

# **New Hartford Public Schools**

## **Policy Subcommittee Meeting**

May 6, 2026 5:15 pm

VIRTUAL

Video call link: <https://meet.google.com/cnk-kpod-wcx>

Or dial: (US) +1 240-283-5482 PIN: 194 160 613#

### **Agenda**

#### **1. Review of BOE policies**

- REVISION - Policy 0521 - Nondiscrimination
- REVISION - Policy 5112 - Ages of Attendance/Admissions/Placement
  - ELIMINATE Form #2 for Policy 5112
- REVISION - Policy 5141.22 - Communicable/Infectious Diseases
- REVISION - Policy 5141.221 - Pediculosis
- NEW - Policy 5142 - School Safety: Preparation, Response, and After Action
  - Once adopted would replace
    - Safe and Secure School Facilities (#3516)
    - Crisis Management Plan (#5141.6)
    - Emergencies and Disaster Preparedness (#6114)
- REVISION - Policy 9325.3 - Parliamentary Procedures

#### **2. Action steps for next regular BOE meeting**

#### **3. Adjournment**

**Mission - Goals - Objectives**

**Nondiscrimination**

**Nondiscrimination Policy and Notice**

Pursuant to Title IX and its regulations ("Final Rule" released on April 19, 2024), the New Hartford Board of Education has adopted and implemented a policy stating that the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, including admission and employment.

The New Hartford Public Schools does not discriminate based on race, color, religion, sex, sexual orientation, gender identity or expression, status as a veteran, status as a victim of domestic violence, marital status, pregnancy or related conditions, national origin, protective hairstyles, alienage, ancestry, age, disability, or any other basis prohibited by law and prohibits discrimination, including harassment, in any education program or activity it operates.

The Board shall provide protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person's ability to participate in or benefit from a school's education program or activity.

The District shall take prompt and effective action to end any sex discrimination in its education programs or activities to provide for the prompt and equitable resolution of sex discrimination complaints, prevent recurrence, and remedy its effects. To that end, the District shall act promptly and effectively in response to information about conduct that reasonably may constitute discrimination, including sexual violence and other forms of sex-based harassment. The district shall also ensure that all school employees are trained about their obligations to address sex discrimination and their obligations to notify or provide contact information for the Title IX Coordinator.

The New Hartford Board of Education Non-discrimination policy includes protections for students, employees, and applicants against discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery from these conditions and shall provide reasonable modifications for students based on pregnancy or related conditions, allow for lactation for employees, and access to a clean, private lactation space for students and employees.

The District shall not disclose personally identifiable information obtained through complying with Title IX, with limited exceptions, such as when there had been prior written consent or when the information is disclosed to the parent of a minor.

Retaliation against anyone who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an

## **CURRENT**

investigation or grievance process is also a violation of the New Hartford Board of Education's non-discrimination policy and is prohibited.

The New Hartford Public Schools shall notify students, employees, parents, and others of this policy and publish it widely. The Board recognizes that due to size and format restrictions of different publications, to ensure the broadest level of distribution, the Board shall publish a statement (Short Version) that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator and provide a link to the "Long Version" of the non-discrimination notice on the District's website.

The New Hartford Public Schools does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, as required by Title IX and its regulations, including admission and employment.

The New Hartford Board of Education has designated the following individual(s) to coordinate efforts to comply with and carry out its non-discrimination responsibilities under Title IX (2024's "Final Rule," applicable State laws, and court decisions). Questions regarding the District's non-discrimination commitments, as well as related laws, regulations, and District policies, may be referred to this/these designated employee(s):

### **District Title IX Coordinator:**

Director of Student Services, 530 Main Street, P.O. Box 315, New Hartford, CT 06057-0315, 860-379-8546 (<https://www.newhtfd.org/district1/student-services>)

### **District's Other Designees Under Section 504**

The New Hartford Public School District is required not to discriminate on the basis of sex by Title IX and its implementing regulations. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

### **The U.S. Department of Education's Office for Civil Rights Contact Information:**

**U.S. Department of Education**

**Office for Civil Rights**

**Lyndon Baines Johnson Department of Education Bldg**

**400 Maryland Avenue, SW**

**Washington, DC 20202-1100**

**OCR@ed.gov**

**800-421-3481**

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To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.newhctfd.org/district1/student-services/title-ix/non-discrimination-clause>.

Any person may also report sex discrimination, including harassment, using the contact information listed for the Title IX Coordinator. The New Hartford Public School's non-discrimination policy and grievance procedures (**Title IX Policy and Administrative Regulation**) Policy #[4000.1](#)/4200.1 and [5145.44](#).

(cf. [4000.1](#) - Title IX)

(cf. [4111](#) - Recruitment and Selection)

(cf. [4111.1/4211.1](#) - Affirmative Action)

(cf. [4118.11/4218.11](#) - Nondiscrimination)

(cf. [4118.112/4218.112](#) - Sex Discrimination and Sexual Harassment in the Workplace)

(cf. [4118.113/4218.113](#) - Harassment)

(cf. 5145.4 - Nondiscrimination)

(cf. [5145.5](#) - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

(cf. 5145.52 - Harassment)

(cf. 5145.6 - Student Grievance Procedure)

(cf. 6121 - Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

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

Title IX Final Rule, May 6, 2020

Age Discrimination in Education Act, 29 U.S.C. §621

Americans with Disabilities Act, 42 U.S.C. §12101

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

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Title II of the Genetic Information Act of 2008

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

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)

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

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

[46a-51](#) Definitions (as amended by PA 17-127, PA 21-2 and PA 22-82)

[46a-58](#) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

[46a-60](#) Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69 and PA 22-82)

[46a-81a](#) Discrimination on basis of sexual orientation: Definition

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

[10-153](#) Discrimination on account of marital status.

[17a-101](#) Protection of children from abuse.

**CURRENT**

PA 17-127, An Act Concerning Discriminatory Practices Against Veterans,  
Leaves of Absence for National Guard Members

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W.  
4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110  
(2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503  
(2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W.  
4107 (2008)

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June  
15, 2020)

2024 Amendments to the U.S. Department of Education's Title IX Regulations  
("Final Rule")

**Policy adopted: February 8, 2006**

**Policy revised: February 7, 2012**

**Policy revised: October 15, 2024**

NEW HARTFORD PUBLIC SCHOOLS

New Hartford, Connecticut

*Compliant with 2020 Title IX.*

## **Mission – Goals – Objectives**

### **Nondiscrimination**

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons.

### **Nondiscrimination in School and Classroom Practices**

It is the policy of the District to provide equal opportunity for all students to achieve their maximum potential through the programs offered in all District schools regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity or expression, ancestry, national origin, disability, status as a victim of domestic violence **or as a victim of sexual assault or status as a victim of trafficking in persons.**

The District shall provide to all students without discrimination, course offerings, counseling, assistance and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Students and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

### **Nondiscrimination in Employment/Contract Practices**

It is the Board's policy to provide all persons equal access to all categories of employment in this District regardless of race, color, age, creed, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, status as a victim of domestic violence, marital status, mental or physical disability, genetic information, status as a Veteran or any other basis prohibited by Connecticut state and/or federal laws. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations. **The Board shall grant victims of sexual assault or trafficking reasonable leave to attend to related medical, psychological and legal matters related to such status.**

Employees and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

## **Mission – Goals – Objectives**

### **Nondiscrimination**

#### **Equal Education Opportunity**

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the New Hartford Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, race, religion, national origin or for any reason not related to his/her individual capabilities.

The Civil Rights Coordinators for the New Hartford Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Coordinators are set forth below. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Students shall not be discriminated against, including but not limited to, in the areas of:

- Admission
- Use of School Facilities
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Health Services
- Most Other Aid, Benefits or Services

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

## Mission – Goals – Objectives

### Nondiscrimination

#### Equal Education Opportunity (continued)

Sexual harassment has been established as a form of sexual discrimination and is defined as follows:

"Any **unwelcome** sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working environment."

Examples of specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment include, but not be limited to:

Touching	Verbal comments
Sexual name calling	Sexual rumors
Inappropriate public display of affections	Too personal a conversation
Gestures	Corner/blocking
Jokes/cartoons/pictures	Leers
Pulling at clothes	Attempted rape/rape
	Harassing telephone calls

If you believe that you have been discriminated against, in regard to, either of the preceding policies, you may file a grievance that your rights have been denied or violated.

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact Michael Lynch, our system Civil Rights Coordinators, or an administrator.

Forms are available in our Main Office or from our Civil Rights Coordinators. Contact with the Civil Rights Coordinators should take place within forty (40) calendar days of the alleged occurrence.

### Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the as the District's Compliance Officer, the Director of Special Education/Services.

## **Mission – Goals – Objectives**

### **Nondiscrimination**

#### **Delegation of Responsibility**

The Compliance Officer shall publish and disseminate this policy and complaint procedure annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the areas listed.

#### **School and Classroom Practices:**

1. **Curriculum and Materials:** Review curriculum guides, textbooks and supplementary materials for discriminatory bias.
2. **Training:** Provision of training for students and staff to identify and alleviate problems of nondiscrimination.
3. **Student Access:** Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. **District Support:** Assure that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment and related matters.
5. **Student Evaluation:** Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

#### **Employment/Contract Practices**

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Promotions.
5. Disciplinary actions, up to and including terminations.
6. **The Board allows the mandatory human trafficking awareness training to be provided in any format, including but not limited to, video presentation.**

The Building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student, employee or third party of the right to file a complaint and the complaint procedures.
2. Inform the student complainant that he/she may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the Building Principal is the subject of the complaint.

## Mission – Goals – Objectives

~~Nondiscrimination (continued)~~

~~Complaint Procedure – Student/Employee/Third Party~~

### ~~Step 1 – Reporting~~

~~A student, employee or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to report the incident immediately to the Building Principal.~~

~~A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Building Principal.~~

~~If the Building Principal is the subject of the complaint, the student, employee or third party shall report the incident directly to the Compliance Officer.~~

~~The complainant is encouraged to use the report form available from the Building Principal, but oral complaints shall be acceptable.~~

### ~~Step 2 – Investigation~~

~~Upon receiving a complaint of discrimination, the Building Principal shall immediately notify the Compliance Officer, who shall then authorize the Building Principal to investigate the complaint, unless the Building Principal is the subject of the complaint or is unable to conduct the investigation.~~

~~The investigation may consist of individual interviews with the complainant, the accused and others with knowledge relative to the incident. Other information and materials relevant to the investigation may also be evaluated.~~

~~The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation is pending or has been concluded.~~

### ~~Step 3 – Investigative Report~~

~~The Building Principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.~~

~~Copies of the report shall be provided to the complainant, the accused and the Compliance Officer.~~

### ~~Step 4 – District Action~~

~~If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not reoccur.~~

~~Disciplinary actions, in the case of students, shall be consistent with the school disciplinary practices, Board policies, administrative regulations, and state and federal laws.~~

## Mission – Goals – Objectives

### Nondiscrimination (continued)

#### ~~Complaint Procedure – Student/Employee/Third Party~~

~~Disciplinary actions, in the case of employees and third parties, shall be consistent with the Board policies, administrative regulations, state and federal laws, and applicable collective bargaining unit agreements.~~

#### ~~Step 5 – Appeal Procedure~~

~~The complainant, if not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, he/she may submit a written appeal to the Compliance Officer within fifteen (15) days.~~

~~The Compliance Officer shall review the investigation and the investigative report and may also conduct an investigation.~~

~~The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the Building Principal who conducted the initial investigation.~~

### **Discrimination Grievance Procedure**

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the New Hartford Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

**Level I:** The complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Officers or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, head custodian or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

**Level II:** The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with either of the Civil Rights Officers. Within five (5) working days a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

## Mission - Goals - Objectives

### Nondiscrimination

#### Discrimination Grievance Procedure (continued)

**Level III:** Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing; and within five (5) working days of the hearing, resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for consideration.

**Level IV:** The Board of Education, Superintendent and the Civil Rights Officers shall proceed in accordance with appropriate laws or regulations.

A complaint of sexual discrimination or sexual harassment may be a violation of Title IX. Policy 4000.1/5145.44 pertains to such employee or student complaints. The grievance investigation process contained in the Title IX policy shall be adhered in such situations.

(cf. 4000.1 – Title IX)

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 4118.113/4218.113 – Harassment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 5145.52 – Harassment)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.  
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.  
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.  
Title IX Final Rule, May 6, 2020  
Boy Scouts of America Equal Access Act  
34 CFR Section 106.8(b), OCR Guidelines for Title IX.  
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)  
The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008  
*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)

## Mission – Goals – Objectives

### Nondiscrimination

Legal Reference: (continued)

*Gebbser v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

*Davis v. Monro County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 22-82)

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46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69 and PA 22-82)

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status. (as amended by PA 11-55 to include "gender identity or expression")

17a-101 Protection of children from abuse.

*Meacham v. Knolls Atomic Power Laboratory* 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

*Federal Express Corporation v. Holowecki* 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

*Kentucky Retirement Systems v. EEOC* 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

*Sprint/United Management Co. v. Mendelsohn* 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

*Bostock v. Clayton County, Georgia*, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

**Public Act 25-139 An Act Concerning Human Trafficking and Sexual Assault Victims**

Policy adopted:

rev 1/21

rev 10/22

rev 9/25

**REPORT FORM FOR COMPLAINTS OF DISCRIMINATION**

Complainant: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
School Building: \_\_\_\_\_  
Date of Alleged Incident(s): \_\_\_\_\_

Alleged harassment was based on: (Check all that apply.)

- |                                   |                                     |   |  |
|-----------------------------------|-------------------------------------|---|--|
| <input type="checkbox"/> Race     | <input type="checkbox"/> Color      | <input type="checkbox"/> National Origin    | <input type="checkbox"/> Gender Identity or Expression   |
| <input type="checkbox"/> Gender   | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion           | <input type="checkbox"/> Status as a Veteran   |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Age        | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Status as a Victim of Domestic Violence                                   |
|                                   |                                     |   | <input type="checkbox"/> Status as a victim of assault or as a<br>victim of trafficking in persons |

Name of person you believe violated the District's nondiscrimination policy:  
\_\_\_\_\_

If the alleged discrimination was directed against another person, identify the other person:  
\_\_\_\_\_

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

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

When and where incident occurred: \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_  
\_\_\_\_\_

This complaint is based on my honest belief that \_\_\_\_\_ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received By

\_\_\_\_\_  
Date

*This notice meets the minimum requirement of the regulation enforced by the Department of Education's Office for Civil Rights (OCR)*

**Non-Discrimination Notice**

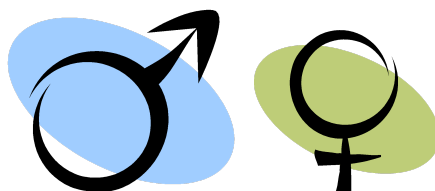
The New Hartford Public Schools does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The New Hartford Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, gender identity or expression, status as a victim of domestic violence, Veteran status, disability in its programs, activities, and employment practices, **status as a victim of sexual assault, or status as a victim of trafficking in persons.** Equal access is provided to the Boy Scouts and other designated youth groups.

The following individuals are coordinators for Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled):

Title IX and Title VI	<u>Michael Lynch</u>	<u>860-379-8546</u>
	Name	Telephone Number
Section 504	<u>Michael Lynch</u>	<u>860-379-8546</u>
	Name	Telephone Number

# Harassment Is ILLEGAL



**SEXUAL HARASSMENT IS PROHIBITED** based on Federal Law - Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15c.

**FOR STUDENTS:** Sexual harassment is **unwanted and unwelcome** behavior of a sexual nature which interferes with a student’s right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

**Examples of Sexual Harassment** include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

**If you have questions or believe that you or others are being harassed, contact:**

<b>District Title IX Coordinator: Michael Lynch</b>
Office Address: 530 Main Street New Hartford, CT 06457
Telephone number: 860-379-8546
Email Address: Lynchm@newhtfd.org

<b>Building Title IX Coordinator: Dr. Kelly Carroll</b>	<b>Amy Kennedy</b>
Office Address: 30 Antolini Rd.	40 Wickett St. / 51 Cedar Lane
Telephone number: 860-489-4169	860-379-8703 / 860-482-0288
Email Address: <a href="mailto:CarrollK@newhtfd.org">CarrollK@newhtfd.org</a>	KennedyA@newhtfd.org

**You may also contact:** The Connecticut Commission on Human Rights and Opportunities (CHRO), 21 Grand Street, Hartford, CT 06106 (Tel: 860-541-3400 or 800-477-5737) Connecticut law requires that a formal complaint be filed with the Commission within 180 days of the date under which the alleged harassment occurred.

**You may also contact:** Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172

**Email:** [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov), **Filing complaints electronically:**  
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

**Sexual harassment** is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

► ***What should I do if I believe I am being sexually harassed?***

- Find out about your school or school district's policy and procedures for handling sexual harassment issues. Follow those procedures.
- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- If not satisfied with the resolution of your concerns, contact one of the appropriate organizations listed.

**The victim** does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

► ***Where to Get Help***

- **State Title IX Coordinator:** Dr. William A. Howe, Connecticut State Department of Education, 165 Capitol Ave., Hartford, CT 06106 (860-713-6752)  
email: [william.howe@ct.gov](mailto:william.howe@ct.gov)
- **Permanent Commission on the Status of Women (PCSW)**  
18-20 Trinity Street, Hartford, CT 06106 (860-240-8300)  
<http://www.cga.state.ct.us/PCSW/>
- **Connecticut Women's Education and Legal Fund (CWEALF)**  
75 Charter Oak Avenue, Suite 1-300, Hartford, CT 06106, <http://www.cwealf.org/>

**YOUR SCHOOL'S NON-DISCRIMINATION STATEMENT:**

### Discrimination Grievance Form

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, religion, national origin, ancestry, sex, sexual orientation, gender identity or expression, marital status, mental or physical disability, status as a victim of domestic violence, **status as a victim of sexual assault, status as a victim of trafficking in persons**, status as a Veteran or equal access to the Boy Scouts and other designated youth groups may discuss and/or file a grievance with either of the Civil Rights Coordinators of the New Hartford Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinators:

\_\_\_\_\_ at \_\_\_\_\_ or \_\_\_\_\_ at \_\_\_\_\_

Name \_\_\_\_\_ of \_\_\_\_\_ Presenter/Complainant:

Employee \_\_\_\_\_ Employment Applicant \_\_\_\_\_ Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Home \_\_\_\_\_ address \_\_\_\_\_

Phone \_\_\_\_\_ Date of Claim \_\_\_\_\_ Date of Incident \_\_\_\_\_

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).
2. Please attach any additional information/documentation as necessary.

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Signature \_\_\_\_\_ of \_\_\_\_\_ Presenter:

Signature \_\_\_\_\_ of \_\_\_\_\_ Civil Rights Coordinator:

Date Received: \_\_\_\_\_

*Forms are available from either of the Civil Rights Coordinators,  
Administrators and Guidance Offices.*

## Students

### Ages of Attendance/Admissions/Placement

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons, residing in the District, five years of age and over, who reach age five on or before the first day of September (**effective July 1, 2024 2026**) of any school year, and under twenty-one (age twenty-two for special education students) who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes [10-233c](#) and [10-233d](#).

Additionally, according to Connecticut General Statute [10-76d](#) (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

In order to determine a child's eligibility for ELL programs, parents/guardians of all new students enrolling for the first time and all re-enrolling students who have not previously attended a Connecticut public school must complete a Home Language Survey (HLS) at the time of enrollment. A student may also take a screening exam. The student must be enrolled first before the administration of the assessment. Neither the survey nor the exam are conditions of enrollment.

**Note:** *When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.*

Children who apply for initial admission to the District's schools by transfer from nonpublic schools or from schools outside the District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Parents and those who have the control of children five years of age and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the District in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Students under age eighteen are subject to mandatory attendance laws unless they are at least seventeen and their parent/guardian, or other person having control of the child, consents to such child's removal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form.

Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that this District has provided the parent or person with information on the educational opportunities options available in the school system and in the community, and the parent or guardian that the child will be enrolled in an adult education program upon the child's withdrawal from school.

## **Enrollment**

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produce records normally required for enrollment. Additional data collection may occur, but it must be completed in such a manner that does not interfere with the enrollment of a child in school.

Each child entering the District schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. Other documents that may be accepted as proof of a child's age include, but are not limited to, a photocopy of a birth certificate, earlier school records, state-issued identification document, driver's license or passport, parent's affidavit or unsworn statement as to a child's age, physician's certificate verifying a child's age, or immunization records.

If the parents or guardians of any children are unable to pay for such immunizations and/or physicals, the expense of such immunizations and/or physicals shall on the recommendation of the Board, be paid by the Town. Proof of domicile may also be requested by the Building Principal.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age by December 31st of any school year. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age by December 31st of any school year.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

## **Residency**

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record, rent receipt, home owners insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

For purposes of establishing the residency of a child of a member of the armed forces, as defined in C.G.S. [27-103](#), and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the District.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to the District's schools, or an unaccompanied minor, a student eighteen years of age or older, a homeless child or youth or an unaccompanied youth who is denied schooling on the basis of residency, or an agent or officer charged with the enforcement of the laws concerning attendance at school may request, in writing, a hearing by the Board of Education.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The District shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the District's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

***In summary:***

A parent with a child 5 and **under 18** is obligated to have that child attend school.

- Unless the child graduated High School
- Unless the parent demonstrates the child is receiving equivalent instruction elsewhere.

Students **under 18** are subject to mandatory attendance laws

- Unless they are at least 17 and the parent consents to the child's removal from school having demonstrated the child is receiving equivalent instruction elsewhere.

The parent must personally appear at the school district office, and sign a withdrawal form. (**18 year old**)

- The form must include an attestation from a guidance counselor, school counselor, or school administrator
- The attestation must indicate that the parent or student received information regarding educational programs or options available in the school or community.

The parent must personally appear at the school district office, and sign a withdrawal form. (**17 year old**)

- The form must include an attestation from a guidance counselor, school counselor, or school administrator
- The attestation must indicate that the parent or student received information regarding educational programs or options available in the school or community.
- The parent or guardian must attest that the 17 year old withdrawing student has enrolled in an adult education program

The parent with a five year old has the option of not sending a child until 6.

The parent with a six year old has the option of not sending a child until 7.

(cf. [5118.1](#) - Homeless Students)

(cf. 5118.3 - Children in Foster Care)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

[4-176e](#) to [4-180a](#) Agency hearings

[4-181a](#) Contested cases. Reconsideration. Modifications.

[10-15](#) Towns to maintain schools

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year-olds

[10-76a - 10-76g](#) re special education

[10-184](#) Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, PA 00-157, PA 09-6 (September Special Session) and PA 18-15

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. (as amended by P.A. 19-179)

P.A. 19-179 An Act concerning Homeless Students; Access to education

Appeals to State Board. Establishment of hearing board

[10-233a - 10-233f](#) Inclusive; re: suspend, expel, removal of pupils

[10-233c](#) Suspension of pupils

[10-233d](#) Expulsion of pupils

State Board of Education Regulations

[10-76a-1](#) General definitions (c) (d) (q) (t)

P.A. 19-179 An Act Concerning Homeless Students' Access to Education

"Guidance for Connecticut School Districts: Enrollment Process and Practice," State Department of Education, December 2019.

P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program

McKinney-Vento Homeless Assistance Act (PL 107-110 Sec. 1032) 42 U.S.C. 11431-11435, as amended by the ESSA, P.L. 114-95

Federal Register: McKinney-Vento Education for Homeless Children & Youths Program, Vol. 81 No. 52, 3/17/2016

**Connecticut Public Act 26-1, finalization bill passed by the Connecticut General Assembly to resolve the inconsistencies created by the initial kindergarten age change, Public Act 23-208, Section 1 (which amended C.G.S. § 10-15c).**

**Policy adopted: June 4, 2024**

## Students

### Communicable/Infectious Diseases

The Board of Education recognizes that all children in Connecticut have a constitutional right to a free, suitable program of educational experiences. The Board will establish reasonable health requirements as prerequisites to admission or attendance including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with the appropriate procedural due process safeguards. Where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the child presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act may apply. The parent/guardian or the school administration may make a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team will conduct an Individual Placement Program (IPP) to determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. The student will be educated in the least restrictive environment.

The District will include as part of its emergency procedure plan a description of the actions to be taken by District personnel in case of pandemic flu outbreak or other catastrophe that disrupts District Operations.

(cf. 5111 - Admission)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 6159 - Individualized Education Program)

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b)

"Americans with Disabilities Act"

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

## **Students**

### **Communicable/Infectious Diseases**

Legal Reference: Connecticut General Statutes (continued)

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

19a-221 Quarantine of certain persons.

19a-581-585 AIDS testing and medical information.

## **Students**

### **Communicable/Infectious Diseases**

#### **Exclusion Procedures**

If it is determined that the interests of the student and the school are better served when a student with a communicable or infectious disease is excluded, procedural safeguards will establish such by extensive medical evidence which shall include, but not be limited to:

- A. The nature of the disease.
- B. Whether transmission may be controlled.
- C. Whether the personal characteristics of the student involved are such that exclusion of the affected student from the regular classroom is clearly necessary to protect the health of other students.
- D. As medical knowledge and circumstances may change rapidly, the school board administrator will monitor current medical information and assess the student's medical condition and the school's ability to accommodate that student in light of the most current medical information. New facts may warrant a different result from the one previously reached.
- E. Where a student or student's parents object to the Board's decision to exclude that student, the Board of Education will provide a hearing to adjudicate pertinent facts concerning the exclusion.

#### **Medical Intervention**

The school nurse or medical advisor will establish guidelines which will provide simple, effective precautions against transmission of communicable disease for all students and staff. Universal precautions will be used to clean up after a student has an accident or injury at school. Blood or bodily fluids emanating from any student should be treated cautiously. Such guidelines will be reviewed regularly in light of medical advances. Necessary reports will be made to health authorities consistent with state law.

If emergency exclusion of a student is warranted, regulation will provide procedures to take care of the emergency situation.

Consideration will be given to temporary removal of a student from school, if in the school population, a disease, flu, cold or childhood disease might negatively impact the infected student's health. Students with infectious diseases may be temporarily removed from school when that student is acutely ill.

## **Students**

### **Communicable/Infectious Diseases** (continued)

Classroom and educational programs will be established so that students, staff and the public are better informed of the risk and prevention of transmission of communicable diseases. The school nurse or other medical staff will be available to assist in any problem resolution, answer questions and coordinate services provided by other staff.

### **Confidentiality**

The privacy rights of students with a communicable disease shall be strictly observed by school staff. No person who obtains confidential related medical information may disclose or be compelled to disclose such information except to the following:

1. The protected student or parent.
2. Any person who secures a release of the confidential related information.
3. A federal, state or local officer when such disclosure is mandated or authorized by federal state law.
4. A health care provider or health facility when knowledge of the related information is necessary to provide appropriate care treatment to the protected student and when confidential related information is already recorded in the medical chart or record or a health provider has access to such records for the purpose of providing medical care to that student.

When confidential information relating to communicable disease is disclosed, it should be accompanied by a statement in writing which shall include the following similar language;

"This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure without the specific written consent of the student or legal guardian to whom it pertains or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose."

A notation of all such disclosure shall be placed in the medical record or with any record related to a communicable disease test results of a protected student. Any person who willfully violates the provisions of this law will be liable in a private cause of action for injuries suffered as result of such violation. Damages may be assessed in the amount sufficient to compensate said student for such injury.

**Students**

**Communicable/Infectious Diseases**

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b).

"Americans with Disabilities Act".

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Connecticut General Statutes

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

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

10-66b Regional educational service centers. Operation and management. Board.

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

19a-221 Quarantine of certain persons.

19a-581-585 AIDS testing and medical information.

Regulation approved:

**NEW HARTFORD PUBLIC SCHOOLS**  
**COMMON COMMUNICABLE DISEASES**

<b>DISEASE</b>	<b>EXCLUSION FROM SCHOOL POLICY</b>
<b>Chicken pox</b>	6 days or until lesions are crusted
<b>Conjunctivitis</b>	Has received appropriate therapy for 24 hours and has permission from the physician to return to school
<b>Elevated Temperature (100 degrees or over)</b>	A full 24 hours after the child is afebrile (99.9 degrees or lower)
<b>German Measles (Rubella)</b>	7 days after onset of rash
<b>Impetigo</b>	Has received appropriate medically prescribed therapy for 24 hrs. and has permission from the physician to return to school
<b>Hepatitis</b>	Has physician's permission to return to school
<b>Infectious Mononucleosis</b>	No set time – only while illness lasts, has permission from physician to return to school
<b>Measles</b>	5 days after appearance of rash
<b>Meningitis</b>	No set time – only while illness lasts, has permission from physician to return to school
<b>Mumps</b>	Until swelling has subsided or not less than 9 days after onset of parotid swelling
<b>Pediculosis</b>	Until hair is clear – no appearance of live lice and has used prescribed shampoo or over-the-counter treatment, especially for the treatment of head lice
<b>Ringworm of Scalp</b>	None, if under proper treatment
<b>Scabies</b>	Has received appropriate medically prescribed treatment for 24 hrs. and has permission from physician to return to school

<b>Streptococcal Infection</b>	Has received appropriate therapy for 24 hours and has permission from physician to return to school
<b>Fifth Disease</b>	Excluding children from school is not recommended as a public health measure

Children excluded from school with any of the above health problems must be evaluated by the school nurse before returning to the classroom.

cps 9/03

## **Students**

### **Pediculosis (Head Lice)**

The Board of Education authorizes the Superintendent of Schools/Designee to work with the School Medical Advisor in an effort to develop and implement regulations concerning pediculosis or head lice. The regulations are to include identification, treatment procedures, and notification process which will insure prompt and medically accurate action for students having pediculosis. The regulations are also to include assertive procedures which will reduce the opportunity of spreading pediculosis to other students. No healthy child should be excluded from or miss school because of head lice.

## Student

### Pediculosis Guidelines

#### Identification

If a teacher or other school employee views the following symptoms, the student is to be referred to the school nurse or school health aide for a pediculosis screening.

- A. Excessive scratching of the scalp.
- B. Observation of nits (ivory colored eggs approximately 1/32 inch in length) or lice in hair.

#### Procedures Regarding Individual Students

1. If live lice or nits appearing in close proximity to scalp (1/4 inch or less) are observed the student is to be considered to have pediculosis. In this situation the school nurse is to notify the parent/guardian immediately and instruct them on treatment procedures and precautions to prevent spreading. Parents will be instructed to pick up their child immediately. Head checks for the presence of lice will be conducted outside the classroom to maintain student privacy and minimize disruption of the educational process. The nurse will notify the classroom teacher and advise as to proper precautions to prevent further spread of the infestation. The student is not to use any shared headphones, helmets, hats or clothing.
2. The nurse or school aide will do head checks on any students who are siblings of the infested student. If the infested student is in prekindergarten or kindergarten, the nurse may screen the student's classmates.
3. Identified students may return to school immediately following treatment which includes the application of head louse shampoo.

It is the parent's/guardian's responsibility to treat the infested student at home and to accompany the student to school the next day. The school nurse will examine the student and readmit the student to school if no active infestation is present. If the examination discloses an active infestation, the parent/guardian will take the student home for further treatment. An infested student will be excluded from school until proper treatment has been completed.

## **Students**

### **Pediculosis Guidelines**

#### **Procedures Regarding Individual Students (continued)**

4. Identified students are to be rescreened seven to ten days after readmittance to school for live lice.
5. To ensure confidentiality, the names of the students who have pediculosis will not be shared with other parents/guardians and will be shared with only those staff members who the Principal (or school nurse) deems to have a reason to know. No parents/guardians other than those of a student in question will be present when a student is being individually rechecked by the nurse or health aide.
6. If a student's pediculosis problem does not appear to be eliminated by the standard medical treatment, the school medical advisor will collaborate with the school Principal and school nurse to determine further treatment recommendations. The school nurse may, at his/her discretion exclude a student with repeated infestation of live lice or viable nits.

#### **Procedures Regarding the School Community**

1. If a count of active pediculosis cases exceeds ten percent of the school enrollment or 20% of a classroom enrollment during a ten (10) calendar day period of time, the nurse or school health aide is to check the entire school or specific classroom respectively. This decision is to be made by the school nurse and the school Principal with the recommendation of the School Medical Advisor.
2. If the above conditions are met, the school Principal and nurse are to assess the extent of the problem and form a plan of action regarding notification of parents of non-afflicted students. If it is decided that more information needs to be distributed or there is a second school wide screening, information will be communicated with the school community can be done which includes more specific information.
3. If a student has been declared an inactive case and becomes infected at another point in time, he or she will be reclassified as an unduplicated active case when the new ten percent count is being calculated.

## **R5141.221(c)**

### **Students**

#### **Pediculosis (Head Lice) Prevention Plan**

1. Educate staff, parents/guardians and students on ways to prevent head lice.
2. Avoid stacking/piling or hanging coats on top of each other.
3. Encourage students to keep hats and scarves in their coat sleeves.
4. Remind students not to share combs, brushes, scrunchies, barrettes, hats and scarfs
5. Avoid sharing earphones and helmets.
6. Watch for signs such as frequent head scratching.
7. Encourage families to inform any of their children's contacts regarding exposure such as friends, overnight guests, relatives, and sports teams (especially those teams that share hats or helmets).
8. Families who require repeated treatment should consult with their family physician.

Regulation approved:

rev. 4/12

## **Narrative for Policy #5142 - School Safety: Preparation, Response, and After Action**

Public Act 19-52 requires the Department of Emergency Services and Public Protection (DESPP) to (1) update state school security and safety plan standards, (2) simplify certain school security reporting requirements and school security infrastructure grant applications, and (3) develop criteria to identify qualified school security consultants and limit the existing registry to such individuals only. It also adds related duties for the State Department of Education (SDE) and the School Safety Infrastructure Council.

### **School Security and Safety Plans**

By law, boards of education must develop a **school security and safety plan** for each school within their district, and DESPP, in consultation with SDE, must develop standards for these plans. The plans must align with DESPP standards, which, among other things, (1) provide an all-hazards approach to handling emergencies at public schools, (2) require involvement of local education and public safety officials, and (3) require the creation of a security and safety committee at each school (CGS §10-222n).

The Act requires DESPP, in consultation with SDE, to reevaluate and update existing school security and safety plan standards every three years. It also requires SDE to distribute the standards to all public schools. Under existing law, DESPP must make the standards available to local officials, including boards of education, and submit them annually to the Education and Public Safety and Security Committees of the General Assembly.

Existing law requires boards of education to annually review and, if necessary, update the school security and safety plans for each school in their districts and submit them to DESPP. Additionally, under existing law, the school security and safety plan standards must require local law enforcement and other local public safety officials to evaluate, score, and provide feedback on fire drills and crisis response drills. **Boards must annually submit a report to DESPP regarding those drills.**

The Act requires DESPP to evaluate and simplify the reporting requirements boards must meet regarding their **school security and safety plans and their fire and crisis response drills**. DESPP was required to submit a report to the Public Safety and Security Committee by January 1, 2020, identifying the essential components for these reports and indicating how the department will simplify the requirements. DESPP was required to implement the new requirements based on its findings by July 1, 2020.

### **School Security Infrastructure Competitive Grant Program**

Boards of education can apply to DESPP, on behalf of their town or member towns, for funds under a competitive state grant program to improve school security infrastructure (PA 13-3 §84). Under this Act, DESPP and the School Safety Infrastructure Council must evaluate and simplify the documentation requirements of applications for those grants. Both DESPP and the Council must submit a report to the Public Safety and Security Committee by January 1, 2020, identifying the essential components for these applications and indicating how the department will simplify the requirements. Both DESPP and the Council must implement the new requirements based on their findings by July 1, 2020.

## **Narrative for Policy #5142 - School Safety: Preparation, Response, and After Action (continued)**

### **School Security Consultants**

The Act required DESPP to (1) develop criteria to identify qualified school security consultants operating in the state and (2) limit its existing school security consultants' registry to include only these qualified individuals. (The Act does not provide DESPP with guidance on what must be considered in developing criteria for qualified consultants.) By existing law, DESPP updates this registry annually, makes it available to the public upon request, and publishes it on the department's website.

### **Policy Implications**

**Policy #5142 School Safety: Preparation, Response, and After Action combines three previous CABE model policies: Safe and Secure School Facilities (#3516), Crisis Management Plan (#5141.6) and Emergencies and Disaster Preparedness (#6114). These policies are no longer necessary due to the updated 5142 policy. This policy is a comprehensive safety and security policy that covers the essential components of policies 3516, 5141.6 and 6114. CABE recommends rescinding these three policies upon the adoption of the updated 5142 policy.**

**November 2019  
Revised December 2025**

*This is a recommended policy to consider and combines three previous CABE model policies: Safe and Secure School Facilities (3516), Emergencies and Disaster Preparedness (6114) and Crisis Management Plan (5141.6) These three policies can be rescinded upon the adoption of the newly updated 5142.*

## **Students**

### **School Safety: Preparation, Response, and After Action**

It is the policy of the **New Hartford** 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 roles of local emergency service providers 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.

#### District Security and Safety Committee

The District Security and Safety Committee includes the Superintendent, Police Chief, Fire Chief, representative of school leadership, teachers and staff, mental health and special education staff representatives, and others deemed necessary. This Committee shall meet each month and fulfill the following tasks:

- Oversee and facilitate the process for the development and submission of School Security and Safety Plans;
- Ensure that District and school site security and safety plans address an all-hazards approach to emergencies;
- Assist individual school-based crisis response teams (the School Security and Safety Committee) to include community partners and school-based personnel as specified;
- Develop training activities and conduct emergency exercises, such as tabletop exercises, to support and improve the plan;
- Initiate, build, and maintain relationships with community partners;
- Conduct regular safety, security and hazard assessments;
- Establish and update the district emergency management plan;
- Interview vendors that provide products related to school safety and security;
- Meet with the Board of Education committee that oversees district security and safety to report on the following:
  - Input related to policy changes and updates;
  - Resources supporting security and safety initiatives;
  - Security and safety concerns facing the District;
  - Updates on communication procedures and protocols;
  - *(Discussions relating to emergency plans may require an Executive Session.)*

## Students

### School Safety: Preparation, Response, and After Action

#### District Security and Safety Committee (continued)

Each school shall establish a **School Security and Safety Committee** to assist in developing and implementing the school's **Security and Safety Plan**. Such plans shall be based upon the Department of Emergency Services and Public Protection standards.

The members of the Committee shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a parent or legal guardian* of a student at the school, a *special education teacher, the administrator(s) designated to interact with immigration authorities*, and any other person deemed necessary, such as a *school nurse, custodian, local health director, transportation coordinator*, etc. Schools shall collaborate closely with law enforcement, fire and emergency services personnel, and community partners, including public health professionals, to develop a plan that addresses a wide range of crises. A security vulnerability assessment of each school shall be conducted every two years; the results of which shall be incorporated into the school's Security and Safety Plan and reported to the DEMHS Regional Coordinator.

School Security and Safety Plans are to be updated and submitted annually and conform to standards and templates developed by the Department of Emergency Services and the Division of Emergency Management and Homeland Security (DEMHS) pursuant to Section 86 of Public Act 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that comply with the National Incident Management System (NIMS) used by all first responders at all levels of prevention/mitigation, preparedness, response and recovery.

For each school year, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."

Such protocols shall be based on applicable law and the CSDE's "Guidance to K-12 Public Schools Pertaining to Immigration Activities," or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;

## Students

### School Safety: Preparation, Response, and After Action

#### District Security and Safety Committee (continued)

- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authorities who request access to any records, information, the interior of the school building, or other school personnel to communicate with the administrator.

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

(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes

- 10-154a Professional communications between teacher or nurse and student.
- 10-207 Duties of medical advisors.
- 10-209 Records not to be public.
- 10-210 Notice of disease to be given parent or guardian.
- 10-220f Safety committee
- 10-221 Boards of education to prescribe rules
- 10-222m School security and safety plans. School security and safety committees
- 10-231 Fire drills
- 19a-221 Quarantine of certain persons.

## Students

### School Safety: Preparation, Response, and After Action

Legal Reference: Connecticut General Statutes (continued)

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children’s Safety (Section 86, 87, 88)

P.A. 19-5 An Act Concerning the Safe Storage of Firearms in the Home and Firearm Safety Programs in Public Schools

Public Act No. 25-1, An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements

“

State Standards:

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025)

Policy adopted:  
cps 1/25  
rev 4/25  
rev 12/25

*A sample regulation to accompany the policy.*

## **Students**

### **School Safety: Preparation, Response, and After Action**

The Superintendent/Designee, on behalf of the Board of Education, shall ensure that District and School Security and Safety Plans address an all-hazards approach to emergencies and shall include, but not be limited to:

1. Fire on or off school grounds that endangers students and staff;
2. Natural disasters;
3. Environmental hazards;
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group;
5. Bomb threat or actual detonation;
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities;
7. Medical emergencies and quarantines, such as pandemic influenza outbreaks.

### **Protocols for Interacting with Federal Immigration Authorities**

Through this policy, the Board of Education commits to ensuring that the **New Hartford** Public Schools follow all guidelines and protocols established by the Connecticut State Department of Education regarding interactions between immigration authorities and the District. These plans cover each school.

These plans specifically require each district to do the following:

1. Designate at least one administrator at each school to serve as the individual responsible for interacting with federal immigration authorities;
2. Specify that this administrator, or any other school employee, may request specific information from the immigration authorities to take specific other actions (see below); and
3. Permit other school personnel to direct immigration authorities to the designated administrator if they request access to records, information, the interior of the school building, or to communicate with other school personnel.

Actions that the designated administrator or any other school employee may take:

1. Request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number, and business card;
2. Ask the immigration authority if he or she has a judicial warrant to support the authority's request and, if so, show the warrant;
3. Review warrants or other materials that the authority provides to determine who issued the warrant and what it or the other material authorizes the authority to do; and
4. Consult with the school district's legal counsel (or legal counsel's guidance) on how to interact with the immigration authority regarding the request's nature, whether a warrant is produced, the warrant's details (including whether it is a judicial warrant or an administrative warrant), whether the immigration authority is claiming exigent circumstances, and any other consideration the legal counsel has identified.

## Students

### **School Safety: Preparation, Response, and After Action** (continued)

No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated school security and safety plan regarding staff interactions with an immigration authority. This protection specifically applies to staff who take any of the permitted actions listed above and direct the immigration authority to communicate with the designated administrator. *(PA 25-1 An Act Concerning Interactions Between School Personnel and Immigration Authorities, The Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements)*

Each school and district building shall establish a **School Security and Safety Committee**. The Committee is responsible for developing the school's Security and Safety Plan and shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a special education department representative, a parent or guardian of a student at the school, the administrator(s) designated to interact with immigration authorities*, and may include any other person deemed necessary, such as a *nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The School Security and Safety Committee shall also invite subject-matter experts to participate as needed, including, for example, the local public works director, the high school student council president, and/or the food service director.

The Superintendent shall annually review, update as necessary, and submit a School Security and Safety Plan for each school under its jurisdiction to the DESPP/DEMHS Regional Coordinator based on the standards and required template as updated. These annual submissions shall also include the results of security and vulnerability assessments conducted every two years for each school.

The Superintendent shall identify a lead administrator, such as the school principal, who shall conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Personal safety and security (Number 4 under Security and Safety Plans) and Steps to be taken after the disaster or emergency (Number 8 under the same section). By November 1<sup>st</sup> of each school year, the board of education, through the superintendent, shall submit to its DEMHS Regional Coordinator an electronic copy of the plan for that year.

**School Security and Safety Plans** shall be based on the school security and safety plan standards and template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3.

## Students

### School Safety: Preparation, Response, and After Action (continued)

In addition, the Superintendent/Designee shall ensure that the District's procedures include strategies and actions that are compliant with the National Incident Management System (NIMS) used by all first responders at all levels for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

1. **Regular inspection** of school facilities and equipment and identification of risks;
2. **Instruction and practice** for students and employees regarding emergency plans, including:
  - a. Staff training in first aid, stop the bleed and cardiopulmonary resuscitation;
  - b. Regular practice of emergency procedures by students and staff.
3. Specific determination of **roles and responsibilities** of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the District and, if communication between District and site is not possible, at each site. (Use of the National Incident Command System);
  - b. Individuals responsible for specific duties;
  - c. Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans;
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation;
  - e. Assignment of responsibility for identifying injured persons and administering first aid.
4. **Personal safety and security**, including:
  - a. Identification of areas of responsibility for supervision of students;
  - b. Procedures for evacuation of students and staff, including a procedure to release students, including posting of evacuation routes;
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible;
  - d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety;
  - e. Provision of a first aid kit to each classroom;
  - f. Arrangements for students and staff with special needs;
  - g. Upon notification that a health crisis, such as a pandemic, exists, attendance policies for students and sick leave policies for staff with known or suspected infectious diseases should be adjusted.

## Students

### School Safety: Preparation, Response, and After Action (continued)

5. **Closure of schools**, including an analysis of:
  - a. The duration of the event’s impact and possible scenarios;
  - b. The impact on student learning and methods to ensure continuity of instruction;
  - c. How to provide for continuity of operations for essential central office operations;
  - d. Communicating school closures and other operational decisions to the staff, students, Board of Education, local officials, and community members.
6. **Communication** among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s);
  - b. Development and testing of communication platforms, such as hotlines, telephone/messaging trees, websites and social media;
    - i. Communicate to students, staff, parents, community, officials, and Board on how/when they can expect information to be shared;
    - ii. Share what crisis-related communications can and can’t include;
    - iii. Share how they will be updated during a crisis;
    - iv. Share how they will be provided with after-action summaries of an event, including but not limited to what occurred, how the District responded, and actions the District will take to prepare for similar future occurrences.
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand;
  - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
7. **Cooperation with other state and local agencies**, including:
  - a. Development of guidelines for law enforcement, fire department, and medical emergency responder involvement, intervention, and after-action analysis and feedback;
  - b. Collaboration with the local health department, including developing a tracking system to alert the local health department to a substantial increase in student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
8. **Steps to be taken after the disaster or emergency**, including:
  - a. Inspection of school facilities;
  - b. Provision of mental health services for students and staff, as needed;
  - c. After-action review after each event: (This review should involve school and district administration, staff, and emergency services personnel involved in the incident. Each review should result in a written summary to prepare for future events).

## Students

### School Safety: Preparation, Response, and After Action (continued)

The Superintendent shall establish a **District Security and Safety Committee**. The Committee is responsible for overseeing the schools' development, submission and implementation of Security and Safety Plans and shall keep track of all drill logs and other documents required for submission.

The District Security and Safety Committee shall include the *Chief of Police, Chief of Fire/Emergency, a teacher and administrator representative* from a primary and secondary school, a *mental health professional, a special education department representative, a parent/guardian of a student* enrolled in a district school, and may include any other person deemed necessary, such as a *nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The District Security and Safety Committee shall also invite emergency management experts and vendors to share information and products for consideration to improve security and safety procedures, fortification measures, and communication systems.

The District Security and Safety Committee shall organize annual District training, including tabletop exercises, drills, and other activities to promote district security. Such activities include, but are not limited to, parent information sessions, Board of Education presentations and updates, and the review and update of published security and safety documents and communications.

**The School Security and Safety Plans** shall be reviewed annually and updated if necessary and shall use as its framework the **Four Phases of Emergency Management for Schools**:

#### 1. Prevention-Mitigation Phase

- a. Prevention is the action schools and districts can take to decrease the likelihood that an event or crisis will occur.
- b. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.
  - i. Assess and address the safety integrity of facilities, security, culture, and climate of the schools, and is considered an ongoing process, directly linked to the other three phases;
  - ii. Correlate with school climate policy and subsequent plans;
  - iii. Work with community partners to conduct an assessment of school buildings, grounds, and the surrounding community.
- c. Examples of items to build into the crisis management plan:
  - i. Fencing hazardous areas;
  - ii. Anchoring outdoor equipment;
  - iii. Installing building access control measures, such as buzz-in systems, photo IDs, security cameras, alarm systems, and fortification measures;
  - iv. Conducting school vulnerability assessments, such as campus entry points and buffer zones;
  - v. Establishing wellness programs;
  - vi. Establishing tools and protocols for identifying and immediately sharing concerns, such as See Something, Say Something;
  - vii. Correlate with health, wellness, and school climate policies.

## Students

### School Safety: Preparation, Response, and After Action (continued)

#### 2. Preparedness Phase

- a. Preparedness is designed to strengthen the school community by coordinating with community partners through:
  - i. Developing an emergency plan and protocols;
  - ii. Adopting the Incident Command System;
  - iii. Addressing the needs of persons with disabilities;
  - iv. Conducting staff training and drills.
- b. Elements to be addressed:
  - i. All-hazards emergency procedures;
  - ii. Emergency supplies;
  - iii. Incident Command System to facilitate effective response;
  - iv. Student accountability procedures in the case of emergency;
  - v. Family reunification plans (contact information, notification procedures, appropriate identification);
  - vi. Training and exercises (tabletop exercises and full-scale exercises);
  - vii. Recovery planning;
  - viii. Communication with the media and parents/guardians;
  - ix. Annual review and revision.

#### 3. Response Phase

- a. Involves what must be done during response to an emergency:
  - i. Activating the Crisis Management Plan and the Incident Command System;
  - ii. Coordinating with first responders;
  - iii. Adapting to an evolving situation;
  - iv. Deciding on response strategies;
  - v. Accounting to students-reunifying with parents/guardians;
  - vi. Communicating with parents/guardians and the media.
- b. Consideration of which primary response to use based upon the specifics and the severity of the situation:
  - i. Evacuation;
  - ii. Lockdown;
  - iii. Shelter in place.
- c. Response Action: Evacuation:
  - i. Use when locations outside the building are safer than inside the school;
  - ii. Identify multiple evacuation routes in coordination with community partners;
  - iii. Determine how teachers will account for students;
  - iv. Ensure teachers, administrators, and staff members have appropriate “Go-kits.”

## Students

### School Safety: Preparation, Response, and After Action (continued)

- d. Response Action: Lockdown:
  - i. Use when there is an immediate threat of violence in, or immediately around the school;
  - ii. Ensure all exterior doors are locked;
  - iii. Ensure all public safety officials can enter the building;
  - iv. Determine policy regarding blinds, turning off lights, use of status cards;
  - v. Staff and students to move to an area not visible from windows or doors.
- e. Response Action: Shelter-in-Place:
  - i. Use when students and staff must remain indoors during an extended period of time;
  - ii. Close all windows and turn off all heating and air conditioning systems;
  - iii. Provide accommodations for eating, sleeping and personal hygiene. Have staff activate family emergency plans;
  - iv. Provide communications to students and staff (plain language vs. codes).
  - v. Discourage external cellular communications by students and staff during emergencies;
  - vi. Provide for review/debriefing of the incident.

#### 4. Recovery Phase

- a. Designed to assist students, staff, and their families in the healing process and to restore educational operations in the schools.
- b. Four primary components to be addressed:
  - i. Psychological/emotional recovery;
  - ii. Restoration of the learning environment;
  - iii. Physical/structural recovery;
  - iv. Business/fiscal recovery;
- c. Issues to be addressed:
  - i. Assessment and repair of facilities;
  - ii. Possible need for alternate school sites;
  - iii. Payroll and financial systems;
  - iv. Record management;
  - v. Returning normalcy to the school environment;
  - vi. Identification of those needing psychological/emotional support and development of short and long-term interventions as needed.

#### 5. Communication

- a. **Setting the table:** Preparing the community on what it can expect regarding crisis communications, such as how information will be shared, what it will (and will not) include, and how often it will be sent;
- b. **Real-Time Communication:** Providing internal communication to staff and the board of education and external communication to parents, the community, and the media;
- c. **After-action communication:** Reviewing and sharing the factual account of what had occurred and the outcomes that can be shared.

## Students

### School Safety: Preparation, Response, and After Action (continued)

#### All Hazards School Security and Safety Plan Standards

<https://portal.ct.gov/-/media/demhs/docs/plans-and-publications/school-security-and-safety-plan-standards.pdf?rev=457023ebffa54e1e938fb17de0d74c55&hash=8B651FB5D35B6D64CE80AC7F0DA3F897>

Recognizing the need for an “all-hazards” emergency preparedness and response capability for schools, the Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multidisciplinary working group to review and revise, as needed, the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template, which were released to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with developing local all-hazards school security and safety plans should also review the Guide for Developing High-Quality School Emergency Operations Plans, released in June 2013 by a consortium of federal agencies, including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes establishing a standard nomenclature, and municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at <http://training.fema.gov>;
3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee, provided that the following requirements are met: a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in developing the school's security and safety plan and for administering it.

## Students

### School Safety: Preparation, Response, and After Action

#### All Hazards School Security and Safety Plan Standards (continued)

3. (continued) The Committee members shall include a *local police officer*, a *local first responder*, a *teacher* and *administrator* from the school, a *mental health professional*, a *special education department representative*, and a *parent or guardian* of a student at the school. They may include *any other person deemed necessary*, such as a *school nurse*, *custodian* or *property manager*, *local emergency management director*, *local public health director*, *information technology manager*, and *transportation coordinator*. The school security and safety committee should also invite subject-matter experts to participate as needed, including, for example, the *local public works director*, the *high school student council president*, and/or the *food service director*.
4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template and any updated template, as well as the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
5. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
6. Procedures for managing various types of emergencies, including crisis management procedures;
7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each named official should evaluate and provide feedback on at least one fire drill and crisis response drill each year. While it may be impossible for every official to attend every drill at every school, it is best practice for the town public safety team (fire, police, emergency management, etc.) to attend at least one drill per year as a team. That way, team members can share observations and ideas. The feedback is critical to maintaining and enhancing your school's preparedness. The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year regarding the types, frequency, and feedback on the fire and crisis response drills. This report provides an opportunity to develop best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If you have any questions about completing this report, please contact us at [SchoolSecurityPlanStandards@ct.gov](mailto:SchoolSecurityPlanStandards@ct.gov).

## Students

### School Safety: Preparation, Response, and After Action

#### All Hazards School Security and Safety Plan Standards (continued)

8. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;
9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district's safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);
10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;
11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders; and
12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to ensure that each school plan achieves the objectives outlined in the Plan Templates. In addition to preparedness and response, the plan should provide guidance on recovery from any emergency incident. See, for example, the "Accounting for All Persons and Family Re-Unification" Annex (Functional Annex G), and "Recovery and Continuity of Operations" (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the "Mental Health" Annex (Functional Annex J) in the plan templates.
13. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).

## Students

### School Safety: Preparation, Response, and After Action

#### All Hazards School Security and Safety Plan Standards (continued)

~~14. Per Public Act 21-92, each school security and safety plan shall contain emergency action plans for Interscholastic and Intramural Athletic Events. In July 2022, a new annex, Annex N, was added to the template to address this requirement.~~

Regulation approved:

cps 1/25  
rev 4/25  
rev 12/25

### Security at Athletic Events

Nationwide, violence at school games, especially football and basketball games, is on the rise. Sports are now often played in a supercharged environment where the mix of adrenaline and competitiveness can push behavior beyond acceptable limits. Moreover, individuals involved in youth sports say parents and athletes continue to push the limits of acceptable behavior more than at any time in recent memory.

Many believe a consistent message should be sent to parents about appropriate behavior at games, reemphasizing sportsmanship and integrity. Interscholastic and community youth sports leagues have plenty of levelheaded coaches and parents who keep athletics in perspective. However, some bad examples in big-time sports and an erosion of civility throughout society foster a disturbing environment for many young athletes. Injuries and even deaths have been reported across the country because of conflicts at school athletic events.

Violence on TV can often be mimicked by youth and adults who attempt to imitate the sports scenarios they see. In local sports, as contrasted with professional activities, the barrier between the player/contest area and the fan area is much less formal because fans are often closer to the action and feel comfortable interfering with and/or interacting with coaching and refereeing. In addition, familiarity with the coaches and players can either prevent problems or merely exacerbate them due to long-standing interschool rivalries.

It is a school board's responsibility to set standards for civility and sportsmanship in the local district and to respond when those standards are breached. Therefore, it is essential that school officials closely monitor security procedures at sporting events.

In Connecticut, pursuant to C.G.S. 10-220, boards of education are responsible for all property used for school purposes. Further, C.G.S. 10-221 charges boards of education with the responsibility for prescribing rules for the management, studies, classification, and discipline of the public schools. Therefore, boards have the responsibility and the authority to develop rules to protect students, employees, visitors, and school property. Connecticut's trespass statutes may be used to criminally prosecute individuals whose presence or behavior has caused such individuals to be asked to leave the premises. School officials have the legal authority to ask people to leave when their behavior interferes with others' ability to participate in or watch a school activity, pursuant to C.G.S. 10-220.

Nationwide, many communities are taking steps to improve sportsmanship by developing and positioning spectator rules.

~~Rules should be implemented aligned with policies related to the education community, including discipline, school climate, restorative practices, and school safety.~~

~~There are several practical issues to consider when developing and implementing public conduct rules. Some tips to consider are:~~

- ~~● Have signs posted at entrances to facilities where activities are taking place stating that individuals whose behavior violates board policy may be removed from the activity.~~
- ~~● Make an announcement at the beginning of the event letting those present know the level of behavior expected of them and that a violation could warrant removal from the activity.~~
- ~~● School officials should be working with local law enforcement officials when developing the policy to ensure law enforcement's support. Having a local law enforcement officer available at the event helps control behavior.~~
- ~~● Use the media to spread the message that the school district is serious about the behavior of individuals at school events and won't tolerate the harassment of students, officials, or coaches.~~

~~It is also essential to take the appropriate steps regarding school security and emergency preparedness at athletic contests. Strategies for such preparedness include adequate staffing and supervision, advance planning of security measures, and thoughtful emergency preparedness.~~

~~Some school athletic event security strategies developed and promulgated by the National School Safety and Security Services include the following:~~

- ~~● First and foremost, provide adequate adult supervision and staffing. Factors to consider in determining what is "adequate" may include the anticipated size of the crowd, the size of the facilities and grounds (including parking lots) used for the event, past history of incidents at similar events, "intelligence" information received about current conflicts at the school and in the community that could spill over into the event, and other related considerations.~~
- ~~● Events with larger crowds should employ sworn law enforcement officers. School districts with their own school police and/or school resource officers (SROs) should prioritize using these officers at school athletic events, as they typically know the youth who may be attending. If additional officers are needed, consider first using gang unit officers, juvenile detectives, and community policing officers who may know the youth and their families. The same concept applies to hiring in-house school security personnel, assigning school administrators, and using school staff members, since they also know the students. These individuals typically know those students and non-students who have past behavioral problems in schools and at school-sponsored events. School officials should also employ adequate levels of teaching staff and other support staff. Parent volunteers may also help augment regular staff.~~

- ~~Deploy police, security personnel, and school staff in a manner that provides adequate coverage to the facilities being used for the event. This includes ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing. The use of plainclothes, undercover police officers may be necessary in certain large crowd events and/or situations where problems are anticipated.~~
- ~~Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.~~
- ~~Equip all staff with two-way radios. Issue school cell phones to select staff assigned to the event.~~
- ~~Create procedures related to admission, limitations of items that can be carried in (purses, book bags, backpacks, etc.), right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules at the admission gates, inside the facility, and elsewhere. Enforce the rules in a firm, fair, and consistent manner.~~
- ~~Establish procedures for advanced ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures, with adequate police and security staff at admission gates. Stop ticket sales after a designated time, such as at/by the beginning of the third quarter. Have police and/or security staff escort ticket takers and money from the admissions areas to a designated location for counting and preparing it for bank deposits, which should occur with police escorts the same evening.~~
- ~~Maintain separate locker rooms for home and visitor teams. Have team buses pick up and drop off at opposite sides of the playing facility to avoid interaction before and after the game.~~
- ~~Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on the other side. If possible, have separate concession stands operating in each of these areas.~~
- ~~Administrators and safety officials from the schools playing a given event should communicate with each other well in advance of the event to discuss procedures, safety concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.~~
- ~~Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner that is in accordance with fire safety regulations.~~
- ~~Create a detailed plan for parking procedures, traffic flow, parking lot staffing during the entire game, and related issues. Consider not allowing any cars into the parking lots after a designated time, such as after the beginning of the third quarter of the game. Advise students in advance to coordinate pick-ups with parents outside the parking lots along the perimeter of the grounds.~~

- ~~Conduct advance assessments of physical security needs and strategies. Consider the use of surveillance cameras in admission areas, game field areas, common areas (concession stands, walkways, and areas around restrooms, etc.), parking lots, and other areas as appropriate. Evaluate lighting in stadiums, athletic facilities, parking lots, and the perimeter around the school and event grounds.~~
- ~~Consider having dedicated staff for videotaping the game and, if necessary, areas of spectator misconduct that may occur.~~
- ~~Establish a code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.~~
- ~~Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct and behavioral expectations. Train P.A. announcers overall guidelines for communicating with the crowd during the event, including emergencies.~~
- ~~Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.~~

### **School Athletic Event Emergency Preparedness**

Thoughtful emergency preparedness planning is essential, as incidents can occur even with the best advanced security planning.

- ~~Establish written emergency guidelines. Test and exercise the written guidelines to make sure they work in an emergency. Train all staff involved in supervising events on the guidelines.~~
- ~~Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.~~
- ~~School administrators and security personnel should coordinate with emergency medical personnel in advance of the event. In many larger games, a number of schools will have an ambulance on standby on-site before, during, and after the game. School administrators and safety officials should also notify their appropriate law enforcement district station and/or area commanders in advance of major games and/or high-risk events, so that on-duty safety personnel will be aware of the event, even if off-duty police are being hired to work the game.~~
- ~~Evacuation plans should be clear, and announcements regarding emergency evacuation expectations should be made to the spectators at the start of events.~~
- ~~Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.~~
- ~~Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event. Communications plans should include outreach to the media, parents, school staff, students, etc.~~
- ~~Have plans for managing the “post-crisis” aftermath in the hours and days following an incident at an event.~~

~~Plans and strategies must be tailored for each school and school district. No “cookie-cutter” plan will fit all schools. Adequate staffing and supervision, advanced security planning, and thoughtful emergency guidelines can help keep school athletic events safe, secure, and well-managed.~~

~~In conclusion, while a policy on public conduct on school premises is not required, it should be considered. Boards and administrators should carefully consider the behavior they want to encourage and prohibit. They should also develop procedures for when it becomes necessary to ask individuals to leave an event. The public should also be informed of the behaviors expected and prohibited at school activities. In addition, security considerations should be given to such events.~~

The following guidance is excerpted from an opinion piece, *Doing the Nearly Impossible: Teaching When the World Delivers Fear: 9 Ways Schools Can Respond to Endless Images of Violence* (Marc Brackett, Robin Stern & Dawn Brooks-DeCosta, Education Week, January 26, 2026)

“When children are exposed to violence, especially graphic, replayable violence-their brains and bodies do what they’re designed to do: scan for danger. In that state, learning becomes secondary.”

*(While this piece was offered in response to specific troubling events, the guidance that follows is easily transferable to a range of traumatic events to which young people may be exposed.)*

The leadership task: Protect students’ nervous systems without denying their reality-and protect teachers so they aren’t carrying this alone. [The American Academy of Pediatrics’](#) guidance is clear: **Limit repeated exposure, keep conversations age-appropriate, correct misinformation, and keep checking in over time.**

### 1. Start with connection, not commentary

Students don’t need a lecture. They need a comforting signal: “You matter here. You’re not alone. We will do everything we can to keep you safe at school.”

Open class with a two-minute opt-in check-in: “Let’s share one word for how we’re feeling today; it’s also OK to pass.”

Then ask: “What questions or worries are coming up for you, if any, without sharing graphic details.” (Ask students not to replay the violence, as some may have past trauma from gun violence. For tougher conversations, involve mental health experts.)

Being seen by another and invited to say what is on your mind is often the first step back to steadiness.

### 2. Set a “no replay” norm for graphic content

Many students aren’t just hearing about traumatic events; they’re rewatching them. Create classroom or schoolwide norms about viewing violent social media posts:

- We will not show violent videos at school.
- If something upsetting shows up, tell an adult you trust. They will help you handle it.

It’s best if all students hear one message: Our school does not agree with amplifying harm by repeated exposure to violent events.

### 3. Keep it simple and stick to what’s true

After tragedies, more information isn’t always helpful. In classrooms, “simple and direct” sounds like:

- “Here’s what we know. We’ll share more as we learn more.”
- “If you hear something that scares you, bring it here. We’ll sort fact from rumor.”
- “Here’s what our school is doing today to keep everyone safe.”
- Name safety steps without making promises you can’t guarantee. (Avoid phrases like: “This will never happen here.”)

**4. Invite and welcome all feelings. Hold firm boundaries on behavior**

All feelings are welcome. Not all behaviors are:

- “It makes sense to feel scared/angry/sad. Let’s identify the adults you trust.”
- “Big feelings are OK here. We all have them. Hurting others is not.”
- “We can disagree without putting others down, threatening, or targeting.”

Warmth plus limits keeps classrooms safe without shutting students down.

**5. Offer “choice points” to restore agency**

Trauma steals choice. Connection restores it. Give students options that don’t derail instruction:

- Write instead of speaking.
- Step out for two minutes and return.
- See a counselor or social worker.
- Join a brief grounding practice—or quietly opt out.

**6. Watch for distress-and respond quickly**

Trouble coping often shows up as sleepiness, headaches or stomachaches, irritability, shutdown, conflict, appetite changes, or persistent worry. If you notice a change in behavior or shift:

- Treat it as a signal, not a character flaw or weakness.
- Ask for guidance from your support team early.
- When appropriate, encourage families to consult their pediatrician or a mental health professional.

**7. Adjust the approach by grade level**

- **Preschool-grade 2:** Keep it concrete and calming: “Something scary happened. Grown-ups are working to keep people safe.” Lean on routines and warmth.
- **Grades 3-5:** Start with what they heard, correct misinformation, and teach the power of social support. Create a “trusted adult map”: two or three adults at school they can go to when they have big feelings.
- **Middle school:** Normalize intensity and reduce shame for feeling scared. Use structures-timed turns, a pass option, written reflection first. Consider a buddy system. Help them set one media boundary for the evening, such as not using social media.
- **High school:** Name emotions-grief, outrage, helplessness-and channel them toward care. Offer prosocial pathways (e.g., schoolwide care campaigns) that build connection rather than conflict. For older students, educators can also ground this moment in history.
- For students with disabilities or developmental delays, relying on what you know helps that particular student feel safe and calm.

**8. Protect students who feel targeted-without asking them to disclose**

When immigration enforcement is part of the fear, some students may be terrified and afraid to say why. Don't put them on the spot. Say publicly and repeatedly:

- “If you're worried about someone at home, we'll connect you with someone who can help.”
- “Tell me as much or as little as you want. I will help you find support.”

Coordinate with administrators so the burden doesn't fall on you alone. Promise your presence only when you know you can be there.

**9. Build a “connection chain” for adults**

Teachers have big feelings, too, and can experience empathic distress when supporting students. When educators feel depleted, students feel it. Leaders can make small moves to support teacher well-being:

- A five-minute staff check-in each morning and a five-minute staff debrief before leaving.
- A shared script for tough moments so teachers aren't improvising alone.

The most important message students will learn during these hard weeks (and beyond) is not only what we say about the world, but it's also how we model being human in it.

When the outside world feels frightening or cruel, classrooms can become counterforces: places where every child experiences dignity, steadiness, and belonging. That is not politics. That is the best of education.

## **Bylaws of the Board**

### **Parliamentary Procedures**

#### **Rules of Order**

Regular and special meetings of the Board of Education are held in public, but they are not public hearings unless so designated. Comments from those citizens present will be welcomed at times indicated by the Chair, but such participation shall not be allowed to interfere with the conduct of business by the Board.

Procedure will normally be informal for the sake of simplicity and to minimize diversion of discussion to procedural questions. Board members may, however, invoke Robert's Rules of Order, Revised.

A majority of the Board members present and voting is required to approve a motion. This also includes new business, that is under consideration, not listed on the agenda, at a regular meeting of the Board.

When comments from the public would be particularly helpful to the Board in reaching a decision on an item, the Board may schedule a public hearing devoted exclusively to that item. In any case, final action, on a change in Board policy will not normally be taken at the time of its first discussion or at a public hearing unless postponement until the next Board meeting would hinder the intent of such action.

When comments from members of the school administration would be particularly helpful to the Board reaching a decision on an item, members of the Board, through the Superintendent, may ask members of the school administration to participate in a discussion with the Board, at a Board meeting.

No new topic will be started **after 10:30 p.m. 3 hours after the meeting start time** except by a 2/3 vote of the members present and voting.

If a person or group of persons is so disruptive that the meeting cannot proceed in an orderly fashion, the meeting may be cleared, except for representatives of the news media not involved in the disturbance. A meeting may be adjourned or continued to a time and place specified in the adjournment or continuance.

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal

1-210 Access to public records

[1-226](#) Recording, broadcasting or photographing meetings

[19a-342](#) Smoking prohibited in certain places. Signed required. Penalty

[1-231](#) Executive sessions

[1-232](#) Conduct of meetings (re disturbances)

[10-224](#) Duties of the Secretary

**Bylaw adopted by the Board: January 17, 2006**

**Bylaw revised: April 25, 2017**

NEW HARTFORD PUBLIC SCHOOLS

New Hartford, Connecticut