the 2023-2024 school year. Target 2 levels begin in the 2024-2025 school year. Eliminated is the Final Target that would have gone into effect in the 2023-2024 school year.

These changes become effective July 1, 2019, for the 2019-2020 school year.

Background: Congress recognized that schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. In 2004, Congress passed the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of Public Law 108-265). This act required by law that all LEAs participating in the National School Lunch Program or other child nutrition programs create local school wellness policies. The legislation placed the responsibility of developing a wellness policy at the local level so the individual needs of each local district could be addressed.

In 2010, Congress passed the Healthy, Hunger-Free Kids Act of 2010 (Sec. 204 of Public Law 111-296), and added new provisions for local school wellness policies related to implementation, evaluation, and publicly reporting on progress of local school wellness policies. In 2014, the proposed rule for wellness policies was published in the Federal Register. On July 29, 2016, the final rule was published in the Federal Register. The final rule strengthens the requirements on public involvement, transparency, implementation, and evaluation among other topics.

Policy Requirements

The final rule required school districts to develop a revised local school wellness policy. Districts were required to comply with the requirements of the final rule by July 1, 2017. Districts, in order to be compliant are required to meet the following requirements contained in the original final rule:

1. The wellness policy must contain:
 - a. Specific measurable goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.
 - b. School districts are required to review and consider evidence-based strategies in determining these goals.
 - c. Standards for all foods and beverages provided to students during the school day at each school, whether sold to students or brought in by students or other people or provided by other means.
 - i. The standards must at least be consistent with the competitive food service standards of the National School Lunch Program. *(The Smart Snacks standards for foods and beverages sold in school were already required to be in the wellness policy. The final rule also requires Boards to set standards for foods and beverages brought into the school for birthday parties and/or classroom celebrations.)*

- ii. The policy must state that marketing of foods and beverages at school during the school day may only be permitted for foods and beverages that meet the federal nutrition guidelines/standards, promote student health and reduce childhood obesity. *(The final rule requires in-school marketing of foods and beverage items to be consistent with the Smart Snacks standards. Marketing includes for products on the exterior of vending machines as well as through posters, menu boards, coolers, trash cans, and other food service equipment, including cups fused for beverage dispensing. The rule does not require schools to immediately replace or remove menu boards, coolers, tray liners, beverage cups, other food service equipment and existing scoreboards with depictions of non-compliant food or beverage products to comply with the new local school wellness policy standards. However, as the administration reviews and/or considers new contracts and as scoreboards or other such durable equipment are replaced or updated over time, replacement and purchasing decisions should reflect the applicable marketing guidelines established by the board in the wellness policy. The marketing requirements do not apply to marketing that occurs at events outside of school hours.)*
 - d. Title or name of the school official responsible for the implementation and overseeing the wellness policy and ensuring compliance with the policy.
 - e. Language that indicates the wellness policy will be assessed at least every three years and the results of the assessment must be made available to the public at least once every three years. The assessment must:
 - i. Include the extent to which schools in the local district are in compliance with the goals of the wellness policy.
 - ii. Include how well the policy compares with model local school wellness policies.
 - iii. Contain a description of the progress made in attaining the goals listed in the district's school wellness policy.
 - iv. Indicate the local district will use the triennial assessment results to make appropriate updates to the district school wellness policy.
 - f. A description of the method by which the school district will inform the public about the policy's content, implementation, progress toward meeting the goals contained in the policy and the results of the triennial assessment.
2. Bookkeeping Requirements
- a. The local district must retain records pertaining to the written wellness policy.
 - b. Documentation must be maintained which demonstrates compliance with community involvement requirements, especially regarding the notification of the wellness policy and the triennial assessment.
 - c. Documentation must be maintained related to the triennial assessment for each school at the local district level.

3. Public Involvement

At a minimum, LEAs must permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process.

Policy Implications: Policy #6142.101, “School Nutrition and Physical Activity (School Wellness),” is a mandated policy for inclusion in a district’s policy manual. CABE’s material was previously revised in October 2014 in order to be compliant with the U.S. Department of Agriculture’s interim final rule and Connecticut’s Connecticut Nutrition Standards. That revision involved the cooperation of members of the Connecticut State Department of Education.

