



POLICY COMMITTEE MEETING

Monday, August 11, 2025 5:30 PM
Glastonbury Town Hall, Meeting Room A
Glastonbury Town Hall
2155 Main Street
Glastonbury, CT 06033

1. Repeal Board of Education Policy and Regulation #5131.9 Bullying Prevention and Intervention/Review NEW Board of Education Policy and Regulation #5131.9 School Climate Policy
2. Review NEW Board of Education Policy #5131.92 Restorative Practices
3. Review Board of Education Policy and Regulation #5114 Student Discipline-Exclusion
4. Review Board of Education Policy and Regulation #5131.6 Substance Abuse
5. Review Board of Education Policy #3542.43 Food Service Charging
6. Review NEW Board of Education Policy #3542.2 Food Service Personnel - Code of Conduct
7. Review Board of Education Policy #5118.1 Children of Out-of-Town Board of Education Employees
8. Review Board of Education Policy and Regulation #6153 School Sponsored Trips

BULLYING PREVENTION AND INTERVENTION POLICY

The Glastonbury Board of Education is committed to creating and maintaining safe, supportive, and inclusive learning environments 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.

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.

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.

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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

- ~~1. enable students to confidentially 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 confidential reports, except that no disciplinary action shall be taken solely on the basis of an confidential 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~~
- ~~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 IX (9) to discuss specific interventions undertaken by the school to prevent further acts of bullying;~~

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

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~~

~~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~~

BULLYING PREVENTION AND INTERVENTION POLICY (continued)

~~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~~~~Adopted: March 10, 2003~~~~Revised: February 14, 2005~~~~Revised: May 11, 2009~~~~Revised: November 14, 2011~~~~Revised: September 22, 2014~~~~Revised: February 25, 2019~~~~Revised: January 24, 2022~~~~Revised: April 1, 2024~~~~Revised: October 7, 2024~~

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.~~

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.~~
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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 the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

J. ~~"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.

K. ~~"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.

L. ~~“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.~~

M. ~~“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~~

- ~~1. 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 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 confidential 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. Confidential 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 a confidential complaint.~~
- C. ~~The Safe School Specialist shall be responsible for reviewing any confidential 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.~~
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~~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, as timely as possible, will 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 a confidential 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. Confidential 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;~~
- ~~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."~~

XI. 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.~~
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~~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.~~

XII. ~~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~~

~~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~~

~~Adopted: March 10, 2003~~

~~Revised: February 14, 2005~~

~~Revised: May 11, 2009~~

~~Revised: November 14, 2011~~

~~Revised: September 22, 2014~~

~~Revised: February 25, 2019~~

~~Revised: January 24, 2022~~

~~Revised: April 1, 2024~~

~~Revised: October 7, 2024~~

SCHOOL CLIMATE POLICY

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and prepare for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy and subsequent regulations sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Glastonbury Board of Education (the “Board”) recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy and subsequent regulations will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education
General State Statutes Section 10-222cc

Policy
Adopted:

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
 2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
 3. **“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.
 4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
 5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
 6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
 7. **“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 other electronic communication.
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8. **“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.
 9. **“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.
 10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.
 11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
 12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
 13. **“School climate survey”** means a validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
 14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
 15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
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16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
 17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
 18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
 19. **“Behavior Concern Report”** means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the district’s web site and referenced in each of the schools’ handbooks.
 20. **“Tiered responses”** are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged.
 21. **“Effective School Climate Improvement”** is a restorative process which includes:
 - A. Promoting collaborative decision-making;
 - B. Utilizing quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.
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School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in student handbooks and on school websites; and
3. meeting with the school climate specialist for each school to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, and (B) propose recommendations for revisions to the school climate improvement plan.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are representative of various roles in the school community. The school climate committee shall serve as a resource to the school climate specialist.

The school climate committee and/or School Climate Specialist shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform Behavior Concern Report, or similar complaint form used by the school, to the school community.

Reporting Challenging Behavior or Bullying

All school employees are required to report any alleged challenging behavior or bullying incident that results in student discipline, such as removal from the classroom, suspension, or expulsion. Students and parents or guardians of students enrolled in school may also report such incidents using the Behavior Concern Report, available electronically or in hard copy. Reports should include details such as the date, location, a description of the incident, and any known witnesses. The School Climate Specialist will confirm receipt of the form within a reasonable amount of time and will assist individuals in completing the form if needed.

Assessing Challenging Behavior and Bullying

Upon receiving a report, the School Climate Specialist or designee will assess the facts, severity, and intent of the behavior. This includes reviewing the report, consulting relevant individuals, examining supporting materials, and determining whether the conduct violates other policies related to discrimination or harassment. Throughout the process, confidentiality will be maintained as much as possible in accordance with applicable laws. Once the assessment is complete, the School Climate Specialist will determine whether further action is warranted and will follow up with the original reporter upon completing the assessment.

Challenging Behavior or Bullying That Results in Student Discipline

When a report of challenging behavior or bullying leads to disciplinary action, the school will follow existing student discipline policies and codes of conduct. In cases involving students with disabilities, notice will be provided to the student's PPT or 504 team for consideration. The District prohibits any form of retaliation against individuals who report or assist in the investigation of such incidents.

Students with Disabilities

The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of, and response to all challenging behavior.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education
General State Statutes Section 10-222cc

Regulation
Adopted:

RESTORATIVE PRACTICES RESPONSE POLICY

The Glastonbury Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Glastonbury Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

Definitions

1. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
2. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
3. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
4. **“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 other electronic communication.
5. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
6. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational

practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.

7. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

- Conn. Gen. Stat. § 10-222aa
- Conn. Gen. Stat. § 10-222dd
- Conn. Gen. Stat. § 10-222jj

Policy
Adopted:

School Discipline - Exclusion

It is the belief of the Glastonbury Board of Education that reasonable discipline is essential to a sound educational program. While self-disciplining is desired, not all students are always responsible or mature enough to maintain self-control or avoid interfering with the rights of others. This recognition requires that the Board of Education adopt a policy to ensure that certain standards of discipline are maintained. Corporal punishment is not permitted in the Glastonbury Public Schools.

It is the responsibility of the administration to establish and communicate annually to students, parents/guardians, or any other person having legal responsibility for a student, standards of discipline, reasons for exclusion from school, and procedures to ensure due process.

All suspensions shall be reported to the superintendent/designee. Monthly reports of suspensions will be submitted to the Board of Education.

Policy

Approved: October, 1981

Revised: August, 1993

Revised: July 1989

Revised: December 7, 1998

Revised: July 16, 2001

Revised: January 24, 2005

Revised: July 14, 2014

I. Definitions

- A. Exclusion means any denial of public school privileges to a student for disciplinary purposes.
- B. Emergency means a situation in which the continued presence of the student in school posed such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
- C. School Sponsored Activity means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- D. Removal is the exclusion of a student for a class period of ninety minutes or less.
- E. In-School Suspension means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed; and further provided no student shall be suspended more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- F. Informal Hearing: Meeting where student is informed of the reasons for disciplinary action and given the opportunity to explain the situation.
- G. Suspension means the exclusion from school privileges and/or transportation services, provided such exclusion shall not extend beyond the end of the school year in which such suspension is imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve, inclusive) shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies; and further provided no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such pupil is granted a formal expulsion hearing.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that

endangers persons. In addition a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

- H. Expulsion shall be defined as an exclusion of a student from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days. The expulsion period may not extend beyond 180 consecutive days. Such period may extend to the school year following the school year in which the expulsion was imposed.

Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five (5) business days before such hearing, not including the day of the hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

- I. Gang Activity means any group of two or more persons whose purpose includes commission of illegal acts.
- J. School Days shall mean days when school is in session for the students. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.
- K. Weapon means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.
- L. Martial Arts Weapon means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- M. Electronic Defense Weapon means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Behavior Leading to Disciplinary Action, Including Suspension and/or Expulsion

Students may be disciplined for conduct on school grounds or at any school-sponsored activity (including on a school bus) that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board.

Conduct which may lead to disciplinary action (including but not limited to suspension and/or expulsion) includes, but is not limited to the following:

- A. Willfully striking or assaulting a student, members of the school staff or others.
- B. Theft or other acts of dishonesty.
- C. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
- D. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers or disruptive classroom behavior.
- E. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
- F. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
- G. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
- H. A walk-out from or sit-in within a classroom or school building or school grounds.
- I. Blackmailing, threatening, bullying, teen dating violence, intimidation or coercion of school staff or students.
- J. **Bullying: unwanted and addressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. (Board Policy 5131.9)**
~~the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, or a physical act or gesture directed at another student attending school in the same district that:~~

- ~~1. causes physical or emotional harm to such student or damage to such student's property;~~
- ~~2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;~~
- ~~3. creates a hostile environment at school for such student;~~
- ~~4. infringes on the rights of such student at school; or~~
- ~~5. substantially disrupts the education process or the orderly operation of a school.~~

~~Bullying shall include, but not be limited to, a written, verbal 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. (Board Policy 5131.9)~~

Cyberbullying: 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. (Board Policy 5131.9)

Teen Dating Violence: any act of physical, emotional or sexual abuse including stalking, harassing and threatening, that occurs between two students who are currently in or have recently been in a dating relationship. (Board Policy 5131.9)

- K. The use of threatening language or gestures attempting to intimidate others.
- L. Engaging in conduct or wearing clothing showing membership or affiliation with a gang (Board Policy 5131.8).
- M. Possession of any weapon, including but not limited to deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, parts of weapons, or facsimile, whether loaded or unloaded, whether functional or not, or any other dangerous object. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
- N. Possession of any ammunition for any weapon described above in paragraph L.
- O. Engaging in ritualistic activities that may disrupt the educational process including but not limited to witchcraft and occult activities.
- P. Hazing, for any act that injures, degrades or disgraces a student or staff member. (cf. 5131.91)

- Q. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- R. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- S. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
- T. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- U. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
- V. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
- W. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
- X. Explosive/Fire – Possession or ignition of any fireworks combustible or other explosive materials, possession of flammable material with intention of igniting or causing a fire, or ignition of any material causing a fire, including matches and lighters.
- Y. Unauthorized possession, distribution, sale, use, consumption or aiding in the procurement of tobacco, drugs, narcotics, or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or items represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purpose of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law. Unauthorized use or possession of such substances shall mean use or possession without a valid prescription.
- Z. Possession of paraphernalia used or designed to be used in the consumption, sale, transfer or distribution of tobacco, drugs, narcotics, or alcoholic beverages. Tobacco paraphernalia includes, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco products, such as electronic cigarettes and electronic

cigarette supplies. Drug paraphernalia includes, but is not limited to, any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. Alcoholic beverages includes, but is not limited to, stills, shot glasses, kegs, and alcohol containers.

- AA. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
- BB. The willful destruction of real, personal or school property, such as cutting, defacing or otherwise damaging property in any way.
- CC. Accumulation of offenses. Such as school and class tardiness, class or study hall cutting or failure to attend detention.
- DD. Deliberate trespassing on school grounds while on out-of-school suspension or expulsion.
- EE. Making "Bomb Threats", false or real, to the public schools or to the police.
- FF. Repeated and/or intentional defiance.
- GG. Throwing snowballs, rocks, sticks and/or other objects which cause harm to persons or property.
- HH. Violation of transportation regulations and repeated and/or intentional defiance of student transportation rules on school grounds or at any school-sponsored activity.
- II. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process.
- JJ. Leaving or attempting to leave school grounds, school transportation or a school-sponsored activity without authorization.
- KK. Use of or copying of the academic work of another individual and presenting it as the student's own work without proper attribution or any other form of academic dishonesty, cheating or plagiarism.

- LL. Any act of harassment, not limited to harassment based on an individual's gender, sexual orientation, race, color, religion, disability, national origin or ancestry. Harassment is defined as unwanted and unwelcome behavior that interferes with a student's right to learn. (Board of Education Sexual Harassment Policy #5141.6 and Acceptable Use Policy #6141.2)
- MM. Possession and/or use of radio, walkman, CD player, Blackberry, personal data assistant computer game, beeper, paging device, cellular phone, Smartphone, laser pointer, walkie-talkie, mobile or handheld device, or similar electronic device in school or at a school-sponsored activity without the permission of the principal/designee.
- NN. Unauthorized use or misuse on and off campus of any school computer, computer system, computer software, website, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.
- OO. "Off Campus" occurrence, where there is a reasonable likelihood that return of the student would be seriously disruptive to the educational process and school operations. In making a determination of whether an off-campus occurrence is seriously disruptive, the Board may consider among other factors: whether the off-campus occurrence was in close proximity to the public school; involved other students from the school or gang involvement; involved violent conduct, threats of violence or use of weapons or facsimile and whether injuries occurred; and/or involved the use of alcohol or drugs. Seriously disruptive of the educational process, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- PP. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

III. Procedures Governing Removal from Class

A student may be removed from a class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal at once. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal/designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of such removal from class.

IV. Procedures Governing In-School Suspension

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

V. Procedures Governing Suspension

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

4. By telephone, the principal/designee shall make reasonable attempts immediately to notify the parents/guardian of a minor student following the suspension and state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent/guardian of such minor student, the principal/designee shall forward a letter to such parent/guardian to the last address reported on school records (or to a newer address if known by the principal/designee), within one school day of the suspension action where practicable, and offering the parent/guardian and opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the suspension.
7. Not later than twenty-four (24) hours after the start of the suspension, notice of the original suspension and reason for the suspension shall be transmitted by the principal/designee to the superintendent/designee.
8. The student shall be allowed to complete any class work, including examinations, without penalty, which was missed while under suspension. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.
9. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative record if the pupil graduates from high school. In cases where the student's period of suspension is shortened or waived the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions requires by the administration.
10. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
11. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
12. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

- B. In cases where the student has already been suspended, or such suspension will result in the student being suspended more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall prior to suspension, be granted a formal hearing before the Board of Education. The principal/designee shall report the student to the superintendent/designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VI. Procedures Governing Expulsion

- A. A principal may consider recommendation of expulsion of a student in a case where he/she has cause to believe the student has engaged in conduct on school grounds or at a school sponsored activity which is violative of a publicized Board policy and is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process.
- B. Mandatory Expulsion: The principal must recommend expulsion, grades preschool, and kindergarten to twelve, inclusive, proceedings in all cases against any student whom the administration reasonably believes:
1. Was in possession on school property or at a school sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 UCS § 921 as amended from time to time; or
 2. Was, while off school grounds, in possession of a firearm as defined in 18 USC § 921, in violation of Connecticut General Statutes 29-35, or possessed and used a firearm as defined in 18 USC § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; under chapter 952 of the Connecticut General Statutes; or
 3. Was engaged on or off school grounds in offering for sale, or distribution a controlled substance (as defined in Connecticut General Statutes 21a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Connecticut General Statutes 21a-277 and 21a-278. Distribution may mean an exchange without money transferring from one to another.

A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

As used in this section, a firearm as defined in 18 USC § 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver or any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device), or (e) any weapon other than a shotgun or shotgun shell particularly suited for sporting purposes (that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½ inch in diameter). The term

“destructive device” also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A “destructive device” does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon. “Deadly Weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death. “Dangerous Instrument” means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle”. “Martial Arts Weapon” means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.

- C. Upon receipt of an expulsion recommendation, the superintendent/designee may conduct an inquiry concerning the expulsion recommendation.

If the superintendent/designee determines that a student should or must be expelled, the superintendent/designee shall forward his/her recommendation to the Board of Education for action.

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section VI(B). For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

- D. Procedures for Expulsion Hearings Conducted by the Board of Education.

1. Except in an emergency situation the Board shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined. Herein and consistent with requirements of Connecticut General Statutes § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Connecticut General Statutes § 4-176e to 4-180a, and 4-181a. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.
2. Expulsion hearings conducted by the Board may be heard by any three (3) or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three affirmative votes to expel are cast. Alternatively, the Board may appoint an impartial hearing composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve.
3. Written notice of the expulsion hearing must be given within a reasonable time prior to that hearing, to the student, or if a minor, to his/her parent/guardian or person legally responsible for

the student. A copy of this Board policy on student discipline shall also be given to the, to the student, or if a minor, to his/her parent/guardian or person legally responsible for the student, at the time the notice is sent that an expulsion hearing will be convened.

The written notice of the expulsion hearing shall inform the student of the following: The date, time, place and nature of the hearing.

- a) The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - b) A short, plain description of the conduct alleged by the administration.
 - c) The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - d) The student may cross-examine witnesses called by the Administration.
 - e) The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
 - f) Information about free or reduced-rate legal services and how to access such services.
4. A student may be represented by any third party of his/her choice, including an attorney, at his/her own expense or expense of his/her parents/guardians.
 5. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or his/her parent/guardian do not speak the English language or is handicapped.
 6. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the administration or the student.
 7. The hearing will be conducted in executive session. A verbatim record of the hearing will be made either by a recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
 8. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration. In the first part of the hearing, the charges will be introduced into the record by the superintendent/designee.
 9. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

10. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, the Presiding Officer and by Board members.
11. After the administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross-examination and questioning by the Presiding Officer and/or the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he/she will be sworn and subject to cross-examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the administration and then by the student and/or his/her representative.
12. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the superintendent/designee.
13. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
14. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the superintendent/designee for a recommendation as to the discipline to be imposed.
15. Evidence of past disciplinary problems which have led to the removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity being offered.
16. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The superintendent/designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
17. The Board shall make findings as to the truth of the charges, if the student has denied them, and in all cases the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information. The Board shall report its final decision in writing to the student, or if the student is a minor, also to the parents/guardians, stating the reasons on which the decision is based and the disciplinary action to be imposed.

Said decision shall be based solely on the evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

18. The Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
19. Notice of expulsion and the conduct for which the student was expelled, shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon the possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the student graduates from high school.

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

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

Stipulated Agreements:

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

Whenever the Board expels a student, it shall offer any such student under sixteen (16) years of age an alternative education program. The Board will provide an alternative education program to a sixteen (16) to eighteen (18) year old student expelled for the first time, if he/she requests it and if he/she agrees to the conditions set by the Board. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program. The Board of Education is not required to offer an alternative education program to any pupil between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that, (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school sponsored activity. The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

1. When a student enrolls in the Glastonbury Public Schools during the period of expulsion from another school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The Board may adopt the decision of the pupil expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion from the other school district would also warrant expulsion by the Board.

When a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative educational record and the

2. Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of expulsion shall be included on the student's cumulative record and shall be expunged in accordance with VI D (19).
3. If the pupil enrolls in the Glastonbury Public Schools while an expulsion hearing is pending in another school district, such student shall not be excluded from school, pending completion of such expulsion hearing, unless an emergency exists as defined above. The Board shall retain the authority to suspend the pupil or to conduct its own expulsion hearing.
4. Procedures concerning students who have previously been identified as having one or more disabilities under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act will adhere to state and federal regulations under the IDEA and/or Section 504.

(cf. 5131.5 Vandalism)

(cf. 5131.8 Gang Activity)

(cf. 5131.9 Bullying Behavior)

(cf. 5131.91 Hazing)

Legal Reference: Connecticut General Statutes

Sections:

4-177 through 4-181a, Contested Cases, Notice, Records

29-35, Permits for Carrying Guns

29-38, Weapons in a Vehicle without a Permit

10-233a-f, Suspension and Expulsion of Students

21a-240, Definition (Controlled Substances)

21a-278, Penalty for Controlled Substances

53-206, Carrying Dangerous Weapons

53a-3, Definition

10-76b, Due Process Procedures

20 USC Section 8921

Individuals with Disabilities Act (IDEA) as amended by 20 USC § 1415

Elementary and Secondary Schools Act of 1965 as amended by 20 USC §6301

Free Schools Act of 1994

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

18 USC § 921

PA 14-234 Section 10-222

PA 11-126, PA 14-299 and PA 15-96.

PA 15-96 An Act Prohibiting Out-of-School suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

PA 19-91 An Act Concerning Various Revisions and Additions to the Education Status

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section12

Regulation

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Substance Abuse

Substance abuse is a serious problem which adversely affects the educational process. It is the policy of the Board of Education that all school buildings and property be alcohol and drug free. The use, sale, distribution or possession of such substances, drug paraphernalia or alcohol on school property or at school events is prohibited. It is the policy of the Board to take positive action through education, intervention, counseling, parental involvement, medical referral and, where appropriate, law enforcement referral, in the handling of incidents in the schools, on school property or at school sponsored activities involving the use, sale, distribution or possession of such substances, drug paraphernalia or of substances that affect behavior. The Board complies with all applicable State and Federal statutes and utilizes definitions found in Connecticut General Statutes 21A-240 and 21A-243 in establishing this policy.

The family, religious organizations, community health services, youth and family services, and concerned citizens must play a role if our goals are to be accomplished. We support sharing approaches and programs with other districts and institutions, and recognize that the challenges that incurred with substance abuse neither begin at the school door nor end at the district boundaries. The solutions to the difficult problems of substance abuse need to be approached by society as a whole.

The following programs have been established to deal with substance abuse and are defined as:

PREVENTION An educational process that promotes the development of healthy self-esteem, and provides students with information and opportunities to learn how to make responsible decisions regarding substance abuse. An organized support system for students who have experienced problems with substance abuse and are seeking help to abstain.

INTERVENTION A process by which staff members deal with a student's substance abuse as it impacts school behavior or performance. The goal of intervention is to help the student receive appropriate corrective measures.

SUPPORT An organized support system for students who have experienced problems with substance abuse and are seeking help.

Nothing in the policy prohibits students taking medication(s) in accordance with school rules and if applicable, physician's orders.

The following guidelines have been established for implementing these programs:

1. The principal of each school building is responsible for following all federal and state statutes. The principal is also responsible for the publication, implementation and provision to students and parents/guardians of all school regulations, policies and procedures relating to substance abuse on or off school property and at school sponsored activities.

2. In the interest of the health and safety of all students, school property including desks and lockers may be inspected by school authorities, with notice, when possible, for maintenance. When there is individual reasonable suspicion that a student has violated or is violating the law or the rules of the school, the administration may conduct a search of a student's locker. The administrators will surrender any contraband materials found to the police. Students will be made aware through the Student Handbook that for maintenance or reasonable suspicion inspections may occur. (see Policy 5145.12)
3. Signs may be posted on the street to indicate schools are drug free zones. In addition, appropriate signs may also be posted in school buildings.
4. Violation of this policy will result in clear and consistent consequences as outlined in the attached regulations. Personal privacy rights of students shall be protected as provided by law.
5. Substance abuse is a community problem. The Glastonbury School System will participate in a coordinated plan of action with the community for dealing with this problem. This plan will provide for follow-up of students found to be using drugs or alcohol and will include involvement of school, family, and the community in selecting the appropriate alternatives for assistance. Follow-up may include:
 - a. Administrative referral of the student to the Glastonbury Youth and Family Services and provision of resources and information regarding appropriate agencies licensed to assess and treat drug/alcohol involved individuals, and;
 - b. Notification of law enforcement officials when a student is found in possession of drugs or alcohol on school property or at school sponsored activities.
6. The study of drugs and their effects shall be a part of the total school program.
7. There shall be an ongoing program of instruction for staff members in the recognition of substance abuse and procedures for proper notification of the principal when student behavior indicates possible substance abuse.
8. Biennial reviews of this drug and alcohol policy will be conducted to ensure that it is being implemented consistently throughout the school system.

Legal Reference: Connecticut General Statutes – Section 10-154a
 Section 10-212a
 Section 10-221(d)
 Section 10-233a - Section 10-233f
 Section 21a-240
 Section 21a-243
 P.A. 18-15 An Act Concerning School Counselors

Policy

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Revised: September, 1987

Revised: December, 1990

Revised: February 14, 2005

Revised: April 14, 2007

Revised: July 14, 2014

Revised: February 25, 2019

Substance AbuseI. PREVENTION THROUGH EDUCATION

An educational process that promotes the development of healthy self-esteem and provides students with information and opportunities to learn how to make responsible decisions regarding substance abuse.

A. Curriculum & Instruction

1. Planned, ongoing and systematic drug/alcohol education is the primary means of preventing substance abuse by students. Accordingly, information about alcohol, tobacco (see Policy 5131.7), and other drugs as they affect a student's health, education, character, personality and citizenship will be offered in grades K-12. Learning objectives are outlined in the Health, Science and Social Studies curriculum guides.
2. Information on the effects of drug/alcohol use is provided to all students in their Student Handbook. Student athletes receive additional information in the student Athlete Handbook.

B. Reinforcement

Glastonbury Public Schools and its community offer many other programs and activities to maintain a consistent "no use" messages to our students. Examples of these programs include:

- Peer Educators
- Officer Friendly
- Drug Awareness "Red Ribbon" Week
- Nationally Renowned Guest Speakers
- Parent Programs
- DARE
- Coffee House Project

In addition, Glastonbury Public Schools is committed to providing co-curricular activities which provide students with a safe environment.

C. Staff Role Modeling

Staff members are trained and encouraged to present a clear and consistent message to our students about the harmful effects of drugs/alcohol.

II. INTERVENTION

A process by which staff members deal with a student's drug/alcohol use as it impacts school behavior or performance. The goal of intervention is to help the student receive appropriate corrective measures.

- A. Disciplinary action taken against a student for the use, sale, or possession of Marijuana (cannabis) on school premises or at any District/school sponsored activity, on or after January 1, 2022, shall not result in any discipline, punishment, or sanction greater than that which a student would face for the use, sale, or possession of alcohol. (C.G.S. 10-221 (d), as amended by P.A. 21-1, June Special Session, Section 19).
- B. Student Possession or Use of Alcohol
No student shall possess, use, be under the influence of, purchase, sell, or transfer any alcoholic beverage on school property, at any location of a school-sponsored activity, or en route to or from school or a school-sponsored activity. No student may ingest alcohol before arriving on school property or at a school-sponsored activity. Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and/or co-curricular activities and forfeiting of school leadership positions.

Student who has ingested alcohol or suspicion thereof:

1. Staff member shall report the student suspected of having ingested alcohol to the administrator/designee immediately.
2. Administrator/designee will determine the appropriateness of involving the school nurse for emergency medical intervention.
3. When an administrator has reasonable suspicion that a student has ingested alcohol at or before school or at a school-sponsored event, the student shall be given the option to take an alcohol detection test. If screening results are negative, no action shall be taken. However, if the student tests positive or if the student declines to take the test when reasonable suspicion exists, the student shall be subject to appropriate disciplinary action as set out in the district's disciplinary policies.

Reasonable suspicion shall refer to observed use or possession of alcohol, apparent physical state of impairment of motor functions, marked changes in personal behavior not attributable to other factors, or involvement in, or contribution to, an accident where the use alcohol is reasonably suspected or student involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury, or for any observable indicator of alcohol use such as smell or appearance.

The superintendent/designee shall develop a process to reasonably ensure reliability of the screening instrument used, appropriate training for administrators, and security of the sample once obtained. Access to screening results shall be restricted on a need-to-know basis to those persons designated by the Superintendent.

4. If it has been determined that the student is under the influence of alcohol, the administrator/designee will notify the parents/guardians and request they come to the school. If the parents are reluctant to come to the school and the student requires prompt assistance, every effort will be made to encourage the parents to come to school and seek assistance for

the student. If the parents/guardians still refuse to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with state regulations.

5. Administrator/designee may notify police.
6. Student will be referred to the Counseling Department for follow-up and support.

Penalties for alcohol possession or use on school grounds or at a school sponsored activity:

1. Five to ten day suspension; or three to seven day suspension with satisfactory attendance. A substance abuse prevention program. Involvement in this program shall require parental notification and attendance at all sessions. The content of the sessions shall include orientation, self-assessment of substance use, risk factors which predispose a youth to substance abuse problems, and follow-up. If the student misses any session, administrative discretion shall be exercised for having the student serve any portion of the waived days of suspension. Students attending the program are promised confidentiality under the limits of the law. In situations where child abuse or dangers to someone's life (possible suicide or homicide) are an issue, appropriate action according to school policy and state law will be followed.
2. During the time of suspension, the student may not participate in co-curricular activities sponsored by the school, or in school related activities.

C. Student Possession, Use, Purchase, or Sale of Drugs

No student shall possess, use, be under the influence of, purchase, sell, or transfer any drug or drug facsimile, or other substances intended to impair normal cognitive and/or psychological functioning on school property, at any location of a school-sponsored activity, or en route to or from school or a school sponsored activity. No student may use drugs before arriving on school property or at a school sponsored activity. Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and/or co-curricular activities and forfeiting of school leadership positions.

Student under influence of drugs, drugs facsimile, other substances intended to impair normal cognitive and/or psychological functioning or reasonable suspicion thereof:

1. Staff member shall report the student suspected of being under the influence to the administrator/designee immediately. Reasonable suspicion shall refer to observed indicator of use or possession of a drug, drug facsimile, or other substance intended to impair normal cognitive and/or psychological functioning, apparent physical state of impairment of motor functions, marked changes in personal behavior not attributable to other factors, or involvement in, or contribution to, an accident where the use alcohol is reasonably suspected or student involvement in a pattern of repetitive accidents, whether or not they

involve actual or potential injury, or for any observable indicator of alcohol use such as smell or appearance.

2. Administrator/designee will determine the appropriateness of involving the school nurse for emergency medical intervention.
3. If it has been determined that the student is under the influence of drugs, the administrator/designee will call parent/guardian and request they come to the school. If the parents are reluctant to come to the school and the student requires prompt assistance in relationship to the drug problem, every effort will be made to encourage the parent to come to school and seek assistance for the student. If the parent/guardian still refuses to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with state regulations.
4. Administrator/designee may notify police.
5. Student will be referred to the Counseling Department for follow-up and support.

Penalties for **use of drugs, drug facsimile**, other substances intended to impair normal cognitive and/or psychological functioning on school grounds or at a school sponsored activity.

1. Ten day suspension and satisfactory attendance at a Substance Awareness Program. Involvement in this program shall require parental notification and attendance to all sessions. The content of the sessions shall include orientation, self-assessment of substance use, risk factors which predispose a youth to substance abuse problems, and follow-up. Students attending the program are promised confidentiality under the limits of the law. In situations where child abuse or dangers to someone's life (possible suicide or homicide) are an issue, appropriate action according to school policy and state law will be followed.
2. During the time of suspension, the student may not participate in co-curricular activities sponsored by the school, or in school related activities.
3. Administrator/designee may recommend a 90 day expulsion for the first offense and will recommend a 90 expulsion for subsequent offenses.

Penalties for **possession of drugs or drug facsimile**, or other substances intended to impair normal cognitive and/or psychological functioning on school grounds or at a school sponsored activity.

1. Ten-day suspension.
2. During the time of suspension, the student may not participate in co-curricular activities sponsored by the school, or in school related activities.
3. Administrator/designee may recommend a 90 day expulsion for the first offense and will recommend a 90 day expulsion for subsequent offenses. .

Penalties for **purchase or transfer of drug or drug facsimile**, or other substances intended to impair normal cognitive and/or psychological functioning on school grounds or at a school sponsored activity.

1. Ten day out of school suspension.
2. During the time of suspension, the student may not participate in extracurricular activities sponsored by the school, or in school related activities.
3. Administrator/designee will recommend a 90 day expulsion. The Board of Education may modify the expulsion on a case by case basis with required conditions met. (see Connecticut Statutes Section 10-233d)

Penalties for **sale or distribution of drug or drug facsimile**, or other substances intended to impair normal cognitive and/or psychological functioning on or off school grounds.

1. Ten day out of school suspension.
2. During the time of suspension, the student may not participate in extracurricular activities sponsored by the school, or in school related activities.
3. Administrator/designee will recommend a 180 day expulsion. The Board of Education may modify the expulsion on a case by case basis with required conditions met. (see Connecticut Statutes Section 10-233d)

Athletics/Co-Curricular Activities

The Glastonbury Board of Education and Glastonbury Administration, and Glastonbury High School Athletic Department are committed to achieving an environment free of substance abuse in our schools. While this goal cannot be achieved by the school district alone, regardless of funding, staff ability, or program development, the GHS Athletic Department and GHS Administrative Team will provide students with preventative and intervention support and education.

A student who possesses or uses alcohol or drugs, drug facsimile or other substances intended to impair normal cognitive and/or psychological functions at any time during the school year will be subject to suspension or dismissal from any school sport team as described in the Student Athletic Handbook. In addition, the student will forfeit leadership roles in co-curricular clubs and activities, and may be dismissed from those activities.

In-Season Substance Abuse

Use, possession, or distribution of drugs and/or alcohol will result in the **immediate dismissal** from the team for the season. The student-athlete may regain athletic eligibility for the next season after completing a planned assistance program.

Use, possession, or distribution of tobacco (which includes but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivery systems, vapor products, chemicals, or devices that produce the same flavor or physical effect of nicotine substance; and any other tobacco or nicotine innovations) will result in a two (2) week suspension from the team. This will include all practices and competition. A second violation of this nature will result in the immediate dismissal from the team for the season.

Out of Season Substance Abuse

Students failing to conform to the substance abuse policy (**use, possession, or distribution of drugs and/or alcohol**) during the school year but not yet in season shall face disciplinary action that will be served in the season they do participate.

First Offense:

- Four (4) week suspension
- Student may try-out and practice but may not compete
- Student-athlete will attend games but may not be in uniform
- Loss of leadership
- Student-athlete and Parent/Guardian must sign contract

Second Offense:

- Sixteen (16) week suspension
- Loss of leadership
- Student-Athlete must perform 10 hours of community service
- Student-Athlete and Parent/Guardian must sign contract

If the season ends before the penalty assigned is complete, it is carried to the next season the student participates in.

A. Voluntary Disclosure

If a student voluntarily confides in a teacher about a drug/alcohol use problem:

1. The staff member, if concerned about the student's health, may seek assistance from the school nurse.
2. The staff member who is informed of a drug/alcohol problem may, at the insistence of the student, maintain the confidence within the limits of his/her professional code of ethics, consistent with the laws of confidentiality (see Board Policy 5145.13). Nevertheless, the staff member must make every effort, to guide the student to the help that is needed.
3. The staff member may, without disclosing the name of the student, obtain advice and information on resources available to the student.
4. Any staff member who obtains physical evidence in the form of drugs/alcohol must

surrender these materials to the school principal/designee immediately. The staff member is not required to surrender the name of the student from whom the evidence is obtained. The principal/designee will then surrender the materials to the police.

5. If the student will allow disclosure of the drug/alcohol problem, the staff member will report it to the building principal/designee. The building principal/designee will, upon confirmation of a drug/alcohol problem by a student under 18 years of age, hold a conference with the student's parents/guardians. Corrective action will be developed with the cooperation and the consent of the parents/guardians and the student. The parents/guardians will be given a written copy of the conference minutes and recommendation for corrective action. Copies of the conference will be kept in a confidential file.
6. If the parent/guardian is reluctant to come to the school and the team determines that the student requires prompt assistance in relationship to the drug and alcohol problem, every effort will be made to provide and encourage the parent to come to school and seek assistance. If the parent/guardian refuses to act on behalf of the student, it will be explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with the state regulations.

B. Involuntary Disclosure

When information relative to drug/alcohol use is brought to the attention of staff members through routine school activity, such information is considered involuntary disclosure and laws of confidentiality do not apply.

1. The staff member will report information immediately to the principal/designee.
2. Staff members who obtain physical evidence in the form of drugs/alcohol from a student are required to turn the evidence over to the building principal/designee immediately. The principal/designee will then surrender the materials to the police. If the staff member obtains the material from a specific student, the student's name must be disclosed to the principal/designee.
3. The building principal/designee will, upon confirmation of a drug/alcohol problem by a student under 18 years of age, hold a conference with his/her parents/guardians. Corrective action will be developed with the cooperation and the consent of the parents/guardians and the student. The parents/guardians will be given a written copy of the conference minutes and recommendation for corrective action. Copies of the conference will be kept in a confidential file.
4. If parent/guardian is reluctant to come to the school and the team determines that the student requires prompt assistance in relationship to the drug and alcohol problem, every effort will be made to provide and encourage the parent/guardian to come to school and seek assistance. If the parent/guardian refuses to act on behalf of the student, it will be

explained that a medical neglect report will be filed with the Department of Children and Families (DCF) in accordance with state regulations.

III. SUPPORT

An organized support system for students who have experienced problems with drug/alcohol use and are seeking help to abstain.

Administrators and school teams have a variety of options for offering support to students experiencing problems with drug/alcohol use. Administrators may use discretion in choosing support based on availability and age appropriateness.

Students may be provided resource information and referred by the school team to the following:

A. In-School Support:

1. Guidance Counselor/School Counselor
2. School Psychologist
3. School Nurse

B. Out-of-School Support

1. Youth and Family Resource Center
2. Other Resources

C. Special school programs for support

1. Support class for students
2. Peer Educators
3. Student Assistant Program (SAP)
4. After school class
5. Counseling groups

Regulation

Adopted: February 14, 2005

Revised: April 14, 2007

Revised: May 24, 2010

Revised: July 14, 2014

Revised: February 25, 2019

Revised: December 5, 2019

Revised: December 20, 2021

Revised:

Business and Non-Instructional Operations**Food Service****Meal Charging Policy**

Glastonbury Public Schools Food Services is an essential program that provides students with healthy and nutritious meals.

The Glastonbury Board of Education (Board) is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. ~~has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.~~

In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced-priced meals and provide information regarding how a household can complete an application for these benefits. Such notice will be distributed at the beginning of each school year and will be available on the district's food services website.

~~Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.~~

~~The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.~~

~~Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.~~

Meal Charging Policy (continued)**Charging Meals**

The District uses an automated prepayment system (family.schoolcafe.com) for student meal accounts. Parents and guardians are responsible for providing meals or meal money for their student(s). Charging is intended to be for emergency purposes only and repayment is expected.

Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds. Students will be allowed to charge a single meal per day for breakfast and/or lunch to their student meal account.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which ~~may~~ will exclude a-la-carte items, for any school breakfast, lunch or other feeding.

Collection of Unpaid Meal Charges

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purpose of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. Weekly emails will be sent through our meal payment system to the parent/guardian email on file. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications provided to parents/guardians regarding collection of a student's unpaid meal charges shall include an application for free or reduce priced meals, contact information for local food pantries, the link to the town's website listing community services available to residents, and the Connecticut Department of Social Services' supplemental nutrition assistance program (SNAP).

Meal Charging Policy (continued)

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless liaison.

The Board shall comply with applicable federal and state laws and other federal and state requirements concerning the collection of unpaid meal charges, including but not limited to requirements relating to delinquent debt and "bad debt", as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff, and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

Dissemination of Policy**~~Applications for Free and Reduced Price Lunch:~~**

~~In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.~~

~~If at any time, a parent or guardian anticipates a problem with paying for meals, he/she should contact the Food Service Director as soon as possible for assistance. Parents and guardians are encouraged to apply for free and reduced price meals for their children. In order to qualify, families must meet eligibility criteria. Applications can be filed at any time after July 1st of the coming school year or during the school year and new applications may be filed if there is a change in household income or in the number of household members. Applicants are responsible to pay for meals until the application for free and reduced price lunch is completed and approved.~~

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies

Meal Charging Policy (continued)

~~"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.~~

~~Process for Addressing a Low or Negative Account Balance Elementary and Secondary Students (grades K-12):~~

~~The District uses MySchoolAccount.com, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the My SchoolAccount.com website. All other a la carte items shall not be charged.~~

~~Weekly communications with parents/guardians through automated calls regarding collection of a child's unpaid meal charges shall include information on local food pantries, application free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town residents.~~

~~The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.~~

This policy will be posted on the District's policy and school food services websites. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

This policy shall be included in student/parent handbooks, placed on the District's website, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals

Meal Charging Policy (continued)

~~This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.~~

~~The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority level staff responsible for policy enforcement.~~

(cf. 3542 – Food Service)

(cf. 3542.31 – Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees (as amended by PA 21-46).

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"

- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Operational Memorandum #11-22, State of Connecticut Bureau of Health,
Nutrition and Family Services "Connecticut Statutory Requirements for Unpaid
Meal Charges in Public Schools"

Policy adopted: October 30, 2017

Revised: October 4, 2021

Revised:

Food Service Personnel – Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Glastonbury School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Glastonbury School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.

Glastonbury Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Director/Business Manager/Cafeteria Supervisor has been granted.

3. The outside sale of any items will be sold by contract between the Glastonbury School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieve supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
 - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
 - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
 - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.
3. After acceptance, procurement information is available to the general public except as noted above.

(cf. [3320](#) - Purchasing Procedures)
(cf. [3323](#) - Soliciting Prices)
(cf. [3326](#) - Paying for Goods and Services)
(cf. [3542.4](#) – Operation - School Lunch Service)
(cf. [6142.1](#) – Health and Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

State Board of Education Regulations

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Operational Memorandum #10-16, State of Connecticut Bureau of Health/Nutrition, Family Services and Adult Education “Written Code of Conduct and Performance of Employees Engaged in Award and Administration Contracts”

Policy adopted:

Children of Out-of-Town Board of Education Employees

The Board of Education believes that permitting the children of its non-resident employees to attend its schools may be advantageous in its recruitment efforts. This may be especially beneficial as the district competes for certain highly competitive teaching, administrative and support positions. Accordingly, the children of Board of Education employees who live out-of-town may attend the Glastonbury Public Schools at a special tuition rate approved annually by the Board.

All requests to be included in this program must be endorsed by the superintendent and submitted to the Board for approval. Under normal conditions, students will be accepted only at the beginning of the school year. Notification of acceptance and tuition amount will be sent to out-of-town staff after Board approval. Attendance will be permitted only on a space available basis determined by the superintendent. The parent/guardian will be responsible for transportation to and from school.

The Board of Education instructs the superintendent/designee to set the tuition for this program annually at \$1,000 per child. In addition, any costs for additional services ~~required under an IEP or 504 Plan~~ will be paid by the employee.

Policy

Adopted: March 10, 1986

Revised: April 19, 1993

Revised: October 7, 1996

Revised: January 24, 2005

Revised: September 26, 2005

Revised: June 25, 2012

Revised: April 21, 2014

Revised: March 11, 2016

Revised: April 25, 2022

~~Revised:~~

School Sponsored Trips

School trips of significant educational value and closely related to the instructional program shall be encouraged under policies and regulations established by the Board of Education and Superintendent of Schools.

Other types of school trips are permitted with the approval of the building principal and superintendent.

On all school trips, primary consideration shall be given to student, employee, and chaperone safety, proper adult supervision, care of school vehicles, and the reasonable protection of the Town.

Transportation for local school trips with school buses integral to designated curricular programs and units is supported through the school budget. Transportation for other trips in which town-owned vehicles are used shall be provided for a fee established by the director of transportation based on the cost of operating a vehicle for the trip. Cost of transportation on chartered vehicles or public carriers, except in the case of interscholastic sports teams and related groups shall not be responsibility of the school system. If **student** fees of any kind are involved, ~~no student will be denied the opportunity to participate in these trips due to lack of resources.~~ **financial support may be procured for families in need.**

Students participating in off-site school trips must have the school approved Agreement and Release Form signed by a parent/guardian.

Policy

Adopted: October, 1981

Revised: February, 1985

Revised: December 10, 2001

Revised: February 24, 2003

Revised: September 25, 2006

Revised: March 10, 2008

Revised: April 21, 2014

Revised:

School Sponsored Trips

Board of Education Policy provides for student trips of significant educational value closely related to the instructional program. Each trip will be reviewed on an individual basis.

The administrative guidelines established for student trips are as follows:

I. DEFINITIONS OF SCHOOL SPONSORED TRIPS

- A. Field Trip - An out-of-school field trip is a planned activity in which a class or group of students leaves the school grounds for the purpose of continuing and extending the program of instruction. As such, it is considered instructional and planned with objectives determined in advance and appropriate instruction preceding and following the field trip.
- B. Athletic Trip - an athletic trip is any trip off school grounds for the purpose of participating in any athletic contest or practice session.
- C. Extracurricular Trip - an extracurricular trip is any trip conducted off school grounds and scheduled at a time so as not to interfere with the normal school day. An extracurricular trip must be under the sponsorship of a school organization.
- D. International Trip - an international trip is a trip designed to provide an educational experience outside the United States, where students experience other languages, people and cultures.
- E. Chaperone – Adult accompanying students on school sponsored trips. Generally, the chaperone will be a teacher; but could be an administrator, sponsor, coach, or other staff member, and also may be a parent.

II. APPROVAL PROCESS FOR SCHOOL SPONSORED TRIPS

- A. Field Trips must be authorized by a building principal and the appropriate program director after the completion of the Student Trip Request Form. Any trip involving an overnight stay or travel out-of-state must also be approved by the Superintendent or designee. Overnight trips must also be individually approved by the Board of Education in advance unless the trip has been pre-approved by the Board as part of a curriculum.
- B. Athletic Trips, including out-of-state and overnight trips, must be approved by the superintendent or designee. For extended trips (3 nights or more), Board of Education approval is also required.
- C. Extracurricular Trips, including out-of-state and overnight trips, must be approved by the Superintendent or designee. For extended trips (3 nights or more), Board of Education approval is also required.

School Sponsored Trips (continued)

D. International Trips must be approved by the Superintendent and Board of Education.

III. GUIDELINES FOR SCHOOL SPONSORED TRIPS

- A. All field trips must be preceded by appropriate preparatory instruction and be followed up by appropriate post-field trip assessment or other activities that lead to additional learning as an outcome of the trip or as an introduction to other learning.
- B. In general, field trips must be limited to an interval not to exceed the length of a school day and confined to a reasonable distance from Glastonbury.
- C. All trips must have a written itinerary with locations, phone numbers, and estimated time of arrival at each location. A copy of this itinerary must be left at the school office. Out of state and international itineraries must also be sent to the district administration.
- D. Chaperones must carry with them a complete list of the students and adults on the trip with emergency contact numbers listed for each individual. A copy of this list must be submitted in advance to school and district administration.
- E. Chaperones must be aware of special medical problems, allergies, handicaps, special prescriptions, etc., of students who are participants on the trip. Chaperones must also carry a list of any medications that students require and such medication must be carried by a Glastonbury Public Schools' staff member or the parent of the student. Pre-arrangements must be made for administering medication.
- F. Chaperones must carry a list of school emergency contact numbers so they can reach a school official if needed. Should accidents or medical emergencies occur, the teacher must immediately notify the principal **and/or director**. If an emergency occurs, teachers need to be prepared to provide complete information about the incident. Parents will be contacted by a school official. Please be advised that it may be necessary for you to make arrangements for your child if for any reason they need to quarantine or have a hospital stay. The parent/guardian is responsible for any costs associated with your child's care.
- G. If transportation is other than Glastonbury school bus, teachers must list the transportation carrier on appropriate documents. All vehicles must have a first aid kit on board.
- H. If a trip will cause a significant number of students to miss lunch at a school, teachers shall notify cafeteria personnel several days in advance.
- I. On trips outside of Glastonbury, it is advisable to use the following ratio of adult chaperones (inclusive of the teachers/sponsors). Depending upon the activity, this ratio may be adjusted by the Superintendent.

School Sponsored Trips (continued)**Day Trips:**

<u>Grade</u>	<u>Students</u>	<u>Adults</u>
Pre-K-K	5	1
1 - 5	8	1
6 - 8	12	1
9 -12	20	1

Overnight Trips:

<u>Grade</u>	<u>Students</u>	<u>Adults*</u>
1 - 5	4	1
6 - 8	6	1
9 -12	10	1

International Trips:

<u>Grade</u>	<u>Students</u>	<u>Adults*</u>
6 -12	6	1

*Overnight travel requires a minimum of 2 chaperones (see J. below)

- J. While the number of teacher chaperones may vary depending on the nature of the trip, any overnight trip must have a minimum of two chaperones and, if the student population on the field trip is both male and female, one chaperone must be male and one female. Chaperones must be approved by the district level administration.
- K. All chaperones/students must conform to the Board of Education Policy regarding Drug Free Workplace (reference 4118.231 and 4218.221).
- L. Adult chaperones (e.g., other staff personnel, parents, etc.) who accompany the group must be briefed by the teacher/sponsor as to purposes of the trip, procedures, possible hazards, supervisory responsibilities, etc., and must receive a copy of any written procedures.
- M. The Board of Education secures liability insurance, pursuant to Connecticut General Statutes, Sections 10-235 and 10-236, for protection of teachers and other employees who act as chaperones on trips.
- N. The Superintendent and/or Board of Education reserve the right to reconsider any previously approved student trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents.

School Sponsored Trips (continued)

- O. School system employees shall accept no commission or other remuneration except that employees may receive reimbursement of their expenses. On extracurricular and international trips, any reimbursement of expenses to the chaperones must be paid from fees collected from the participants. Students participating must be made aware of this provision.
- P. All fund-raising activities conducted to help finance such travel must be in accordance with Board of Education Policy for fund raising and preapproved by the superintendent/designee.
- Q. Parents are responsible for any cost incurred for students who are sent home early because of a behavioral infraction or returning home early for any other reason.
- R. If private vehicles are used, the person operating them must submit evidence of liability insurance.

IV. ADDITIONAL GUIDELINES FOR INTERNATIONAL TRAVEL

- A. All requests for trips outside the United States must be submitted at least four months prior to the planned departure. International trip request forms must also be completed at that time.
- B. In special circumstances, school time may be used for trips abroad. All requests for trips involving school time must have followed the approval process.
- C. All students must be in good standing in both academics and behavior. Students must not be failing any subject, must not have repeated offenses, and must exhibit appropriate conduct both in and out of school.
- D. Should accidents or medical emergencies occur, the chaperone must immediately notify the principal/administrator and the district level administration. Chaperones must carry a list of emergency contact numbers including embassy numbers. If an emergency occurs, chaperones need to be prepared to provide complete information about the incident. Parents will be contacted by a school official. Please be advised that it may be necessary for you to make arrangements for your child if for any reason they need to quarantine or have a hospital stay. The parent/guardian is responsible for any costs associated with your child's care.

School Sponsored Trips (continued)

- E. Following trip approval, the following steps are to be carried out:
1. Written parental consent and a completed student health history form must be obtained for student participation.
 2. Contracts with carriers or travel agencies must be reviewed by the superintendent/designee before a signature is affixed. A copy of the contract must be submitted to the office of the Superintendent or designee.
 3. Parents must be provided with specific written information to include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures and refund policies.
 4. Students/families are responsible for securing appropriate travel documents including visas, passports as well as medical waivers and immunizations as needed.
 5. Conferences and/or orientation sessions are scheduled with students and their parents to assure that all plans and school policies are clearly understood and will include objectives of the program, costs, daily itinerary, chaperones, accommodations, student and chaperone responsibilities, school behavior policies, trip cancellation procedures, and refund policies.
- F. Prior to all overnight trips including, field trips, athletic trips, extracurricular trips and international trips, chaperones must receive orientation and training (provided by the Glastonbury Public Schools) which explains the procedures for travel. Chaperones are required to attend training every three years.
- G. In the event of adverse political, safety, or health conditions, or any other unforeseen circumstances, the Superintendent or Board of Education may cancel a previously approved school sponsored trip. In the event of such a cancellation, the Board of Education assumes no responsibility for losses incurred by parents. Parents must be informed of the Board's prerogative to cancel a trip and should be encouraged to purchase trip cancellation insurance.

V. NON-SCHOOL SPONSORED TRIPS

The Board of Education will not accept responsibility for trips not covered by Board Policy. Non-school sponsored trips planned for profit by staff members may not occur on school time and, therefore, are not to be planned on school time. ("Profit" is defined as monetary gain in excess of expenses.) The facilities of the schools may not be used in planning such trips. Letters to parents, directions or other communications may not be duplicated on school equipment or distributed at schools. Staff members planning such trips must look to community agencies or organizations outside the school.

Instruction

Regulation: 6153(e)

Revised

School Sponsored Trips (continued)

Regulation

Approved: October, 1981

Revised: November, 1984

Revised: February, 1985

Revised: November, 1994 (International Travel Section Only)

Revised: December 10, 2001

Revised: February 24, 2003

Revised: September 25, 2006

Revised: March 10, 2008

Revised: April 21, 2014

Revised: August 10, 2022

Revised: