



## POLICY COMMITTEE MEETING

Monday, March 25, 2024 5:30 PM  
Glastonbury Town Hall, Meeting Room A  
Glastonbury Town Hall  
2155 Main Street  
Glastonbury, CT 06033

1. Review of NEW Board of Education Policy and Regulation #5118.3 Open Choice Program
2. Review of NEW Board of Education Policy and Regulation #6175 Live Animals in School
3. Review of NEW Board of Education Policy #6141.1 Play-Based Learning
4. Review of Board of Education Policy and Regulation #5131.9 Bullying Prevention and Intervention
5. Review of Board of Education Policy #4118.13/4218.13 Bullying Behavior
6. Review of Board of Education Policy #9130 Committees - Standing, Special and Ad Hoc
7. Review of Board of Education Policy #9136 Standing Committee - Facilities Planning
8. Review of Board of Education Policy #9000c Limits of Authority
9. Review of Board of Education Policy #5131.3 Student Driving and Parking at Glastonbury High School

## STUDENTS

Policy: 5118.3

### Open Choice Program

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Glastonbury Public Schools empowers all students to be active learners and compassionate individuals who thrive in our global community.

As a learning community, our goal is for every graduate to develop important transferable skills that will help them to be successful now and in the future.

Glastonbury Public Schools seeks to produce students who are compassionate citizens who demonstrate empathetic and ethical behaviors and choices, contribute to a safe, supportive, and inclusive environment, serve the community through active participation and civic engagement, and value differences.

The Open Choice Program is an interdistrict public school program in the Hartford region intended to improve academic achievement, reduce racial, ethnic, and economic isolation, and provide a choice of educational programs for public school students from Hartford.

The Board believes that Glastonbury's participation in the Open Choice program furthers the District's goals outlined in this policy.

The Board of Education directs the administration to develop regulations guiding Glastonbury's participation in the Open Choice program.

The Board will yearly review the Open Choice program and Glastonbury's participation.

Policy  
Adopted:

## STUDENTS

Regulation: 5118.3

### Open Choice Program

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Glastonbury Public Schools will primarily offer new open choice seats at Nayaug Elementary School in kindergarten and Grade 1.

The number of seats offered in kindergarten will not exceed fifteen (15) students in the kindergarten grade cohort at Nayaug Elementary School at the time of decision.

The total number of seats offered in first grade, including continuing students, will be equal to the number of seats offered to the previous year's kindergarten class.

On a case-by-case basis, the superintendent may admit a higher-grade students such as an older sibling of an admitted student.

Regulation  
Adopted:

**Live Animals in School**

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The Glastonbury Board of Education (“Board”) shall comply with all laws and regulations regarding the use of service animals by individuals with disabilities, as those terms are defined by federal and state laws and regulations. The Board permits the use of therapy dogs in the schools only in accordance with the administrative regulations prescribed by the Superintendent or designee. The Superintendent or designee shall develop and implement administrative regulations to address the presence and use of service animals and therapy dogs in the schools.

In all other circumstances, no student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the principal, in order to protect both the animal and individuals within the school community.

Teachers may bring and maintain in the school environment goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals that might present a health hazard shall not be allowed without the approval of the principal, and then only for class observation and study for a limited period of time.

Science teachers and Vocational Agriculture Teachers may have animals in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that appropriate state and federal guidelines and/or requirements are followed relative to health and safety of the animals and the school community.

The Glastonbury Public Schools District may maintain therapy dogs in accordance with this policy.

**Legal References:**

## State Law:

- Conn. Gen. Stat. § 22-339b
- Conn. Gen. Stat. § 46a-44
- Conn. Gen. Stat. § 46a-64

## Federal law:

- Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et. seq.*
- 28 C.F.R. § 35.104
- 28 C.F.R. § 35.136
- 28 C.F.R. § 36.302(c)

Policy  
Adopted:

Live Animals in School

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**Service Animals/Therapy Dogs**

**Service animals.** The Glastonbury Board of Education (the “Board”) and the Public Schools (the “District”) complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of a disability, subject to the conditions and limitations established by law. Accordingly, the District shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal on school property and/or at school-sponsored programs or activities in accordance with Title II of the Americans with Disabilities Act (“ADA”), applicable state laws and these administrative regulations and the associated policy.

**Therapy dogs.** In accordance with the policy associated with these administrative regulations, the Board also permits the use of therapy dogs in the schools. The District requires individuals to apply for approval to bring a therapy dog onto school property, in accordance with the procedures set forth in these administrative regulations.

**I. Definitions**

- A. “**Service animal**” means any dog regardless of breed or size (“service dog”) or miniature horse (“service horse”) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical; sensory; psychiatric; intellectual; or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. In other words, the animal must be required for the individual with a disability, and must be individually trained to do work or a task for the individual with a disability. For purposes of this policy, 1) a service animal includes a *guide dog* or *assistance dog* for a blind, deaf or mobility impaired person as outlined in Conn. Gen. Stat. § 46a-44; 2) service animal is **not** a pet; 3) a service animal in-training is **not** a service animal except for a dog being trained to assist a blind, deaf or mobility impaired individual; 4) companionship, comfort, therapy or emotional support animals do **not** qualify as service animals and 5) other species of animals, whether wild or domestic, trained or untrained are **not** service animals.
- B. “**Work or tasks**” performed by a service animal include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; alerting individuals to the onset of medical conditions; alerting individuals to the presence of allergens; assisting individuals with limited use of their limbs with tasks such as carrying items, opening doors, turning on lights, retrieving items and/or pulling a wheelchair; assisting individuals with intellectual

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**Service Animals/Therapy Dogs (continued)**

- or cognitive disabilities locate places or misplaced items; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and/or performing tasks for individuals with psychiatric and neurological disabilities such as preventing or interrupting impulsive or destructive behaviors or reminding an individual to take prescribed medication. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute service animal work or tasks for the purposes of this policy.
- C. **"Service Animal Handler"** is an individual with a disability who is accompanied by a service animal, or a third party who accompanies an individual with a disability to assist with his or her service animal. For purposes of this policy, a handler includes a person training a *guide* or *assistance dog* for a blind, deaf or mobility impaired person provided the trainer is employed by and authorized to engage in designated training activities by a guide or assistance dog organization that complies with the criteria for membership in a professional association of guide dog or assistance dog schools and carries photographic identification indicating such employment and authorization, or a person who volunteers for a guide or assistance dog organization that authorizes such volunteers to raise dogs to become guide dogs or assistance dogs and causes the identification of such dog with (a) identification tags, (b) ear tattoos, (c) identifying bandanas on puppies, (d) identifying coats on adult dogs, or (e) leashes and collars, as outlined in Conn. Gen. Stat. § 46a-44.
- D. **"Therapy Dog Handler"** is an individual who is responsible for the supervision and control of a therapy dog on school property or at a school-sponsored activity.
- E. **"Therapy dog"** is a dog that has been individually trained and certified to work with its owner or handler to provide emotional support, well-being, comfort or companionship to a Glastonbury Public School student. Therapy dogs have been trained to provide emotional support which positively impacts reading skills, emotional functioning and communication skills. In addition, the use of therapy dogs may decrease anxiety, improve self-esteem and increase overall academic achievement in students. Therapy dogs are not "service animals" as defined above. Therapy dogs are not considered to be performing "work or tasks" in accordance with this policy.

**II. Service Dog Access to Board Property, Programs and/or Activities**

- A. Generally, a service animal shall be permitted to accompany a service animal handler in all areas of District property to the same extent that the service animal handler has the right 1) to be present on school property or facilities; 2) to attend and/or participate in a District-sponsored program or activity, including but not

Live Animals in School

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**Service Animals/Therapy Dogs (continued)**

- limited to, attending sporting events and student theatrical productions open to the general public; or 3) to be transported in a vehicle operated by or on behalf of the District. Under no circumstances shall a service animal handler be permitted to access a place where the individual would not otherwise be allowed access without the service animal.
- B. The District prohibits inquiries of a service dog handler (or parent(s)/guardian(s) in the case of a young child) about the nature of the individual's disability. Additionally, District personnel may not ask a service dog handler (or parent(s)/guardian(s) in the case of a young child) to pay an additional fee to comply with any condition not outlined in this policy and/or request documentation such as proof of licensure, certification or any other proof of the service animal's training, including, but not limited to, demanding the animal perform a particular task. In instances where it is not readily apparent whether an animal qualifies as a *service animal*, District personnel may **only** make the following **two** inquiries of a handler (or parent(s)/guardian(s) in the case of a young child):
1. Is the dog (or miniature horse) a service animal required because of a disability?
  2. What work or task(s) has the dog (or miniature horse) been trained to perform?

**III. Therapy Dog Access to Board Property, Programs and/or Activities**

The following procedures must be used before a therapy dog will be allowed in school buildings or on school grounds:

- A. **Request for therapy dog access:** At the request of the Principal or Principal's designee, a therapy dog handler who wishes to bring a therapy dog to District property shall submit a completed written request form to the Superintendent or Superintendent's designee, for written approval.
- B. **Training and certification:** The therapy dog handler shall submit proof of registration as a therapy dog handler with each therapy dog the therapy dog handler plans to bring to District. Such registration shall be from an organization that requires an evaluation of the therapy dog and employee or handler prior to registration and on-going evaluation as required for registration. The certification must remain current at all times.
- C. **License and vaccination:** The therapy dog handler must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

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**Service Animals/Therapy Dogs (continued)**

- D. **Identification:** The request for approval for access for a therapy dog must describe the manner in which the therapy dog will display appropriate identification as a therapy dog at all times while on school property or at a school-sponsored activity.
- E. **Insurance.** The therapy dog handler must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property, naming District as an additional insured on the policy.
- F. **Annual approval:** A request shall be submitted for approval each school year, and shall be specific to the individual therapy dog described in the request form. If an employee and/or handler wishes to bring a different therapy dog onto school therapy dog property, a separate request for approval must be filed.
- G. **Revocation of approval:** Approval may be revoked at any time at the sole discretion of the Superintendent.
- H. **Visitation plan approval:** Once the Superintendent or designee approves the request, a written plan for dog visits shall be developed with the Principal or Principal's designee, who shall have the discretion to specify the time, place and manner of any visits.

**IV. Management of Service Animals and Therapy Dogs; Responsibilities of Handlers and Liability**

- A. Service animals are working animals, not pets. Accordingly, service animals should not be petted, provoked or otherwise distracted, including, but not limited talking to or saying the service animal's name.
- B. A service animal must be harnessed, leashed, or tethered while on school property or at a school-sponsored program or activity unless such devices interfere with the service animal's work or the handler's disability prevents use of such devices. In that case, the handler must use voice, signal, or other effective means to maintain control of the animal.
- C. A service animal must be under the control of its handler at all times while on District property or at a District-sponsored program or activity. Where a service animal is out of control and the service animal handler does not take effective action to control it, District personnel may request that the service animal be removed from the property or a District-sponsored program or activity. In the event that the service animal handler is unable or unwilling to remove a properly excluded service animal, District personnel are authorized to take appropriate action necessary to remove the service animal and ensure the health and/or safety

Live Animals in School

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**Service Animals/Therapy Dogs (continued)**

- of individuals attending and/or participating in a District-sponsored program or activity. In certain limited instances (e.g., younger children), the District may provide reasonable accommodations to enable a service animal handler to control the service animal. In such instances, the reasonable accommodations shall be determined on case-by-case basis at a meeting with school officials, parent(s)/guardian(s) and the service animal handler, where appropriate.
- D. A therapy dog must harnessed, leashed, or tethered while on school property or at a school-sponsored program or activity. A therapy dog must be under the control of the therapy dog handler at all times while on District property or at a District-sponsored program or activity.
  - E. All service animals and therapy dogs must be housebroken.
  - F. Service animals and therapy dogs are generally the sole responsibility of their handlers, who must take appropriate precautions to prevent damage or injury to persons or property from the actions of their service animals and/or therapy dogs. The District shall not be responsible for the care or supervision of service animals or therapy dogs, including but not limited to the cost of veterinary care, supplies or equipment; provision of food and/or water; walking the service animal or therapy dog; responding to the service animal's or therapy dog's toileting needs, including accidents; and/or grooming the service animal or therapy dog. Accordingly, handlers (or if a minor, their parent(s)/guardian(s)) are liable for any harm, damage, or injury caused by the service animal or therapy dog to students, staff, visitors, and/or property to the same extent other individuals who cause harm, damage or injury to persons or property are responsible for such harm, damage or injuries.
  - G. Handlers shall ensure that service animals and therapy dogs comply with all generally applicable state and local animal control and public health requirements, including, but not limited vaccinations registration and/or licensure requirements.
  - H. All service animals and therapy dogs should be kept clean and groomed to avoid shedding and dander, where possible. All service animals and therapy dogs should be treated for, and kept free of, fleas and ticks.

**V. Students with Individualized Education Programs (“IEPs”) and/or Section 504 Plans**

An inquiry by a planning and placement team (“PPT”) and/or Section 504 team concerning whether a service animal is necessary for a student with a disability to receive a free and appropriate public education (“FAPE”) under the Individuals with Disabilities Education Act or the Section 504 of the Rehabilitation Act is separate

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**Service Animals/Therapy Dogs (continued)**

from the analysis and inquiry related to service animals under the ADA and applicable state laws. Any decisions with respect to whether a service animal is necessary in order to provide a student FAPE will be made by the student's PPT or Section 504 team, as applicable. Where a service animal is not required for a student with a disability to receive a FAPE, the District shall permit the use of a service animal in the District's programs or activities in accordance with the law, these administrative regulations and the associated policy.

**VI. Exclusion and/or Removal of a Service Animal or Therapy Dog.**

- A. The District shall not exclude a service animal based on assumptions or stereotypes or general fears about how a service animal or particular breed of dog might behave. However, a school official may ask a service animal handler to remove a service animal from District property, or a District-sponsored program or activity in the event of one of the following:
1. The service animal is not under control and the service animal's handler does not take effective action to control it;
  2. The service animal is not housebroken;
  3. The service animal's presence would "fundamentally alter" the nature of the service, program, or activity; and/or
  4. The service animal's actual behavior poses a direct threat to the health and/or safety of others that cannot be eliminated by reasonable modifications to policies, practices or procedures; or has a history of such behavior.
- B. Where a service animal is properly excluded, the District shall permit the service animal handler to remain on District property and/or participate in the District-sponsored program or activity without the service animal unless such service animal handler otherwise violated a District policy or state or federal law which warrants the removal of the individual. In the event that the service animal handler is unable or unwilling to remove a properly excluded animal, District personnel are authorized to take appropriate action necessary to remove the service animal and ensure the health and/or safety of individuals attending and/or participating in a District-sponsored program or activity.
- C. Therapy dogs may be excluded at any time as determined in the discretion of the Superintendent, the Principal or any other responsible administrator of the District.

Reasons for removal include, but are not limited to:

1. The therapy dog handler does not have control of the therapy dog;

Live Animals in School

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**Service Animals/Therapy Dogs (continued)**

2. The therapy dog is not housebroken;
3. The therapy dog presents a threat to others; or
4. The animal's presence otherwise interferes with the educational process.

**VII. Special Provisions Applicable to Service Horses**

- A. The District shall modify its policies, practices or procedures to permit a service animal handler to use miniature horses, where reasonable. In determining whether reasonable modifications can be made to allow a service horse into a specific facility, the Board shall consider:
  1. Whether the facility can accommodate the miniature horse's type, size, and weight;
  2. Whether the service animal handler has control of the miniature horse;
  3. Whether the miniature horse is housebroken; and
  4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
- B. The District shall promptly notify a service animal handler (or parent(s)/guardian(s) in the case of a young child) in writing whether reasonable modifications may be made to permit a service horse into a specific facility.

**VIII. Conflicting Disabilities.**

- A. Applicability to conflicts involving service animals. In instances where an individual has an allergy significant to qualify as a disability, or has another disability that conflicts with the disability requiring the use of a service animal, the individual (or parent/guardian) shall immediately notify a building administrator or the school official in charge of District-sponsored program or activity. The District, through its administration, shall consider the needs of each individual and balance the rights of the individuals involved. The District shall work to resolve the conflict as efficiently and expeditiously as possible in order to meet its obligations to reasonably accommodate individuals with disabilities.
- B. Applicability to conflicts involving therapy dogs. In the event that an individual has an allergy significant to qualify as a disability, or has another disability that conflicts with the presence of a therapy dog, the individual (or parent/guardian) shall immediately notify a building administrator or the school official in charge of District-sponsored program or activity. In such cases, the therapy dog shall be excluded.

Live Animals in School

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**Service Animals/Therapy Dogs (continued)**

**IX. Grievances**

- A. Any person who believes s/he has been discriminated against because of his/her disability by a Board personnel or student, or has been aggrieved by a decision concerning a service animal may file a complaint or appeal to:

Karen Bonfiglio, 628 Hebron Avenue, Glastonbury, Connecticut  
Telephone: 860-652-7941 or email: bonfigliok@glastonburyus.org

- B. The grievance procedure is not available to individuals to appeal the denial of a request for therapy dog access to school property or programs.

**Legal References:**

State Law:

Conn. Gen. Stat. § 22-339b  
Conn. Gen. Stat. § 46a-44  
Conn. Gen. Stat. § 46a-64

Federal law:

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et. seq.*  
28 C.F.R. § 35.104  
28 C.F.R. § 35.136  
28 C.F.R. § 36.302(c)

Regulation  
Adopted:

**Play-Based Learning**

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Play is a fundamental aspect of childhood and a powerful tool for learning, development, and well-being. The Glastonbury Public Schools Board of Education recognizes the importance of play in the educational process and is committed to supporting and promoting play as an integral component for engaging students in all areas of the district's curricula. Strategically aligning play-based learning with curriculum standards can help meet the Board's goal to realize increased academic gains while improving executive function or self-regulation among all students.

Along with supporting the Board's recognition of the educational value of play-based learning, the purpose of this policy is to ensure compliance with a law passed in 2023 requiring schools to provide play-based learning for kindergarten and preschool students and to permit a teacher to utilize play-based learning for grades one to five.

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five. The teacher's role in play-based learning is to create an appropriate learning environment, ask questions, set up investigations and challenges, offer ideas, and provide feedback. While children engage in play-based learning, teachers are expected to observe, document, assess learning, and plan for the next day's experience.

Beginning in the 2024-25 school year, play-based learning must be incorporated into annual professional development programming for pre-K through grade five teachers.

**Definitions**

**“Play-Based Learning”** means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. “Play-based learning” does not mean time spent in recess or as part of a physical education course or instruction.

**“Free Play”** means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards except “free play” may be structured to promote activities that are child-directed, joyful and spontaneous.

**“Guided Play”** means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

**“Recess”** means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise or not less than twenty minutes in total pursuant to section 10-221o of the general statutes.

**“Mobile Electronic Device”** has the same meaning as provided in section 10-222d of the general statutes.

**“Instructional Time”** means the time of actual school work during a regular school day.

## INSTRUCTION

Policy: 6141.1(a)

### Play-Based Learning

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#### **Play-Based Learning** (continued)

##### Guidance for Pre-K and Kindergarten

Play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board *shall be provided*. Such play-based learning must be incorporated and integrated into daily practice, allow for the needs of such students to be met through free play, guided play and games, and be predominantly free of the use of mobile electronics.

##### Guidance for Grades 1-5

*Teachers are permitted* to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning may be incorporated and integrated into daily practice, shall allow for the needs of such students to be met through free play, guided play and games, and shall be predominantly free of the use of mobile electronic devices.

Any play-based learning utilized under this policy must comply with the individualized educational program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for any student.

A school employee may only prevent or otherwise restrict a student's participation in play-based learning if such prevention or restriction is in accordance with this policy pursuant to section 10221 of the general statutes.

Legal Reference: Public Act 23-101 (An Act Concerning the Mental, Physical, and Emotional Wellness of Children), § 20  
Public Act 23-159 (An Act Concerning Teachers and Para educators), §§ 4-5

Policy  
Adopted:

**BULLYING PREVENTION AND INTERVENTION POLICY**

The Glastonbury Board of Education is committed to creating and maintaining **safe, supportive, and inclusive learning environments** ~~an educational environment that is~~ **that are** physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function, or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For the purposes of this policy, "Bullying" means **unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.**

~~an act that is direct or indirect and severe, persistent or pervasive, which:~~

- ~~1. Causes physical or emotional harm to an individual;~~
- ~~2. Places an individual in reasonable fear of physical or emotional harm; or~~
- ~~3. Infringes on the rights or opportunities of an individual at school.~~

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

**BULLYING PREVENTION AND INTERVENTION POLICY (continued)**

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

The Glastonbury Board of Education shall make the approved Safe School Climate Plan available and will include the plan in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks on an annual basis at the start of each school year.

As provided by state law, such Safe School Climate Plan shall:

1. enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually at the beginning of each school year of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty- eight hours after the completion of the investigation;
9. require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a separate meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to explain policies and procedures in place and to prevent further acts of bullying

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**BULLYING PREVENTION AND INTERVENTION POLICY (continued)**

10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in section IV (9) to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Connecticut State Department of Education (CSDE) and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to section (8) (above) and the invitation required pursuant to section (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this regulation or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations

**BULLYING PREVENTION AND INTERVENTION POLICY (continued)**

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

**Legal References:**

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)**Public Act 23-167 An Act Concerning Transparency in Education §4**

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Revised: January 24, 2022

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## SAFE SCHOOL CLIMATE PLAN

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or school staff.

### **I. Prohibition against Bullying and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

## II. Definition of Bullying

**“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. ~~means an act that is direct or indirect and severe, persistent or pervasive, which:~~

- ~~(1) causes physical or emotional harm to an individual;~~
- ~~(2) places an individual in reasonable fear of physical or emotional harm; or~~
- ~~(3) infringes on the rights or opportunities of an individual at school.~~

~~B. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

## III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
  - B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds,
    - i. data or intelligence of any nature transmitted in whole or in part by a wire, radio,
    - ii. electromagnetic, photo electronic or photo-optical system;
  - C. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
  - D. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
  - E. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
-

- F. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- G. **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- H. **"Prevention and intervention strategy"** may include, but is not limited to,
- 1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
  - 2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
  - 3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
  - 4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school,
  - 5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
  - 6) school-wide training related to safe school climate,
  - 7) student peer training, education and support, and
  - 8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions and
  - 9) culturally competent school based curriculum focusing on social-emotional learning, self-awareness and self-regulation. "Interventions with the bullied child" include referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up by the safe school climate specialist with the bullied child.
- I. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

**"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a

public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- J. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- K. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- L. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship

#### IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

**V. Development and Review of Safe School Climate Plan**

A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- 1) receive copies of completed reports following bullying investigations;
- 2) identify and address patterns of bullying among students in the school;
- 3) review and amend school policies relating to bullying;
- 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- 5) educate students, school employees and parents/guardians on issues relating to bullying;
- 6) collaborate with the Coordinator in the collection of data regarding bullying;
- 7) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and
- 8) perform any other duties as determined by the Principal that are related to prevention, identification and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

- D. The Board shall make such plan available on the district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.
- E. On or before July 1, 2012 and biennially thereafter, each school in the district will complete an assessment using school climate assessment instruments provided by the district. The assessment results will be collected and reported to the CSDE.

## **VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Should a student request anonymity when making a report, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.
- C. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- D. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- E. Parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed should receive prompt notice that such investigation has commenced.
- F. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

## VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a separate meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and the policies and procedures in place and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.
- C. In an instance where bullying is verified, the Safe School Climate Specialist or designee shall require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying

- D. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- E. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- F. Notice to Law Enforcement
- If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- G. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

### **VIII. Teen Dating Violence**

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

**IX. Documentation and Maintenance of Log**

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

**X. Other Prevention and Intervention Strategies**

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

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

ii. Disciplinary interventions

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

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

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

iii. Interventions for bullied students and victims of teen dating violence.

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;

- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
  - c. Encouragement of student to seek help when victimized or witnessing victimization;
  - d. Peer mediation where appropriate;
  - e. Student Safety Support plan.
  - f. Restitution and/or restorative interventions; and
  - g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.
- iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
  - b. school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
  - c. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
  - d. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students and culturally competent curriculum focusing on social-emotional learning, self-awareness and self-regulation;
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- e. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
  - f. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
  - g. Student peer training, education and support; and
  - h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
  - i. Respectful responses to bullying concerns raised by students, parents or staff;
  - j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
  - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
  - l. Avoidance of sex-role stereotyping;
  - m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
  - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
  - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
  - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
  - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”
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**X. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

**XI. School Climate Assessments**

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

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## Bullying Behavior

### **Workplace Bullying (Congenial and Healthy Workplace)**

The Glastonbury Board of Education is committed to **providing and maintaining safe, supportive, and inclusive work environments** ~~a congenial and healthy workplace~~, in order to reduce staff turnover and absenteeism, reduce stress levels, and increase the quality of the educational services provided to students.

### **Consequences of Bullying in the Workplace**

The Board does not condone bullying in the workplace. Employees who engage in bullying behavior shall be subject to discipline, up to and including termination.

(cf. 0521 – Nondiscrimination)

(cf. 1316 – Conduct on School Property)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sexual Harassment)

(cf. 4118.13/4218.13 – Conflict of Interest)

(cf. 4118.211 – Retaliation and Whistle-Blowing)

(cf. 4118.24/4218.24 – Staff/Student Relations)

(cf. 5131.911 – Bullying)

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rule(s), policies, and procedures.  
10-238 Petition for hearing by board of education.  
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**Revised:**

## **Workplace Bullying (Congenial and Healthy Workplace)**

### **Procedures for Dealing with Workplace Bullying**

There are two stages for dealing with cases of alleged bullying: Stage 1: Informal and Stage 2: Formal.

Sometimes individuals may be unaware of the negative effects of their behavior on other adults in the workplace. Such individuals may simply need to be told. Thus, at times incidents of bullying can be handled effectively in an informal way under Stage 1. If an incident occurs that is offensive, it may be sufficient to explain clearly to the offender that the behavior is unacceptable. If the circumstances are too difficult or embarrassing for an individual, support may be sought from another colleague, a contact person, staff representative, Principal, or other administrator.

A complainant may decide, for whatever reason, to bypass the informal procedure and proceed to Stage 2.

The following section outlines the procedures to be followed with respect to a complaint. The procedure for dealing with bullying in the workplace is as follows:

#### **1. Informal Procedure**

While in no way diminishing the issue or the effects on individuals, an informal approach can often resolve matters. As a general rule therefore, an attempt should be made to address an allegation of bullying as informally as possible by means of an agreed informal procedure. The objective of this approach is to resolve the difficulty with the minimum of conflict and stress for the individuals involved.

- (a) Any employee who believes he or she is being bullied should explain clearly to the alleged perpetrator(s) that the behavior in question is unacceptable. In circumstances where the complainant finds it difficult to approach the alleged perpetrator(s) directly, he or she should seek help and advice on a strictly confidential basis, from a contact person. A contact person in the school environment could, for example, be a work colleague, a member of the administration or a bargaining unit representative.

In this situation the contact person should listen patiently, be supportive and discuss the various options open to the employee concerned.

## **Procedures for Dealing with Workplace Bullying**

### **1. Informal Procedure (continued)**

- (b) Having consulted with the contact person, the complainant may request the assistance of the contact person in raising the issue with the alleged perpetrator(s). In this situation the approach of the contact person should be by way of a confidential, non-confrontational discussion with a view to resolving the issue in an informal low-key manner.
- (c) A complainant may decide, for whatever reason, to bypass the informal procedure. Choosing not to use the informal procedure should not reflect negatively on a complainant in the formal procedure.

### **2. Formal Procedure**

If an informal approach is inappropriate or if after the informal stage, the bullying persists, the following formal procedures should be invoked:

- (a) The complainant should make a formal complaint in writing to his/her Principal. If the Principal/Assistant Principal is the subject of the complaint, the formal complaint should be made to the Superintendent of Schools/Designee.
- (b) The alleged perpetrator(s) should be notified in writing that an allegation of bullying has been made against them. They should be given a copy of the complainant's statement and advised that they shall be afforded a fair opportunity to respond to the allegation(s).
- (c) The complaint should be subject to an initial examination by a designated member of the administration, who can be considered impartial, with a view to determining an appropriate course of action. An appropriate course of action at this stage, for example, could be exploring a mediated solution which would require the agreement of all parties, or a view that the issue can be resolved informally. Should either of these approaches be deemed inappropriate or inconclusive, a formal investigation of the complaint should take place with a view to determining the facts and the validity or otherwise of the allegation(s).
- (d) The investigation should be conducted by either a designated member or members of the administration or, if deemed appropriate, an agreed third party. The investigation should be conducted thoroughly, objectively, with sensitivity, utmost confidentiality, and with due respect for the rights of both the complainant and the alleged perpetrator(s).

**2. Formal Procedure (continued)**

- (a) The investigation should be governed by terms of reference, preferably agreed between the parties in advance.
- (b) The investigator(s) should meet with the complainant and alleged perpetrator(s) and any witness or relevant persons on an individual confidential basis with a view to establishing the facts surrounding the allegation(s). Both the complainant and alleged perpetrator(s) may be accompanied by a work colleague or employee/trade union representative if so desired.
- (c) Every effort should be made to carry out and complete the investigation as quickly as possible and preferably within an agreed timeframe. On completion of the investigation, the investigator(s) should submit a written report to the Principal/Superintendent/Designee containing the findings of the investigation.
- (d) The complainant and the alleged perpetrator(s) should be informed in writing of the findings of the investigation.
- (e) Both parties should be given the opportunity to comment on the findings before any action is decided upon by the Principal/Superintendent/Designee. The method of communicating the commentary shall be in writing.
- (f) Should the Principal/Superintendent/Designee decide that the complaint is well founded; the alleged perpetrator(s) should be given a formal interview to determine an appropriate course of action. Such action could, for example, involve counseling and/or monitoring or processing the issue through the disciplinary and grievance procedure of the employment.

3. If the alleged perpetrator is the Superintendent of Schools, the complainant should report to the Board of Education Chair, who will serve as the complaint officer or assign a designee.

**4. Confidentiality**

All individuals involved in the procedures referred to above should maintain absolute confidentiality on the subject.

**5. Record Keeping**

At all stages of the process a clear record should be kept of:

- the investigation undertaken
- all communications to/by the complainant
- the subject of the complaint
- the steps and all the decisions taken

The above records should be held by the Principal/Superintendent in a confidential manner in a secure place.

Where a complaint has been rejected or has not been upheld, a statement to that effect shall conclude the record in the personnel file of the complainant. All records in relation to a complaint that is rejected/not upheld shall be removed from the personnel file of the subject of the complaint. A statement of the outcome of the investigation will complete all other files. Where a statement of the outcome of the investigation confirms the allegation to be true then the statement of outcome shall be placed on the file/record of the person against whom the investigation upheld the complaint.

## **6. Protection and Support**

Staff shall be protected from intimidation, victimization or discrimination for filing a complaint or assisting in an investigation. Retaliation against a member of staff for complaining about bullying/harassment is considered a disciplinary offense. A malicious complaint made by a staff member will be treated as misconduct under the disciplinary procedure.

## **7. Assistance in the Event of Harassment**

Every effort will be made to assist if they so wish, persons who are victims of bullying/harassment to deal with the problem and where it is requested, the services of a counselor may be made available by the Superintendent/designee. Persons who bully/harass others may be requested to attend counseling to prevent further incidences of harassment occurring. Access to such counseling may be made available by the Board of Education.

It is considered that all personnel who have a role in either the informal or formal procedure – e.g. designated members of administration, worker representatives, union representatives etc. – should be made aware of appropriate policies and procedures which should, if possible, include appropriate training.

Adopted: March 10, 2003

Revised: February 14, 2005

Revised: March 26, 2012

The Board of Education shall act as a whole on all matters coming before it. Committees may be appointed as specified under duties of the Chair. (cf. 9121). Committees appointed include standing and special committees.

**Special committees** are formed for the consideration or investigation of specific subjects shall submit their reports at meetings of the Board and are discharged when such reports are accepted.

**Standing committees** are formed for the performance of continuing functions and shall submit periodic reports at meetings of the Board. Standing committees shall be established only by amendment to Board policy specifying the committee's structure and responsibilities. **With the exception of the Facilities Planning Committee, A** all standing committees shall consist of three members appointed by the Chair of the Board of Education following the biennial town elections. Such committees shall include no more than two members from the same political party. **The Facilities Planning Committee shall consist of three Board of Education members appointed by the Chair of the Board of Education, following the biennial town elections, and a representative from the Town Council (with voice but no vote). The Facilities committee shall include no more than two Board of Education members from the same political party.** Terms shall expire at the next biennial town election. Vacancies occurring among committee members will be filled by the Chair of the Board of Education (cf. 9121). Committee agenda and meeting schedules are set by the committee Chair in consultation with the Superintendent or designee. A matter may be referred to any standing committee upon written request of at least two Board members.

Continuing participation of the Superintendent or designee is expected in order to assist standing and special committees with their deliberations.

### **Ad Hoc Committees**

Ad hoc committees may be created for special assignments. The same rules shall apply to special committees as apply to standing committees, except that they shall be dissolved immediately upon completion of an assignment. The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all ad hoc committees.

Duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

(cf. 1221 Citizens' Advisory Committee to the Board)

### **Policy**

Adopted: October, 1981

Revised: May 24, 2004

Revised: March 8, 2021

**Revised:**

Standing Committees

Revised

Facilities Planning

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The committee shall advise the Board of Education on all matters relating to school facilities. **The Facilities Planning Committee will include a representative from the Town Council (with voice but no vote) as a member.** Specific responsibilities of the committee shall be:

To advise the Board on the need and justification to renovate existing or construct new school buildings.

To monitor the condition of existing school properties and report deficiencies to the Board.

To monitor and keep the Board informed of the progress of approved school and other Board of Education building projects.

To monitor and advise the Board of the implications for school facilities of enrollment projections.

Policy

Adopted: May 24, 2004

Revised:

**Limits of Authority**

Board members have no authority except at Board meetings or when discharging an assignment approved by the Board.

Individual Board members may not commit the district to any policy, act or expenditure unless so authorized by the Board of Education.

No individual member of the Board, by virtue of holding office, shall exercise any administrative authority with respect to the schools, nor as an individual command the service of any school employee. Board members who desire specific information in order to assist them in their deliberations should request this information **at a Board meeting**. ~~from the superintendent of schools through the chair of the Board of Education or their designees, whenever possible.~~

Policy

Adopted: October, 1981

Revised: May 24, 2004

**Revised:**

Student Driving and Parking at Glastonbury High School

By this policy, the Glastonbury Board of Education authorizes the superintendent/designee to develop, publish and implement procedures and regulations governing student driving and parking on Glastonbury High School grounds during school hours. The Board considers the granting of such student parking a privilege which may be withdrawn for cause at any time.

**(Regulation 5131.3)**

Policy

Adopted: October, 1981

Revised: February 14, 2005

Student Driving and Parking at Glastonbury High School

The following regulations are set forth in the best interest of all students. The privilege of parking on the school grounds may be withdrawn from any student who violates any of these regulations.

1. Each student who drives a car to the school must register the car and affix a parking permit issued by the school. Temporary or emergency permits must be obtained from the school office should the need arise.
2. Students may park only in the areas provided for student parking. Improper parking, such as wrong area, parking on side streets, blocking roadway, straddling lines, is prohibited.
3. School area speed shall not exceed 10 miles per hour.
4. Unattended cars must be locked.
5. Students must obtain authorization from the school office to go to their cars during the school day.
6. Cars must be driven safely at all times.
7. A fee may be charged for student parking.

A student's parking privilege will also be revoked if that student is arrested for driving under the influence while on or off school property.

Legal Reference: Connecticut General Statutes

10-221 Board of Education to prescribe rules

Policy

Adopted: October, 1981

Revised: February 14, 2005