Due to the issuance of the original final rule, during the 2016-2017 school year, CABE revised its model policy and accompanying administrative regulation pertaining to this topic. The CABE Policy Department revised its models with the assistance of members of the Rudd Center for Food Policy and Obesity, the American Heart Association and the State Department of Education.

The issuance of the amended December 2018 final rule does not impact the wellness policy developed and discussed above. The changes of the 2019 final rule impact the policy’s administrative regulation. It has been updated and follows for your consideration.

Note: Schools are not required to change their menus and can choose whether or not to use the flexibilities this amended rule provided.

In addition, the following should be added to the “Legal Reference” section of the policy:

Child Nutrition Programs: Flexibilities for Milk, Whole Grains, and Sodium Requirements – (Federal Register, Vol. 83, No. 238, December 12, 2018)

Federal law mandates that districts participating in the U.S. Department of Agriculture's (U.S.D.A.) child nutrition programs have a wellness policy. This sample and others are a starting point in the development of such a policy which must involve a broad cadre of individuals in its development. The local policy must be a culmination of a committee process. CGS 10-215f requires boards of education participating in the National School Lunch Program to take action annually to certify whether all food items sold to students will or will not meet the Connecticut Nutrition Standards.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods Sold in Schools

For districts implementing the healthy food certification program under C.G.S. 10- 215f.

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Nutrition Guidelines for Foods Sold in Schools (continued)

For districts implementing the healthy food certification program under C.G.S. 10- 215f.
(continued)

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

Note: *Districts that participate in Connecticut's healthy food certification must follow the Connecticut Nutrition Standards for all foods sold in schools instead of USDA's Standards for Competitive Foods. The "Connecticut Nutrition Standards" meet or exceed the USDA's competitive food standards.*

If the District implements healthy food certification under CGS Section 10-215f,

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the

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Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Community Input

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent or designee as the person who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

Suggestions for Creative & Fun Fundraising

- Gift wrapping
- Fun runs
- Walk-a-thon
- Bike-a-thon
- Jump rope-a-thon
- Rent-a-teenager (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- Singing telegrams
- Talent show
- Read-a-thon
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction
- Treasure hunt
- Penny wars

Resource Ideas

www.creativelearning.cc

www.123fundraising.com

www.fundraisingdepot.com

www.partnerforkids.com

www.giftfriends.com

www.ptoideas.com

www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf

www.fundraisingfruit.com

www.citrusfruit.co

Food Free Birthday Celebrations

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

Ideas for Alternatives to Using Food as a Reward

Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)
- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- Extra Art time
- Have “Free Choice” time at the end of the day or end of class period
- Listen to headset to a book on tape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat breaks at end of class
- Reduced homework or “no homework” pass
- Extra credit
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Eat lunch outside or have class outside

High School Students

- Extra homework or bonus points
- Fun video
- Reduced homework
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

**Policy 5118.2
Educational Opportunities for Military Children**

Public Act No. 25-15, An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut, Section 7 outlines protections for children of members of the armed forces. The Act establishes that if a child of a member of the armed forces is enrolled in a school under the jurisdiction of a board of education, and such member of the armed forces receives military orders or any other document requiring them to move from the town and change residency during the school year, their child may continue to be enrolled at their current school until the end of the school year while such member of the armed forces remains a member of the armed forces. If such a child is in grade eleven, they may continue to be enrolled in their school for an additional year.

CABE's policy department has updated our model policy on Education Opportunities for Military Children (P5118.2) to include the above provision. The addition of language from the bill has changed P5118.2 from a sample recommended policy to a sample mandated policy.

Students

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the ***Interstate Compact on Educational Opportunity for Military Children***. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the ***Compact*** if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

Students

Educational Opportunities for Military Children (continued)

- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

(cf. 5111 – Admission)

(cf. 5113 – Attendance and Excuses)

(cf. 5123 – Promotion/Retention)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5141.3 – Health Assessments and Immunizations)

(cf. 6146 – Graduation Requirements)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut. (Section 7)

Policy adopted:

rev 11/11

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