

AGENDA
SHERMAN BOARD OF EDUCATION
REGULAR MEETING
WEDNESDAY - SEPTEMBER 2, 2020
7:00 PM

ZOOM for Public Participants

Join Zoom Meeting

<https://shermanschool.zoom.us/j/8603553793>

Dial Into meeting

+1-929-205-6099

Meeting ID: 860 355 3793

Vision Statement

**We enable all Sherman Students to become the best possible version of themselves.
We provide an environment where our children develop into empathetic, self-directed,
critical thinkers who don't give up when faced with challenges.**

Professional Development/Dinner 6:30 PM - Cafeteria

1. CALL TO ORDER, ROLL CALL AND PLEDGE OF ALLEGIANCE
2. CELEBRATIONS
 - 2.1 Teacher Recognition - Years of Service
 - Belinda Badger - 20 years
 - Beth Bouwman - 15 years
 - Patty Corso - 25 years
 - Catherine Flynn - 25 years
3. PUBLIC COMMENTS
4. ADDITIONS TO THE AGENDA
5. CONSENT AGENDA
 - 5.1 Review of Minutes:
 - Minutes - Maintenance Committee, February 28, 2020
 - Minutes - Board Retreat, March 7, 2020
 - Minutes - Maintenance Committee, April 6, 2020
 - Minutes - Maintenance Committee, April 27, 2020
 - Minutes - Special Meeting, April 27, 2020
 - Minutes - Maintenance Committee, May 4, 2020
 - Minutes - Executive Session, May 6, 2020
 - Minutes - Maintenance Committee, May 14, 2020
 - Minutes - Maintenance Committee, May 18, 2020
 - Minutes - Maintenance Committee, June 2, 2020
 - Minutes - Maintenance Committee, June 4, 2020
 - Minutes - Special Meeting, June 8, 2020
 - Minutes - Maintenance Committee - June 10, 2020
 - Minutes - Executive Session - June 24, 2020
 - Minutes - Monthly Board of Education Meeting - June 24, 2020
 - Minutes - Executive Session - July 21, 2020
 - Minutes - Special Meeting - July 21, 2020

Minutes - Maintenance Meeting - July 30, 2020

Minutes - Special Meeting - August 14, 2020

5.2 Personnel Actions

Approval of contract for Superintendent-Principal for 2020-2023

Elisabeth Bouwman, Teacher - Retirement

Renee Grandmaison, Paraprofessional - Resigned August 11, 2020

Felicia Lennon, Permanent Building Substitute, Effective 8/24/20

Robert Gannon, Permanent Building Substitute, Effective 8/24/20

5.3 Monthly Enrollment Report

5.4 Monthly Budget Report 2019-2020 Budget by Function & Summary of Funds

5.5 Monthly Budget Report 2020-2021 Budget by Function & Summary of Funds

6. APPROVAL OF CURRENT BILLS

6.1 2019-2020 Current Bills

6.2 2020-2021 Current Bills

7. ORAL REPORTS

7.1 SPTO Update

7.2 Sub-Committee

7.3 Chair

7.4 Superintendent Update

8. PRESENTATIONS

9. NEW BUSINESS

9.1 Board Level III Grievance Hearing

9.2 Discussion and Possible Action to Rescind Policy 0210

Enc 9.2

9.3 Discussion and Possible Action to Rescind Policy 6146

Enc 9.3

10. UNFINISHED BUSINESS

10.1 Second Readings of Policy 4111.1 Equal Employment Opportunity

Enc 10.1

10.2 Second Reading of Policy 4115 Evaluation/Supervision

Enc 10.2

10.3 Second Reading of Policy 4117.4 Personnel-Certified, Non Renewal/Suspension

Enc 10.3

10.4 Second Reading of Policy 4121 Substitute Teachers

Enc 10.4

10.5 Second Reading of Policy 5113 Attendance and Excuses

Enc 10.5

10.6 Second Reading of Policy 5141.4 Reporting of Child Abuse and Neglect

Enc 10.6

10.7 Second Reading of Policy 5141.5 Suicide Intervention and Prevention

Enc 10.7

10.8 Second Reading of Policy 5141 Student Health Services

Enc 10.8

10.9 Second Reading of Policy 5141.3 Health Assessments and Immunizations

Enc 10.9

10.10 Second Reading of Policy 5141.27 First Aid/ER Med Care-Use of Auto Defibrillators

Enc 10.10

10.11 Food Service Update

11. COMMUNICATIONS

12. PUBLIC COMMENTS

13. BOARD OF EDUCATION COMMENTS

14. FUTURE MEETING AND TOPICS

14.1 Board of Education Meeting - Wednesday, October 7, 2020 at 7:00 PM

15. ADJOURNMENT

REMINDER: Agenda suggestions for the next business meeting are due to the Chairperson or Superintendent by 12:00 noon September 14, 2020. Copies of the agenda enclosure are available for examination at the Superintendent's Office at the Sherman School during business hours: 8:00 AM to 4:00 PM

Mission-Goals-Objectives

Goals/Objectives for Student Accomplishment

Specifically, each student should achieve the following goals within the context of their age and ability:

Process Goals

Acknowledging the academic program to be its immediate and continuing responsibility, the Board of Education believes that academic excellence can best be realized by combining the following elements:

1. teaching that inspires, challenges, informs and constantly searches for methods of improvement.
2. a classroom, school, and district climate that recognizes the value of encouragement and a positive approach to education.
3. planning, implementation, and evaluation that has continuous improvement as the goal.
4. evaluation techniques that focus on institutional and student performance and reflect a student's cumulative growth and complete development, as well as his/her academic achievement.
5. funding that is adequate to support a diverse and rich curriculum.

As a Board, we dedicate our efforts to achieving the student goals we have defined. To this end we believe that:

1. It is the responsibility of the Board of Education to define clearly the direction of the educational program, in consultation with the professional staff, through written policy statements and to see that these policies are adhered to through planned evaluation activities.
2. The policies of the Board can be most clearly translated into an educational program if its policies are communicated to the administrative staff, and through this leadership, to the total staff. In support of this we encourage the staff to identify and implement ways to improve student accomplishment of learning objectives.
3. Planning, study and communication among the total educational community - professional staff, students, parents and citizens - is important to enhance the quality of sound educational decisions.
4. It is the responsibility of the schools to provide education for children at all ability levels through instructional content and processes that are compatible with the student's maturity, functional level, emotional condition, learning style and intellectual capacity.

5. Students with disabilities are to be educated in the least restrictive environment and integrated with their non-disabled peers in all aspects of school life, whenever possible, using appropriate supports as necessary to facilitate scholastic achievement, social interactions and physical and emotional growth.
6. For those students with disabilities who may require some temporary services outside the regular classroom, the physical location of those services will facilitate maximum opportunities for interaction between students with and without disabilities.
7. Instruction will be provided in the least restrictive environment for those students whose individualized educational plan (IEP) indicates that an out-of-district placement is the most appropriate way for them to derive the full benefits of their educational program.
8. Supportive services are of value to the achievement of the student goals. Thus, the school system offers such services to the extent that they directly assist the student in the attainment of his or her educational goals.
9. Since all experiences of the learner have educational potential, instruction need not be confined to the formal curriculum. The school program will encompass extracurricular activities which support the goals of the formal curriculum and address the needs of the students.
10. The quality of the instructional program is enhanced through a continuing process of evaluation, research, program development and in-service education activities.
11. School facilities should be planned, constructed and maintained with as much care as any other tool used in the educational program.
12. The educational process is ongoing and not reserved for youth alone. Therefore, while the school system is primarily concerned with its responsibilities to the school-age youth, facilities of the district are offered to serve all age groups in the community in the most responsive and responsible way possible.

Goal 1 Master fundamental skills and acquire advanced knowledge in a variety of academic areas.

- a. Demonstrate mastery in reading, writing, speaking, and mathematics.
- b. Learn to think and communicate clearly, analytically, creatively and logically.
- c. Engage in imaginative and creative problem solving, cooperatively as well as independently.
- d. Demonstrate skills necessary to use and analyze a variety of sources of information and data, respond to the unexpected and forecast consequences.
- e. Appreciate the basic connections and key ideas across disciplines and grade levels.

Goal 2 Acquire the skills and desire to continue learning through a lifetime in order to understand the demands, opportunities and values of a changing world.

- a. Develop intellectual curiosity.
- b. Acquire effective study skills, attitudes, and habits leading to responsible management of time.
- c. Develop a positive attitude toward continuous learning and improvement.
- d. Develop an awareness of, and the skills and ability to adjust to, a changing world and its problems and demands.

Goal 3 Achieve an understanding of and appreciation for the arts, humanities, social sciences and natural sciences at a level which enables individuals to participate in a complex world.

- a. Achieve an understanding of our American heritage; the political economic and legal systems at the national, state and local levels; and their interdependence in a democratic society.
- b. Develop an understanding of the natural and physical sciences.
- c. Develop abilities of self-expression, discrimination, and interpretation in the creative, visual and performing arts.
- d. Achieve an understanding of other people, their history and culture through a study of world history and foreign language(s).
- e. Achieve an understanding of the basic methods of inquiry in each major field of study.
- f. Develop the ability to integrate knowledge in an interdisciplinary manner and to focus such knowledge on the solution of problems.

The Board of Education recognizes that the school, the family and the community share responsibility for the total development of Sherman students. The school system will therefore assist students to achieve the following additional goals in cooperation with parents and the larger community.

Goal 4 Acquire an understanding of the processes of effective and responsible citizenship in order to participate constructively in our society and contribute to its government.

- a. Acquire an understanding of the values inherent in our system of self-government, including but not limited to self-respect, respect for the rights of others, tolerance, acceptance of social responsibility, and trust.
- b. Develop an awareness of the attitudes, obligations, responsibilities and privileges required for productive citizenship.

- c. Demonstrate the ability to undertake the responsibilities of citizenship and leadership in their schools, in their communities, in the state, in the nation and the world.
- d. Develop respect for personal and public property.
- e. Acquire an understanding of economic principles and responsibilities.

Goal 5 Acquire an understanding of the conditions and behaviors which promote balanced mental, physical and emotional well-being.

- a. Accept individual responsibility.
- b. Be responsible members of the school and community.
- c. Develop self understanding, self awareness, self confidence and self reliance.
- d. Recognize and practice good interpersonal skills, sound habits of personal health and fitness, and apply the basic elements of proper nutrition.
- e. Understand human growth and development, including human sexuality.
- f. Develop pride in accomplishment and a feeling of self worth.
- g. Seek help from appropriate and knowledgeable people.

Goal 6 Acquire the fundamental knowledge and develop the motivation to become educated at higher levels.

- a. Explore and refine options for occupational interests and abilities.
- b. Develop an awareness of information, opportunities and requirements related to various fields of work.
- c. Develop good work habits and an appreciation of good workmanship.

Goal 7 Develop and demonstrate an appreciation, understanding and respect for the worth and dignity of the individual and humanity as a whole.

- a. Respect and appreciate diversity through understanding and compassion.
- b. Believe in and value the need for cooperation among different people and cultures in an increasingly interrelated world.
- c. Acquire an understanding of the diversity of opinion in our society and understand the inherent strengths in a pluralistic society.

- d. Develop an understanding of their relationship to the natural, economic and social environment.

Goal 8 Develop and exhibit personal attitudes that enhance individual dignity and a humane civilization.

- a. Demonstrate intelligence, responsibility, and compassion,
- b. Understand the responsibility of family membership and parenthood.
- c. Acquire and exhibit sound decision-making skills.
- d. Make ethical decisions.
- e. Understand and respond to the vital need for order under law.
- f. Understand international issues which affect the world and demonstrate skills needed to participate in a global society.

Policy adopted: April 2, 2008

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

Instruction

Graduation Requirements

Graduation from the Sherman School implies that the student has satisfactorily completed the prescribed courses of study for the several grade levels in accordance with his/her respective abilities to achieve, and that the student has satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education.

Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

The Principal shall submit to the Board of Education through the Superintendent his detailed requirements and standards to agree with the goals of the school as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms stated above.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, shall make available to all the school district's youths alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

Legal Reference: Connecticut General Statutes

[10-233\(a\)](#) Promotion and graduation policies. (as amended by PA 01-166)

Policy adopted: June 1, 2016

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

DRAFT

4111.1/4211.1

Personnel - Certified and Non Certified

Equal Employment Opportunity

The Board of Education will provide equal employment opportunities for all persons without regard to race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, or physical disability (including pregnancy). The Board directs the administration to comply with all requirements in the recruitment, selection and employment of qualified people among racial and ethnic minority groups to the end that the school district's employees will proportionately mirror the racial and ethnic composition of this community.

No advertisement of employment opportunities may be intent or design restrict employment based upon discrimination as defined by law.

Legal Reference: Connecticut General Statutes

[4a-60](#) Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities

[4a-60a](#) Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

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

[46a](#) 60 Discriminatory employment practices prohibited.

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

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

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

Title II of the Genetic Information Nondiscrimination Act of 2008

Policy adopted:

DRAFT

4115

Personnel - Certified

Evaluation and Support Program

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan which demonstrates a clear link between teacher evaluation, professional development and improved student learning. (The educator evaluation and support plan or revisions must be approved annually by the State Department of Education prior to District implementation.)

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

Note: "Teacher" or "Administrator" for purposes of evaluation shall include each professional employee of the Board, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education.

Appraisal of teaching performance should serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation committee for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions. The teacher shares with those who work with the

teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

The system-wide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. *Further, claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

Note: The district's evaluation plan, submitted to the State Department of Education for approval, may be the district's selection of the state model evaluation plan, SEED (Connecticut's System for Educator Evaluation and Development), or a hybrid of SEED, or a district proposed alternative evaluation and support plan which fulfills the state guidelines.

The Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section [10-151b](#), as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

The State Board of Education as required has adopted guidelines for a model teacher and administrator evaluation and support program which is to provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. The guidelines include, but are not limited to:

- 1. The use of four performance evaluations designators: exemplary, proficient, developing and below standards;*
- 2. The use of multiple indicators of student academic growth and development in teacher and administrative evaluations;*
- 3. Methods for assessing student academic growth and development;*
- 4. A consideration of control factors, tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility;*
- 5. Minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;*
- 6. The development and implementation of periodic-training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or RESC to teachers whose performance is being evaluated and to administrators who are conducting the performance evaluations;*
- 7. The provision of professional development services based on individual or group needs identified through the evaluation process;*
- 8. The creation of individual teacher improvement and remediation plans for teachers who are rated "developing" or "below standard" in performance, designed in consultation with such teacher and his/her exclusive bargaining representative chosen pursuant to CGS [10-1536](#);*
- 9. Opportunities for career development and professional growth; and*
- 10. A validation procedure to audit evaluation ratings of "exemplary" or "below standard" evaluation ratings by the SDE or third-party entity approved by the SDE.*

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.

Note: The SBE may waive the requirement of consistency with SBE's model guidelines for any district that, before the model guidelines are validated, (after the pilots 2012-2013), developed a teacher evaluation program that is determined by the SBE to substantially comply with the guidelines.

The Superintendent shall report to the Board by September 15th annually on the status of the evaluations. In addition, annually, by dates determined by the State Department of Education, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.

Improvement and Remediation Plans

Teachers rated "below standard" or "developing" shall have a well-articulated improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative and is differentiated by the level of identified need and/or stage of development;
2. identifies resources, support, and other strategies to be provided by the Board to address documented deficiencies;
3. contains a timeline for implementing such measures in the same school year as the plan is issued; and
4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.

Evaluation Training

The Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

Note: "Teacher" includes all certified employees below the rank of Superintendent.

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) utilizes a flexible plan for the implementation of Connecticut's Educator Evaluation and Support System.

Note: Districts intending to renew or request waivers shall do so in conformity with the process and timelines established by the State Department of Education.

Options: The District will:

- ☐ Implement the SEED state model in its entirety and implement all components as written within the Handbook.
- ☐ Use the State Department of Education approved plan with adopted flexibilities.
- ☐ Use a District developed plan. (Such plan must have at least one variation from any of the elements/components of the SEED model.)

Beginning with the 2014-15 school year and all subsequent years, the submission of the District's evaluation plans for State Department of Education's review and approval, including flexibility requests, shall take place by annual deadlines set by the State Department of Education.

Complementary Observers

The primary evaluator for most teachers will be a certified school administrator who will be responsible for the overall evaluation process, including assigning summative ratings. The District may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators, who may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers shall be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary observer shall share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Dispute-Resolution Process

In accordance with the requirement in the "Connecticut Guidelines for Teacher Evaluation and Professional Development," in establishing or amending the local teacher evaluation plan, the Board of

Education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.

When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The Superintendent and the collective bargaining unit for the District shall each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process not result in resolution of a given issue, the determination regarding that issue shall be made by the Superintendent. An example will be provided within the State model.

Note: The above is an illustrative example of such a process provided by the State Board of Education.

Data Management

Annually prior to September 15, the District's Professional Development and Evaluation Committee will review and report to the Board the user experiences and efficiency of the District's data management system/platform to be used by teachers and administrators to manage the evaluation plans.

Annually, data management systems/platform to be used by teacher and administrators to manage evaluation plans shall be selected by the Board with considerations given to functional requirements/needs and efficiencies identified by the Professional Development and Evaluation Committee.

Such plans shall consider guidance pertaining to the entry of data into the District's data management system/platform needed to manage the evaluation plan. Such guidance shall address items to be entered, prohibitions pertaining to the sharing and transference of individual teacher data to another district or entity without consent of the teacher or administrator, limits on the access to teacher and administrator data and a process for recording authorized individuals' access to information.

Audit

The Board, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

All teachers teaching in the Sherman School (including special education teachers) must be determined to be an "effective educator," as defined in the Every Student Succeeds Act. To be determined an "effective educator," a teacher must meet state certification and licensure criteria.

The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency in the core academic subjects that they teach.

The District evaluates a teacher's subject-matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:

- A. foundational skills and competencies; and
- B. the discipline-based professional standards.

(cf. [2400](#) - Evaluation of Administrators and Administration)

(cf. [4111/4211](#) - Recruitment and Selection)

(cf. [4131](#) - Staff Development)

Legal Reference: Connecticut General Statutes

[10-145b](#) Teaching certificates.

[10-151a](#) Access of teacher to supervisory records and reports in personnel file.

[10-151b](#) Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A.

[10-111](#), P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)

[10-151c](#) Records of teacher performance and evaluation not public records.

[10-220a\(b\)](#) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.

PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.

PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

Enclosure 10.2

"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

34 C.F.R. 200.55 Federal Regulations.

PL 114-95 Every Student Succeeds Act, §9213

Policy adopted:

DRAFT

4117.4

Personnel — Certified

Non-Renewal/Suspension

Prior to obtaining tenure, a certified employee's contract may be non-renewed provided that the employee is notified in writing prior to May 1st by the Superintendent. A teacher so notified may request not later than three calendar days after such teacher receives such notice of non-renewal, a written statement of the reasons for non-renewal of the contract, and the district will furnish such a statement not later than four (4) calendar days of the receipt of the request. The teacher may also file with the Board of Education not later than (10) calendar days of receipt of the notice of non-renewal for a hearing before the Board or, if indicated in such request designated by the Board, before a single impartial hearing officer chosen by the teacher and the Superintendent. The hearing shall commence not later than fifteen calendar days after receipt of such request unless an extension, not to exceed fifteen calendar days, is mutually agreed upon.

A teacher who has not attained tenure shall not be entitled to a hearing concerning non-renewal if the reason for such non-renewal is either elimination of position or loss of position to another teacher. The Board shall rescind a non-renewal decision only if the Board finds such decision to be arbitrary and capricious.

Suspension

A certified employee may be suspended by the Board of Education for an alleged or actual violation of any of the reasons for termination in C.G.S. 10-151(c) or 10-151(d) when insufficient cause for dismissal is considered to exist, or may be suspended pending Board or legal action for dismissal of the employee on charges of violation of one or more of said causes for termination. The Superintendent may suspend an employee pending Board action when, in the opinion of the Superintendent, continuation of the employee in the position presents a clear danger to the students, staff, property or reputation of the district, or to the employee.

Legal Reference: Connecticut General Statutes

Enclosure 10.3

[10](#)-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. [12](#)-116, An Act Concerning Educational Reform)

[10](#)-151(c) Employment of teachers. (as amended by P.A. [11](#)-136, An Act Concerning Minor Revisions to the Education Statutes.)

PA 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal.

PA 97-247 An Act Concerning Revisions to the Education Statutes.

Shanbrom v. Orange Board of Education, 2 Conn. L. Rpts. 396, 398 (1990)

Policy adopted:

DRAFT

4121

Personnel - Certified

Substitute Teachers

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #[4112.51/4212.51](#) and who comply with the required disclosure requirements and after requesting information from the applicant's prior employers and SDE. The Board shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The Board shall hire only substitutes who are on such list.

Approved substitutes shall remain on such list as long as he or she is continuously employed by the Board as a substitute teacher, provided the Board does not have any knowledge of a reason that such person should be removed from the list.

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

Only fully certified replacement teachers will be assigned to classes whose regular teachers are on long-term leaves of absence of forty (40) days or more. Principals will attempt to maintain as much continuity as possible by engaging only one substitute for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she has already performed successfully.

Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded through collective bargaining, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Legal Reference: Connecticut General Statutes

[10-183v](#) Reemployment of teachers.

[10-145a](#) Certificates of qualification for teachers.

June 19 Special Session, Public Act No. 09-1

An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects and Making Changes to the Statutes Concerning School building Projects and Other Education Statutes. (Section 48) Public Act No. 09-6 September Special Session

[10-221d](#) Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)

[10-222c](#) Hiring policy. (as amended by PA 16-67)

Policy adopted:

Draft

5113

Students

Attendance and Excuses

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

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

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. [10-198b](#).

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

Excuses

***Note:** The use of the state approved definitions of "excused" and "unexcused" absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

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

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

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

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);

6. Extraordinary educational opportunities pre-approved by the t administration and to be in accordance with Connecticut State Department of Education guidance.

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

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

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section [27-103](#), and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the Sherman School are 10 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The Sherman School shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The Sherman School shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. [5142](#) - Student Safety)

(cf. [5113.2](#) - Truancy)

(cf. 6113 - Released Time)

Legal Reference: Connecticut General Statutes

[10-184](#) Duties of parents (as amended by PA 98-243, PA 00-157 and PA 18-15)

[10](#)-185 Penalty

[10](#)-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

[10](#)-198b State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence"

[10](#)-198d Chronic absenteeism (as amended by PA 17-14 and PA 18-182)

[45a](#)-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-25)

[10](#)-199 through [10](#)-202 Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define "attendance."

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

PA 17-14 An Act Implementing the Recommendations of the Department of Education

Policy adopted:

DRAFT

5141.4

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault.

In furtherance of CGS [17a-101](#) et. seq., and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused or neglected. In

Enclosure 10.6

addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.)

A mandated reporter may make the required oral report electronically in the manner prescribed by the Commissioner of Children and Families. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

(For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program and shall thereafter retake such refresher training course at least once every three years.

The Principal shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. **Establishment of the Confidential Rapid Response Team**

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Boards of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. [4112.6/4212.6](#) - Personnel Records)

(cf. 5141.511 - Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

[10-220a](#) Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

[10-221d](#) Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

[10-221s](#) Investigations of child abuse and neglect. Disciplinary action. (as amended by PA 16-188)

[17a-28](#) Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

[17a-101](#) Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205, PA 18-15 and PA 18-17)

[17a-101a](#) Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93 and PA 15-205, PA 18-15 and PA 18-17)

[17a-102](#) Report of danger of abuse. (as amended by PA 02-106)

[17a-106](#) Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

P.A. 14-186 An Act Concerning the Department of Children and Families and the Protection of Children.

P.A. 15-205 An Act Protecting School Children.

Policy adopted:

R5141.4

Students

Reporting of Child Abuse, Neglect and Sexual Assault

a. What Must be Reported

A report must be made when any mandated reporter of the Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen: *(Mandated reporters include all school employees, specifically the Superintendent, administrators teachers, substitute teachers, guidance counselors, school counselors, behavior analysts, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools.)*

1. Is in danger of being or has been abused;
2. Has had non-accidental physical injuries or physical injuries which are at variance with the history given for them, inflicted by a person responsible for the child's health, welfare or care, or by a person given access to such child by a responsible person;
3. Has been neglected;
4. Has been sexually assaulted; or
5. Has been placed in imminent risk of serious harm.

A mandated reporter's suspicions may be based on such factors as observations, allegations, and facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Definitions

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

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

"School employee" (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in an elementary, middle or high school; or (b) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the _____ Public Schools, pursuant to a contract with the Board.

"Sexual assault" means for the purposes of mandatory reporting laws and this policy; a violation of Sections [53a-70a](#), [53a-71](#), [53a-72a](#), [53a-72b](#) or [53a-73a](#) of the Connecticut General Statutes.

"Statutory mandated reporter" means an individual by CGS Sec. [17a-101](#) to report suspected abuse and/or neglect of children or sexual assault by a school employee. The term, "statutory mandated reporter" includes all school employees, as defined above.

b. Reporting Procedures for Statutory Mandated Reporters

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

1. When an employee of the Board of Education suspects or believes that a child has been abused, neglected, has been placed in imminent risk of serious harm, the following steps shall be taken:

(a) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, or has had non-accidental physical injury or injury which is at variance with the history or such injury, or sexually assaulted by a school employee and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.

(b) The employee shall also immediately make an oral report to the Building Principal or his/her designee and/or the Superintendent or his/her designee. If the building principal is the alleged perpetrator of the abuse/neglect, then the employee shall notify the Superintendent or his/her designee directly.

(c) If a report prepared in accordance with Section (a) above concerns suspected abuse or neglect or sexual assault by a school employee, the Superintendent or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.

(d) Not later than 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information. The written reports should be submitted on the DCF-136 form or any other form designated for that purpose.

(e) The employee shall immediately, submit a copy of the written report to the Principal and/or Superintendent or the Superintendent's designee.

(f) If a report prepared in accordance with Section (c) above, concerns suspected abuse or neglect or sexual assault by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

c. Contents of Reports

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

1. The names and addresses of the child and his/her parents or other persons responsible for his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and the extent of the child's injury or injuries, maltreatment or neglect;
5. The approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;
7. The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
9. The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and

11. Whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a district school, other than part of an adult education program.

d. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent or his/her designee shall thoroughly investigate the report, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent or his/her designee shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child abuse or neglect or sexual assault shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in the possession or control of the person reporting child abuse or neglect, or sexual assault except as expressly prohibited by state or federal law.

1. Evidence of Abuse by Certain School Employees. After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been abused, neglected or sexually assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families abuse and neglect registry, the Commissioner shall notify within five (5) working days after the completion of the investigation into child abuse, neglect or sexual assault by a school employee, the Superintendent, the school employee, and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent and the Commissioner of Education. The Superintendent shall suspend the employee, if not previously

suspended, with pay and without diminution or termination of benefits if DCF has reasonable cause that the employee abused or neglected a child and recommends the employee be placed on the DCF child abuse and neglect registry. Not later than 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension.

The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education Acts, pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District. Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

2. Evidence of Abuse by Other School Staff. If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

3. The District shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. The State Department of Education is to have access to all such records.

4. The Board shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept in District files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such board of education, and records of the personal misconduct of such teacher. (*"Teacher" includes each certified professional employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.*)

5. The Board of Education shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected. The Board shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i of the general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that the Board's investigation will not interfere with the investigation of the Commissioner or such local law enforcement agency.

6. The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been abused and neglected by a school employee, in the Department of Children and Families' possession to ensure that records and information are being shared properly.

e. Delegation of Authority by Superintendent

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

f. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Intellectually Disabled Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of intellectually disabled persons over the age of 18. It is policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in connection with the suspected abuse or neglect, as defined below, of any intellectually disabled person over the age of 18.

1. Definitions. For the purposes of this policy:

"Abuse" means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where an intellectually disabled person either is living alone or is not able to provide for him/herself the services which are necessary to maintain his/her physical and mental health, or is not receiving such necessary services from the caretaker.

2. Reporting Procedures. If an employee has reasonable cause to suspect that an intellectually disabled person has been abused or neglected, he/she shall, within five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five additional calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the Office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.

3. Contents of Report. Any such report shall contain the following information:

- (a) The name and address of the allegedly abused or neglected person;
- (b) A statement from the reporter indicating a belief that the person is intellectually disabled, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- (c) Information concerning the nature and extent of the abuse or neglect; and
- (d) Any additional information, which the reporter believes, would be helpful in investigating the report or in protecting the intellectually disabled person.

4. Investigation of Report. If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report following the procedures regarding the investigation of reports of child abuse set forth in paragraph e above.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that an intellectually disabled person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary Action, up to and including termination of employment.

g. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

h. Non-Discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

i. Training

All District employees are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

The School Principal shall annually certify to the Superintendent that each school employee working at his/her school has completed the required initial training and the refresher training.

j. Foster Care

Upon request of the Board of Education, the Department of Children and Families shall provide the name, date of birth and school of origin for each child in the custody of the Department of Children and Families who has been placed in foster care and is attending a District school.

Confidential Rapid Response Team

The District will establish, not later than January 1, 2016, a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee; and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team consists of a local teacher, the Superintendent, a local police officer, and any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect; or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so; or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

Posting of DCY's "Careline"

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

(cf. [4112.5/4212.6](#) - Personnel Records)

(cf. 5141.511 - Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

Enclosure 10.6

[10-220a](#) Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

[10-221d](#) Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

[10-221s](#) Investigations of child abuse and neglect. Disciplinary action. (as amended by PA 16-188)

[17a-28](#) Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

[17a](#) 101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)

[17a-101a](#) Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)

[17a-101i](#) Abuse of child by school employee or staff member of public or private institution or facility providing care for children. Suspension. Notification of state's attorney re: conviction. Boards of education to adopt written policy re: reporting of child abuse by school employee.

[17a-102](#) Report of danger of abuse. (as amended by PA 02-106)

[17a](#) 106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

PA 15-112 An Act Concerning Unsubstantiated Allegations of Abuse and Neglect by School Employees

PA 15-205 An Act Protecting School Children

Regulation approved:

DRAFT

P5141.5

Students

Suicide Prevention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for professional assessment, counseling, and treatment services outside of the school.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat, attempt or ideation must take the proper steps to immediately report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the Crisis Intervention Team, the student's family and appropriate resource services outside and within the school system (such as 211 and/or DCF).

Information concerning a student's suicide attempt, threat, or risk will be shared with others to the degree necessary to protect that student and others.

Legal Reference: Connecticut General Statutes

[10](#) 221 Boards of education to prescribe rules, policies, and procedures. (e) re "policy and procedures for dealing with youth suicide prevention and youth suicide attempts."

Policy adopted:

DRAFT

R5141.5

Students

Suicide Prevention

Guidelines

All school district professionals should share with Principal or designee any observations of student behavior which may be related to the possibility of suicide.

The Principal or designee, in turn, has a responsibility to follow guidelines in Board of Education policy and this regulation on suicide prevention. If circumstances indicate actions other than those described, Principals may consult with the appropriate team members and/or other appropriate personnel and shall document the circumstances and resulting decisions.

Special Issues in Using Procedures

- 1. Principal.** Principal shall mean Principal or Principal's designee.
- 2. Communication.** Staff shall maintain communication with the Superintendent concerning all suicide attempts and shall call on the Central Office for advice on how to proceed as such assistance is needed. In turn the Superintendent will keep the Board informed about suicide related issues as appropriate. All communications must be kept confidential.
- 3. Documentation.** All actions taken by school personnel will be carefully documented with factual information, observable behaviors, and actions and placed in the student's supplementary health file. Frequent communication with student and family should be maintained until no longer needed.
- 4. Contagion.** Sometimes a suicide attempt or suicide will trigger other suicide attempts. The best preventive measure against the contagion effect involves careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorization of the suicide, and carefully planned follow up activities and support.
- 5. Anniversary Dates.** The week, month or year anniversary of the death may trigger a delayed grief reaction or suicide attempts modeled after the first. School personnel should be sensitive to this and intensify student monitoring at these times.

7. Suicide at School. Most experts agree it is better to keep students at school where adult support systems are available than to send them home where no adult supervisors might be available to them. Students should only be released to their parents or other responsible adults should they ask to leave school early.

General Procedures During School Hours

School staff who have identified a potentially suicidal student or who have other reason to believe the student is at risk of suicide must immediately bring the student's name to the attention of the Principal or his/her designee even if the student has confided in the staff person and asked the staff person to keep their discussion confidential. In such cases, the staff person would explain that he/she cannot maintain confidentiality under the circumstances.

Appropriate staff members gather background information prior to contacting a student identified with suicidal tendencies - unless there appears to be imminent risk of self-harm. This background check / risk assessment should be done on the same day as the referral and may include:

1. Further discussion with the person who made the referral.
2. Contact with other staff members for data on recent student performance.

At the earliest possible moment following the collection of information, contact with the student will be made to determine the seriousness of the situation.

Critical Situation

The student has the intent to kill himself/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she exhibits feelings of loneliness, hopelessness, helplessness, and the inability to tolerate more pain.

1. A staff member will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting parent(s) because of deep concern.
2. A staff member will notify parents and request that they come to the school immediately. A staff member will seek the parents consent and will decide if a 211 call is appropriate. The following points should be covered in the meeting with the parents:
 - (a) The seriousness of the situation.
 - (b) The need for immediate outside professional help.
 - (c) The need for continued monitoring.

(d) A request for parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the student's therapist, and other individuals as appropriate.

3. When parents cannot be contacted, or if they refuse to come to the school, and a medical emergency exists, normal procedures will be followed for such emergencies. If parents refuse to come to school, the Principal or designee will explain that the school may be required to file a medical neglect report with the Department of Children and Families. In addition, the Principal or designee may inform parents that the student will not be accepted back into school until a formal mental health evaluation has taken place.

This exclusion will be done in compliance with state regulations and only if it is deemed to be in the best interest of the student.

4. As a follow up, a staff member will contact the family to discuss plans for professional assistance and support to the student, and permission for communications between school and therapist will be requested. A plan of action for in school support and monitoring of the student will be discussed with appropriate personnel.

Potential Suicide Situation (Suicidal Ideation)

The student has some intent to kill himself/herself and has thought about how he/she would do it. He/she has access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness, and unbearable pain, he/she shows some willingness to accept help. The following action will be taken, the order to be determined by the specific situation:

1. A staff member will explain to the student that his or her parents will be contacted to arrange for professional help and to develop an appropriate support system. The staff member will offer to speak on the student's behalf.
2. Appropriate personnel or school clinician will ask the student to sign an agreement (or safety contract) not to harm himself/herself.
3. Following the meeting with the student the Principal or designee will:
 - (a) Meet with appropriate personnel to plan a course of action. .
 - (b) Contact the student's parents to inform them of the seriousness of the situation and request an immediate meeting the same day.
 - (c) Obtain further information from parents concerning the student's mental health history, including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, appropriate personnel will ask for parental permission to speak with that professional.

- (d) Communicate the need for suicide risk assessment .
- (e) If the parent refuses to come to school, the Principal or designee will explain that the school should file a medical neglect report with DCF.
- (f) As follow up, a team member will contact the family to discuss plans for professional help to the student. The team will meet to develop a plan for in school support.

General Procedures After School Hours

If a staff member has become aware of a potentially suicidal student during after school hours, he/she should consider and may take one or more of the following actions:

1. Contact parents and determine if 24 hour crisis center (211 needs to be contacted).
2. Contact police.
3. Contact student's therapist.
4. Contact Principal or designee

Students Who Have Attempted Suicide

1. In school attempt:
 - (a) The staff person who becomes aware of the attempt will remain with the student and immediately send for the nurse and Principal or designee.
 - (b) The nurse and Principal or designee will follow school medical emergency procedures to get immediate medical help for the student.
 - (c) Parents will be contacted.
 - (d) Principal or designee will refer to the Crisis Intervention Plan and Media guidelines.
2. Out of school attempt:
 - (a) The staff person who receives information concerning an attempted suicide will immediately contact the school Principal or designee who will verify the information and actions taken by the parents.
 - (b) The Principal or designee will determine if the situation warrants informing the faculty.
 - (c) If the attempted suicide is causing visible distress among students, a school meeting may be held to identify others at risk with students and discuss concerns.

Enclosure 10.7

- (d) The Principal or designee, in conjunction with the Student Assistance Team, will develop a plan to monitor and support high risk students.
- (e) A team member will be assigned to follow up and monitor the student upon his/her return to school.
- (f) As appropriate, information will be shared with Principals of sibling's schools.

Legal Reference: Connecticut General Statutes

[10](#) 221(e) Boards of education to prescribe rules.

Regulation approved:

DRAFT

P5141

Students

Student Health Services

School District Medical Advisor

The Board of Education (Board) shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

The school district medical advisor, in cooperation with the Board and the board of health/health department for the school district, shall:

1. Plan and administer each school's health program,
2. Advise on the provision of school health services,
3. Provide consultation on the school health environment, and
4. Perform any other duties as agreed between the advisor and the appointing board of education.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of failed screenings and examinations;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant;
5. a school medical advisor;
6. a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. [10-204a](#) as periodically amended;
3. Vision, hearing, postural, and gross dental screenings;
4. If required by the school district medical advisor, testing for tuberculosis only if found to be at risk. ; *Students not already known to have a positive test for tuberculosis shall be tested if they meet any of the risk factors for TB infection.*

5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grade 6 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. [10-204a](#) and the Department of Public Health, Public Health Code, [10-204a-2a](#), [10-204-3a](#) and [10-204a-4](#).
3. Vision, hearing, postural, and gross dental screenings;
4. If required by the school district medical advisor, testing for tuberculosis
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent or designee, shall notify parents of any health related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K, 1, 3, 4 & 5 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screenings will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K, 1, 3, 4, & 5. Additional audiometric screenings will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Postural Screening

School nurses will screen all female students in grades 5 and 7 and male students in grade 8 for scoliosis or other postural problems. Additional postural screenings will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect or problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Tuberculin Testing

Students born in high risk countries who are entering schools in Connecticut for the first time should receive either a TST (tuberculin skin test) or an IGRA (interferon-gamma release assay). Anyone found to be positive shall have an appropriate medical management plan developed that include a chest radiograph.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world see list of countries in Appendix and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;
2. travel to a high risk country, staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Immunizations/Vaccinations

No student will be allowed to enroll in district schools without vaccination against smallpox and adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by section [19a](#)-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (Chickenpox)
12. Hepatitis A
13. Pneumococcal disease

14. Influenza

15. Meningococcal disease

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Student entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)

All seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a written statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parents/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a town clerk, a justice of the peace, a Connecticut attorney, or a school nurse; or
4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. [19a-7f](#)).

The school nurse will report to the local director of health any occurrence of State of Connecticut defined reportable communicable diseases.

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination,

repeat examinations are required every 13 months. Each participant in a sport program must complete a health questionnaire before participating in each sport before the first practice

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with the school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall ensure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school sponsored and supervised activities.

Schools shall maintain files of Emergency Information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building Principal, or other personnel designated by the Principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. [5142](#) - Student Safety)

(cf. [5141.4](#) - Child Abuse and Neglect)

(cf. [5141.5](#) - Suicide Prevention)

(cf. [6142.1](#) - Family Life and Sex Education)

(cf. 6142.5 - Interscholastic/Intramural Athletics)

(cf. [6171](#) - Special Education)

Legal Reference: Connecticut General Statutes

[10-203](#) Sanitation.

[10-204](#) Vaccination.

[10-204a](#) Required immunizations (as amended by PA 15-174 and PA 15-242)

[10-204c](#) Immunity from liability

[10-205](#) Appointment of school medical advisors.

[10-206](#) Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168

[10-206a](#) Free health assessments.

[10-207](#) Duties of medical advisers, (as amended by P.A. 12-198)

[10-208](#) Exemption from examination or treatment.

[10-208a](#) Physical activity of student restricted; boards to honor notice.

[10-209](#) Records not to be made public.

[10-210](#) Notice of disease to be given parent or guardian.

[10-212](#) School nurses and nurse practitioners.

[10-212a](#) Administration of medicines by school personnel.

[10-213](#) Dental hygienists.

[10-214](#) Vision, audiometric and postural screenings: When required; notification of parents re defects; record of results.

[10-214a](#) Eye protective devices.

[10-214b](#) Compliance report by local or regional Board of Education.

[10-217a](#) Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540

Policy adopted:

DRAFT

P5141.3

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments, including oral assessments, according to state health regulations.

To determine health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments, including oral health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. [10-206](#), as may be periodically amended.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers. (or: The Superintendent shall designate the school nurse to receive reports of health assessments and immunizations from health care providers.)

Parents wishing their children exempted or excused from health assessments, on religious grounds, must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

Parents/guardians wanting their children excused from immunizations on religious grounds (prior to kindergarten entry and grade 7 entry) must request such exemption in writing to the Superintendent if such immunization is contrary to the religious beliefs of the child or of the parent/guardian of the child. The request must be officially acknowledged by a notary public or a judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, a Connecticut-licensed attorney or a school nurse.

It is the responsibility of the Principal or designee to ensure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them

aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

Students born in high risk countries and entering school in Connecticut for the first time, should receive either TST (tuberculin skin test) or IGRA (interferon-gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph.

Students not already known to have a positive test for tuberculosis should be tested if they meet any of the risk factors for TB infection, as described in the administrative regulations accompanying this policy.

No record of any student's medical assessment may be open to the public.

As required, the District will report, beginning in October 2017, on a triennial basis, to the Department of Public Health and to the local Health Director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade six or seven, and in grade ten or eleven. Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

As required, the District will annually report to the Department of Public Health information required on the School Immunization Entry Survey.

The Superintendent or designee shall give written notice to the parent/guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease and a recommendation that the student be examined by an appropriately licensed optometrist or ophthalmologist.

Note: PA 18-168 requires boards of education to request that students have an oral health assessment prior to public school enrollment, in grade 6 or 7, and in grade 9 or 10. The legislation establishes related requirements on providers authorized to perform the assessments, parental consent assessment forms, and records access. The specifics are detailed in the administrative regulation pertaining to this policy.

(cf. [5111](#) - Admission)

(cf. 5141.31 - Physical Examinations for School Programs)

(cf. [5125](#) - Student Records)

(cf. 5135.11 - Health/Medical Records - HIPAA)

(cf. [5141](#) - Student Health Services)

Legal Reference: Connecticut General Statutes

[10- 204a](#) Required immunizations (as amended by P.A. 15-174 and P.A. 15-242)

[10-204c](#) Immunity from liability

[10-205](#) Appointment of school medical adviser

[10- 206](#) Health assessments (as amended by PA 17-146 and PA 18-168)

[10-207](#) Duties of medical advisors

[10-206a](#) Free health assessments(

[10-208](#) Exemption from examination or treatment

[10-208a](#) Physical activity of student restricted; board to honor notice

[10-209](#) Records not to be public. Provision of reports to school.

[10-212](#) School nurses

[10-214](#) Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. (as amended by PA 17-173)

Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4

Section 4 of PA 14-231

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.

P.L. 93-568; codified as 20 U.S.C. 1232g

42 U.S.C. 1320d-1320d-8 P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

PA 17-146 "An Act Concerning the Department of Public Health's Various Revisions to the Public Health Statutes," Section 5, effective 10/1/17

PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540

Policy adopted:

DRAFT

P5141.27

Students

First Aid/Emergency Care

Management of Life Threatening Food Allergies

Illness

Use of Automatic External Defibrillators

In order to assist individuals who may experience cardiac arrest on school property, the Sherman School District has acquired external defibrillators for use in school buildings. It is the policy of the Sherman School District to permit the use of these automatic external defibrillators (AED) anyone who can follow voice prompts for cardio-pulmonary resuscitation. Such trained personnel and AEDs shall be accessible during the school's normal operational hours, during school-sponsored athletic practices and athletic events taking place on school grounds and during school sponsored events not occurring during the normal operational hours of the school. The District's continued use of AEDs is subject to applicable laws.

Each school shall develop an emergency action response plan that addresses the appropriate use of school personnel to respond to incidents invoking an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. The emergency action response plan must also address the appropriate use of AED's to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds.

An Automatic External Defibrillator (AED) is a device that: (A) is used to administer an electric shock through the chest wall to the heart; (B) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiological signals, make medical diagnosis, and, if necessary, apply therapy; (C) guides the user through the process of using the device by audible or visual prompts; and (D) does not require the user to employ any discretion or judgment in its use.

This policy and applicable regulations shall be disseminated to personnel at the discretion of the school administration, periodically. Personnel shall acknowledge receipt of school policy and regulations and shall be responsible for adhering to such policy and regulations. Certifications (and recertifications) applicable CPR and First Aid training shall be kept current and copies of such certifications shall be provided to school administration and retained in school administration files.

The Superintendent or his/her designee shall be responsible for developing administrative regulations in furtherance of this policy, in conformity with the provisions of applicable statutes and regulations.

Legal Reference: Connecticut General Statutes

[10](#)-221 Boards of education to prescribe rules.

[52](#)-557b Good Samaritan Law.

P.A. 09-94 An Act Concerning the Availability of Automatic External Defibrillators in Schools

PA18-185 (i) An Act Concerning the Recommendations of the Task Force on Life Threatening Food Allergies in Schools.

Policy adopted: December 4, 2013

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut