

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on November 7, 2017 at 7:30 p.m. in the council chambers at 3 Primrose Street.

K. Alexander, Chair	L. Rodrigue
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary	R. Bienkowski
J. Vouros	6 Staff
R. Harriman-Stites (absent)	30 Public
A. Clure (absent)	2 Press
D. Cruson	

Called to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue recognized Kai-li Davey, Silas Decker, Garrett Fitzpatrick, Robert Morrill, Johnny Nowacki, Sophia Spraggins, and Yanni Kousidis as Unified Sports Leaders for their leadership and dedication to the program at the high school.

Kathy Davey said these students were the best and brightest of Newtown High School and have worked to create a better Newtown High School community.

Mr. Alexander presented each student with a certificate and offered the Board's appreciation for their work to bring students together.

Item 3 – Consent Agenda

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the minutes of October 17, 2017, the minutes of October 18, 2017, the donations to Newtown High School, the high school debate field trip, the NICE trips to India, Spain and France, and the high school field trip to the music festival in Toronto. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation

Melissa Beylouni, 15 Equestrian Ridge Road, spoke about her son who is a special education student. She did receive Mr. Bienkowski's apology. Her son is doing fantastic in school and is not a dollar sign. He is a human being who deserves the best so he can be the best he can be. She was disappointed of a comment for which an apology was needed. She was tired of these students being the shortfall in our budget. She is starting a special education PTA for all seven schools and they will be fund raising for special education needs for the district.

Item 5 – Reports

Chair Report: Mr. Alexander reported that the Board of Finance reviewed some of the CIP answers we provided. They will be voting on November 13. He thanked Dr. Rodrigue for keeping us informed about the intrusion on our website yesterday.

Superintendent's Report: Dr. Rodrigue said that communications were sent out regarding the hacking of our website. School Desk, our provider out of Georgia, put things in place to assure this won't happen again. The FBI is also investigating.

The State of Connecticut has an approved budget. She met with Mr. Bienkowski, Mrs. Llodra and Mr. Tait regarding the restoration of \$1,032,000 from the Legislative Council. The approved

State budget provided for \$2,052,923 more in aid than what was anticipated in the local budget. The intent of the Legislative Council is to add an action to their November 15 agenda for the special appropriation of the \$1,032,000 which will put us in a better place financially. Mr. Bienkowski said Mrs. Llodra's recommendation is to wait until later in the year for any further distribution of money.

Dr. Rodrigue said the changes in transportation have allowed buses to be more on time. The average clearing time is 3:41 p.m. She is also working with teacher reps and the union president on schedules. We have a plan to support elementary schedules so the teachers can receive an additional prep period. Alison Zmuda worked with all staff today regarding personalized learning and we are also working with Jennifer Freeman from UCONN on safe school climate in the district.

Mrs. Ku referred to the SSO program and if we needed to request those funds from the Legislative Council.

Mr. Bienkowski stated that he addressed that with Mr. Tait. The intent was to reimburse the Board and he was confident it will occur shortly.

There were no Committee Reports.

Student Representative Report:

Rory Edwards reported that October 26 there was a Red Cross blood drive on behalf of a Newtown mother and they received 43 pints of blood. He thanked Mr. Saladin and Mr. Tolson for the success of the drive. The Veteran's Day ceremony will involve performances by the band and choir. Last week was Spirit Week with the homecoming day last Friday and dance last weekend. Students are also conducting a Thanksgiving food drive. October 29 the Nighthawks marching band won the New England Regional Championship for the first time.

High School Auditorium Update:

Michelle Hiscavich reported that Phase 2 was on schedule. Wiring for the lighting and sound was being installed. The Phase 1 punch list is being worked on. The curtain was pulled down because we found some stains and pulls in the material. We are working on scheduling the power test on December 26. Newfield is working on trim and stains. Painters are back to rectify some issues. They are also working to rectify issues with the concrete.

Mrs. Ku asked what the concrete issues were.

Ms. Hiscavich said there are paint drips and boot marks and because the floor was sealed they don't know how to remove them. Newfield will get back to us.

Dr. Rodrigue said she met with Mrs. Llodra, GERALYN HOERAUF, Public Building & Site and Newfield and they are aware of our discontent with the floor. This is not an easy solution because it's concrete.

Mrs. Davila thanked Ms. Hiscavich for the meticulous work she has done in following the progress of this project.

#### Item 7 – New Business

Biomedical Science Courses for Project Lead The Way:

Dr. Rodrigue introduced David Roach who spoke about the proposed courses. Also attending for the presentation were Sue McConnell and Tim DeJulio, science teachers, Chris Canfield, Science Department Chair, and Carol Malstrom and Suzie Snow from Project Lead The Way.

Mr. Roach shared their visit to New Britain High School to observe their biomedical piece and interviewed students, teachers and the administration. Mrs. Davila, Mrs. Ku and Mr. Vouros also attended.

Mr. Vouros asked if we had to send two more teachers to be trained for the second year. Mr. Roach said that next year we would ask for the second year program to be put in place. We generally like to send two teachers for training. We are also grant writing for this project.

#### Item 6 – Old Business

Transportation Consultant:

Mr. Alexander said he received some response from Board members with a question as to if it would be possible to have someone from each firm available to ask questions to give us a better understanding of what they would provide.

Mr. Cruson had a concern that we would be spending money but not getting anywhere. There is a time pressure on us and he is concerned about spending the money.

Mrs. Leidlein asked to hear Dr. Rodrigue's opinion as to whether there is a necessity for hiring a transportation consultant.

Dr. Rodrigue feels that the transportation has improved a lot. The only reason the consultant piece came up was because of an issue on some minds around the trust factor of our transportation company. Consultants take information directly from the transportation system in place. She is torn also and it will take a very long time. After hearing from many community members and the leadership team, things are running better and she questioned why we should go back and start all over again. There could be other issues created with a change. She trusts our transportation system as the experts and would rather stay with what we have. She is no longer hearing from parents and has received positive feedback from Reed staff and students. We found solutions that will make it better for next year without touching the middle and high schools. Tweaking the time at Reed by only five minutes has made a difference.

Mr. Alexander said that one thought was that a consultant might be able to come up with an entirely new plan that would be better.

Dr. Rodrigue said it would depend on what they say. She isn't sure if there's a purpose in coming up with a new plan as we are in a good space now. We might make more people unhappy with another change.

Mr. Cruson feels with are in an okay space for this year. Some people are not happy with the loss of time at Reed and would love to discontinue the shuttle buses. Splitting routes may not be sustainable each year. His trust in All-Star has been shaken. He respects their experience but there are questions on what has happened. He is also concerned that they control everything and dictate the number of buses we use.

Dr. Rodrigue said that All-Star did what we asked them to do. We voted on an option and they did what they had to do. She disagrees with people saying there is an issue with their response. They resolved many issues for us.

Mrs. Ku said we need to take responsibility for the predicament we put All-Star in. They have done good work for us and contributed to our discussions regarding solutions. They also deal with the daily complaints. Sometimes it is worth spending money to alleviate concerns but she can't see spending the money.

Mr. Cruson asked if we had to make a motion tonight or if it could wait two weeks.  
Mrs. Leidlein doesn't need more time to decide. Unless there is information we haven't heard yet we don't have to move forward to hire. By not making a motion we are saying we aren't interested in hiring one.

Dr. Rodrigue said it would be helpful if she had direction. The longer we wait we are getting into the holidays.

Mr. Vouros wanted a decision this evening.

Mrs. Ku agreed so Dr. Rodrigue could move forward.

MOTION: Mrs. Ku moved that we hire a consultant for looking into transportation. Mrs. Leidlein seconded for discussion.

Mr. Alexander feels that the information would not be sufficiently different from what we get from All-Star. It is best to move forward and have Dr. Rodrigue work with All-Star for the best plan for next year. He would vote no.

Mr. Vouros agreed, trusts All-Star and thanked them for what they have done for us.

Mr. Cruson is still torn on both sides and was sorry our two staunches in favor of the motion were not here.

Mrs. Leidlein takes a lot of stock in what Dr. Rodrigue and Mr. Bienkowski have done. If we have a good working relationship she would be in favor of working this out with them as opposed to bringing in a consultant.

Vote: 1 aye, 4 nay (Mr. Alexander, Mrs. Ku, Mrs. Leidlein, Mr. Vouros) Motion fails.

Action on Policies:

MOTION: Mrs. Ku moved that the Board of Education approve policies

- o P3230.1(a) Federal Grants and Awards Administration (Federal Fiscal Compliance)
- o P3281.2(a) Outline Fundraising Campaigns - Crowdfunding
- o 4111(a)/4211 Recruitment and Selection
- o 4112.52(a)/4212.52 Security Check/Fingerprinting

Mr. Cruson seconded. Motion passes unanimously.

Item 7 – Old Business (continued)

First Read of Policies:

Mrs. Ku listed the policies.

Policy 1250 Community Relations – Visits to Schools. Pupil Services asked to update this for specific practices for classroom observations.

Policy 4118.14/4218.14 Certified/Non-certified – Nondiscrimination on the basis of Disabilities

Policy 5141.25 Students with Special health Care Needs – Life-threatening Allergies and Glycogen Storage Disease Management

Policy 5145.4 Students – Nondiscrimination – Americans with Disabilities Act

Policy 6172 Alternate Education Programs. This provides new criteria for alternative programs and expelled students.

2018 BOE Meeting Schedule:

MOTION: Mrs. Leidlein moved that the Board of Education approve the 2018 Board of Education Meeting Schedule. Mr. Vouros seconded. Motion passes unanimously.

Item 8 – Public Participation

MOTION: Mr. Cruson moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 9 - Adjournment

The meeting adjourned at 9:48 p.m.

Respectfully submitted:

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Debbie Leidlein  
Secretary

October 24, 2017

TO: Dr. Lorrie Rodrigue

FROM: Dave Roach

Please accept the donation of a 1999 Nissan Quest, VIN: 4N2XN11T4XD832486 at an estimated value of \$750 from Daniel Gregory.

The vehicle will be used by Newtown High School Automotive Repair Classes.

Thank you.

A handwritten signature in black ink, appearing to read "D. Roach", is centered on the page below the text.

October 25, 2017

TO: Dr. Lorrie Rodrigue

FROM: Dave Roach

Please accept the donation of a 2006 Ford Explorer, VIN: 1FMZ473KX5ZA20305 at an estimated value of \$1,800 from Kerry Perran.

The vehicle will be used by Newtown High School Automotive Repair Classes.

Thank you.

A handwritten signature in black ink, appearing to read "Dave Roach", is centered on the page. The signature is fluid and cursive, with a large initial "D" and "R".



Bus required ✓ S

# FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Thomas Date: 10/17

Other Staff Involved: Saladin, Braum

Date of Proposed Field Trip: 12/1 to 12/3

Class/Group Involved: Deble

Number of Students Scheduled to Make Trip: 18

Other Adults (non-teachers) Chaperoning the Trip (list names): Andrew Argraves

Destination: Princeton Univ.

Place and Time of Departure: NHS 10 Am (Friday)

Estimated Time of Return: NHS 9 pm (Sunday)

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): staying @ Homewood Suites, Princeton

Estimated Cost of Transportation: \$800

Estimated Cost per Student: \$240 (bus/hotel/registration)

Other Information: will pay for driver's room

PRINCIPAL APPROVAL BY SIGNATURE: [Signature] DATE: 10/19/17

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: \_\_\_\_\_ DATE: \_\_\_\_\_

### Billing Information

Bill to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pricing: \_\_\_\_\_ Hours @ \_\_\_\_\_ per hour = \_\_\_\_\_  
\_\_\_\_\_ Miles @ \_\_\_\_\_ per mile = \_\_\_\_\_  
Minimum Charge: \_\_\_\_\_  
Total Charge per Bus: \_\_\_\_\_

### Confirmation

Information taken by: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_  
Confirmed by: \_\_\_\_\_ Recorded in Book: \_\_\_\_\_





# Air-Star Transportation

31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: [Signature]

## CHARTER BUS REQUEST

Person requesting: Susan McConnell School: High School

Class: NICE Date of trip: 4/2 - 4/12

Pickup time: \_\_\_\_\_ AM / PM Destination: India / Airport

Address of destination: Airport + time TBD

Leave time from destination: \_\_\_\_\_ AM / PM Snow/Rain date: \_\_\_\_\_

Teacher in charge of trip: Susan McConnell

No. students: 10 No. staff: 2 No. parents (if applicable): 1

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): \_\_\_\_\_

If multiple students have special needs requirements, please list: \_\_\_\_\_

Party responsible for payment: Students

Contact person: Susan McConnell Phone No.: 203 258-5107 -C

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
- Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- We reserve the right to have buses back in town for school dismissal schedule.
- Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.



# Air-Star Transportation

31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: \_\_\_\_\_

*[Signature]*

\*will request coach bus

## CHARTER BUS REQUEST

Person requesting: Liz Ward-Toller School: Newtown High School

Class: NICE Date of trip: 4/6 - 4/13/17

Pickup time: \_\_\_\_\_ AM / PM Destination: Spain

Address of destination: Villarvaca de la Canada, E.E.S. Las Encinas

Leave time from destination: \_\_\_\_\_ AM / PM Snow/Rain date: N/A

Teacher in charge of trip: Ward-Toller

No. students: 212 No. staff: \_\_\_\_\_ No. parents (if applicable): \_\_\_\_\_

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): \_\_\_\_\_

If multiple students have special needs requirements, please list: \_\_\_\_\_

\_\_\_\_\_

Party responsible for payment: Ward-Toller

Contact person: Ward-Toller Phone No.: (203) 315-5340

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
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# Air-Star Transportation

31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: [Signature]

*✶ will request coach bus*

## CHARTER BUS REQUEST

Person requesting: Miz Ward-Toller School: Newtown High School

Class: NICE Date of trip: 4/6 - 4/13/17

Pickup time: \_\_\_\_\_ AM / PM Destination: France

Address of destination: Lycee Alain, Vesinet  
School

Leave time from destination: \_\_\_\_\_ AM / PM Snow/Rain date: N/A

Teacher in charge of trip: Ward-Toller

No. students: ~16 No. staff: \_\_\_\_\_ No. parents (if applicable): \_\_\_\_\_

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): N/A

If multiple students have special needs requirements, please list: N/A

Party responsible for payment: Ward-Toller

Contact person: Ward-Toller Phone No.: (203) 815-5346

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
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# Air-Star Transportation

31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: \_\_\_\_\_

## CHARTER BUS REQUEST

Person requesting: Eckhardt/Matson/Marak School: NHS

Class: Band/choir/Orchestra Date of trip: 4/26 - 4/29 2018

Pickup time: \_\_\_\_\_ AM / PM Destination: Toronto, Canada

Address of destination: \_\_\_\_\_

Leave time from destination: 6 AM / PM Snow/Rain date: \_\_\_\_\_

Teacher in charge of trip: Eckhardt/Matson/Marak

No. students: 170 No. staff: 5 No. parents (if applicable): 12

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): \_\_\_\_\_

If multiple students have special needs requirements, please list: \_\_\_\_\_

Party responsible for payment: Student Activity

Contact person: Eckhardt/Matson Phone No.: 203-733-6017 / 203-733-8798

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
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October 4, 2017

Hello Parents of Band, Orchestra, Chorus and Percussion Students!

Every two years the music performing ensembles at Newtown High School participate in a national music festival. We travel by coach bus to a host city, perform in a competitive festival, and enjoy some of the local attractions during a four day trip. We aim to provide a rich, educational experience for our kids, while having a great time! Perhaps the highest educational value is the enhanced motivation and learning that happens each day preparing for this special event.

Attached is an itinerary sketch of our proposed trip to Toronto, Canada. Please give special consideration for allowing your son/daughter to be a part of this.

The cost for *everything*, (excluding 5 meals) is estimated at \$750. This can go a little higher or lower depending on the number of students participating. The payment schedule is:

Monday, October 23	\$200
Monday, November 20	\$110
Monday, December 18	\$110
Monday, January 22	\$110
Monday, February 26	\$110
Monday, March 19	Remaining Balance TBD

Fundraisers are being offered to the kids to help defray the cost.

We will be sending out hard copies of this communication with your kids. Please fill out and return page two by Monday, October 23 so that we may accurately plan. When we have an firm idea of the amount of students participating, we can determine exact cost, number of chaperones needed, which performing ensembles will be competing, how many buses to reserve, how many tickets to the planned events we need, etc.

Thank you for your consideration and support! Please e-mail us with any questions you may have.

Kurt Eckhardt  
Director of Bands  
[eckhardtk@newtown.k12.ct.us](mailto:eckhardtk@newtown.k12.ct.us)

Jane Matson  
Choral Director  
[matsonj@newtown.k12.ct.us](mailto:matsonj@newtown.k12.ct.us)

Jill Marak  
Orchestra Director  
[marakj@newtown.k12.ct.us](mailto:marakj@newtown.k12.ct.us)



Day 1 - Thursday, April 26, 2018

Kelley Transit Company

*Roundtrip Charter Motor Coach Transportation - 4 (55/56) Passenger Coaches.*

Holiday Inn Toronto Yorkdale

2 Double Beds

*Holiday Inn Toronto-Yorkdale*

*3450 Dufferin Street*

*Toronto, Ontario M6A 2V1*

*CANADA*

*416-789-5161*

*Bus Parking Is \$20.00 per bus per day (Included)*

*Check In Is 3:00 PM*

*Indoor Atrium features: Salt Water Pool; Hours 9am-9pm; Capacity 50 people, Nerf tennis court and ping pong table.*

Holiday Inn Toronto Yorkdale

*Hotel Security - Three Guards - 11PM-5AM.*

Day 2 - Friday, April 27, 2018

Holiday Inn Toronto Yorkdale

*Full American Breakfast At Your Hotel. Sample Menu: oatmeal, eggs, bacon, omelet station, yogurt, waffles, cereal, breakfast burritos, biscuits and gravy, French toast, breakfast breads, coffee/tea and assorted juices. (hot items rotate daily).*

Festivals of Music - Toronto

*The Festivals of Music Concert performances (Band/Choir/Orchestra) will take place today. Exact times and locations will be scheduled by your Festivals of Music program director. Admission & Awards at the Ontario Science Center on Saturday. EPN Travel Services will keep your schedule as flexible as possible on this day to accommodate your performances. Times and performance locations are subject to change.*

Medieval Times - Toronto

*Evening: Medieval Times - Toronto's most action-packed dinner attraction, including tournament games, magnificent horses, falconry and a four-course feast fit for a king (Garlic Bread, Tomato Bisque Soup, Roasted Chicken, Corn Cobbette, Herb-Basted Potato, Pastry of the Castle and 2 rounds of Pepsi products or water, coffee/tea with dessert)!*

Holiday Inn Toronto Yorkdale

2 Double Beds

*Holiday Inn Toronto-Yorkdale*

*3450 Dufferin Street*

*Toronto, Ontario M6A 2V1*

*CANADA*

*416-789-5161*

*Bus Parking Is \$20.00 per bus per day (Included)*

*Check In Is 3:00 PM*

*Indoor Atrium features: Salt Water Pool; Hours 9am-9pm; Capacity 50 people, Nerf tennis court and ping pong table.*

Holiday Inn Toronto Yorkdale

*Hotel Security - Three Guards - 11PM-5AM.*

Day 3 - Saturday, April 28, 2018

Holiday Inn Toronto Yorkdale

*Full American Breakfast At Your Hotel. Sample Menu: oatmeal, eggs, bacon, omelet station, yogurt, waffles, cereal, breakfast burritos, biscuits and gravy, French toast, breakfast breads, coffee/tea and assorted juices. (hot items rotate daily).*

Festivals of Music - Toronto

Awards Ceremony

*Festivals of Music marching performances will take place this morning. Your festival package includes Admission & Awards at the Ontario Science Center for SATURDAY. Please log in to your Festivals of Music account and consult your performance schedule for a detailed listing of the complete festival schedule. Make sure you print your schedule for reference while on your trip.*

The Old Spaghetti Factory

*Dinner at The Old Spaghetti Factory. Your dinner includes Crisp Green Salad with House Italian Dressing, Spaghetti with Meat Sauce, Freshly Baked Bread, Plain & Garlic Butter, Spumoni Ice Cream and Soft Drink.*

Toronto Symphony Orchestra

*Toronto Symphony Orchestra, Bernstein: Candide (opera-in-concert) - 8:00 PM at Roy Thomson Hall. Bramwell Tovey, whose early career was given a major boost through conducting Bernstein's music in the composer's presence, leads a brilliant cast of vocalists, members of the Toronto Mendelssohn Choir and the Orchestra, in Bernstein's enchanting opera based on Voltaire's satirical story about a guileless young man's education in the ways of the world.*

Holiday Inn Toronto Yorkdale

2 Double Beds

**Holiday Inn Toronto-Yorkdale**  
**3450 Dufferin Street**  
**Toronto, Ontario M6A 2V1**  
**CANADA**  
**416-789-5161**

*Bus Parking is \$20.00 per bus per day (Included)*

*Check In is 3:00 PM*

*Indoor Atrium features: Salt Water Pool; Hours 9am-9pm; Capacity 50 people, Nerf tennis court and ping pong table.*

Holiday Inn Toronto Yorkdale

*Hotel Security - Three Guards - 11PM-5AM.*

Day 4 - Sunday, April 29, 2018

Holiday Inn Toronto Yorkdale

*Full American Breakfast At Your Hotel. Sample Menu: oatmeal, eggs, bacon, omelet station, yogurt, waffles, cereal, breakfast burritos, biscuits and gravy, French toast, breakfast breads, coffee/tea and assorted juices. (hot items rotate daily)*

## Price Per Person

Adult/Non-Performer

14 - 18 Participants	<u>Single</u>	<u>Double</u>	<u>Triple</u>	<u>Quadruple</u>
Adult/Non-Performer	\$925.00	\$595.00	\$485.00	\$430.00

Student

160 - 180 Participants	<u>Single</u>	<u>Double</u>	<u>Triple</u>	<u>Quadruple</u>
Student	N/A	\$750.00	\$640.00	\$585.00

Additional Cost(s)

Charter Transportation - 4 (55/56) Passenger Coach	\$24640.00
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## Inclusions

- Deluxe Rooms at Holiday Inn Toronto Yorkdale
- Full American Breakfast At Your Hotel
- Hotel Security - Three Guards - 11PM-5AM
- Bus Parking - Four Buses
- Festivals of Music Performance
- Medieval Times Dinner & Tournament
- Festivals of Music - Admission and Awards Ceremony at the Ontario Science Center
- Dinner at The Old Spaghetti Factory
- Toronto Symphony Orchestra Concert, Bernstein: Candide

In the event that your student count drops 5% or more, the per-person price is subject to change. Any rate changes do not include any non-refundable deposits or payments that EPN Travel Services has made on the group's behalf.

**All Packages Include:**

Three Complimentary Group Leaders (Based on Double Occupancy)

One Complimentary Chaperone for every 25 full package students (Based on Double Occupancy)

Four Driver Lodging Packages

One Luggage Tag for each participant

All Taxes and Gratuities (with the exception of driver gratuity (4), which is at your discretion)

**Per-Person Prices do not include Transportation.**

Prices are valid for 30 days.

## Reminder:

Hotel, transportation, and sightseeing arrangements will not be made for your group until a signed tour agreement and deposit(s) have been received.

Tentative reservations will be released if deposit(s) are not paid within 30 days of signing your Tour Agreement.

The above prices will be effective for a period of 30 days following the date of this quote. After 30 days, prices are subject to change.

Please bear in mind that these options are available as of today's date, and are scheduled on a first-come, first-serve basis. EPN Travel cannot guarantee your reservation without the necessary deposits (if applicable) to secure these options.



*This policy is recommended for funding eligibility and sound fiscal management purposes to set standards for compliance with federal fiscal requirements.*

## **Business/Non-Instructional Operations**

### **Federal Funds**

#### **Federal Grants and Awards Administration (Federal Fiscal Compliance)**

The Board of Education (Board) of the **Newtown** Public Schools intends to administer federal grant awards efficiently and to comply with all requirements imposed by law, the awarding agency, the Connecticut Department of Education, and/or other applicable pass-through entities, and all requirements applicable to the use of federal funds. To the extent that any provision of a Board policy is contrary to a federal law, regulation, term, or condition applicable to a federal award, the applicable federal requirement must be followed.

#### **A. Internal Controls**

The Superintendent or his/her designee shall be responsible to develop, monitor, and enforce effective internal controls over federal awards and grants that provide reasonable assurance that the District is managing the funds in compliance with all requirements for federal grants and awards. Internal controls must meet all requirements of federal law and regulation, including the Uniform Guidance issued by the U.S. Office of Budget and Management, and shall be based on best practices.

The internal controls must provide for the following:

- (1) identification of all federal funds received and expended and their program source;
- (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements;
- (3) records sufficient to track the receipt and use of funds;
- (4) effective control and accountability over assets to assure they are used only for authorized purposes;
- (5) comparison of expenditures against budget; and
- (6) written procedures for cash management and determining the allowability of costs.

At a minimum, the internal controls shall address the following areas.

#### **1. Allowability**

Costs charged by the District to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance. Costs will be charged to a federal grant only when the cost is:

- (1) reasonable and necessary for the program;
- (2) in compliance with applicable laws, regulations, and grant or award terms;
- (3) allocable to the grant;

## **Business/Non-Instructional Operations**

### **Federal Funds**

#### **Federal Grants and Awards Administration (Federal Fiscal Compliance)**

##### **A. Internal Controls**

###### **1. Allowability (continued)**

- (4) adequately documented; and
- (5) consistent with Board policies and administrative regulations that apply to both federally-funded and non-federally funded activities.

Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

###### **2. Cash Management and Fund Control**

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

###### **3. Procurement**

All purchases for property and services made using federal funds must be conducted in accordance with all applicable federal and state laws and regulations. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed purchase or service. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

###### **4. Conflict of Interest**

The requirements for conflicts of interest are applicable to all purchases or services.

## **Business/Non-Instructional Operations**

### **Federal Funds**

#### **Federal Grants and Awards Administration (Federal Fiscal Compliance)**

##### **A. Internal Controls**

###### **4. Conflict of Interest (continued)**

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest shall disclose that conflict in writing to the Superintendent. The Superintendent shall disclose in writing any potential conflict of interest to the federal awarding agency.

For purposes of this paragraph, a conflict of interest would arise when the employee, Board member, or agent of the District, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of these parties has a financial interest in or receives a tangible personal benefit from a firm considered for a contract. An individual who is required to disclose a conflict of interest shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

The employee, Board member, or agent with a conflict of interest shall not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award but they may accept a single unsolicited item with a value of \$50 or less or multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period. Violations of this provision are subject to disciplinary action.

###### **5. Mandatory Disclosures**

The Superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Superintendent shall fully address any such violations promptly and shall notify the Board accordingly. The Board may request the Superintendent to develop a plan of correction for Board approval in appropriate situations as determined by the Board.

###### **6. Equipment and Supplies Purchased with Federal Funds**

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

## **Business/Non-Instructional Operations**

### **Federal Funds**

#### **Federal Grants and Awards Administration (Federal Fiscal Compliance)**

##### **A. Internal Controls (continued)**

###### **7. Accountability and Certifications**

All fiscal transactions must be approved by the Superintendent or designee and by the person managing the federal program who can attest that the expenditure is allowable and approved under the federal program. The Superintendent or designee shall submit all required certifications and is authorized to sign them on behalf of the Board.

###### **8. Monitoring and Reporting Performance**

The Superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Performance reports, including reports of significant developments that arise between scheduled performance reporting dates, must be submitted as required by federal or state authorities.

###### **9. Employees – Time and Effort Reporting**

All District employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.

District employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

The District shall establish and maintain employee policies on hiring, benefits and leave and outside activities, as approved by the Board.

##### **B. Audits and Corrective Action**

1. An annual independent audit will be conducted and the Superintendent or designee will prepare all financial statements, schedules of expenditures, and other documents required for the audit.
2. At the completion of the audit, the Superintendent or designee shall prepare a corrective action plan to address any audit findings. The plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The Superintendent shall present the plan to the Board for approval.

3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

**C. Training**

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

## **Business/Non-Instructional Operations**

### **Federal Funds**

#### **Federal Grants and Awards Administration (Federal Fiscal Compliance) (continued)**

#### **D. Reporting Mismanagement of Federal Funds**

Any employee who reasonably believes that federal funds have been misused or that the District is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter to the Superintendent or designee.

(cf. 3230 – Federal Funds)

(cf. 3340 – Funding of Special Programs)

(cf. 3434 – Periodic Audits)

(cf. 3542 – Food Service)

(cf. 3542.22 – Food Service Personnel Code of Conduct)

(cf. 3542.41 – Professional Standards for Food Services Personnel)

(cf. 3543.31 – Electronic Communications Use and Retention)

(cf. 4112.8 – Nepotism)

(cf. 4133 – Travel Reimbursement)

(cf. 9270 – Conflict of Interest)

Legal References: Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations – 2 CFR Part 200

Department of Education Direct Grant and State-Administered Programs, Title 34, Code of Federal Regulations – 34 CFR Part 75, Part 76

Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations – 2CFR Sec. 200.474

Policy adopted:

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

*An optional policy to consider.*

## **Business/Non-Instructional Operations**

### **School Fund Raisers**

#### **Online Fundraising Campaigns - Crowdfunding**

The **Newtown** Board of Education (Board) believes online fundraising campaigns, including crowdfunding campaigns, may further the interests of the District. Any person or entity acting on behalf of the District and wishing to conduct an online fundraising campaign for the benefit of the District shall begin the process by seeking prior approval from the Superintendent or his/her designee. Money or items raised by an online fundraising campaign will be the property of the District only upon acceptance by the Board, and will be used only in accordance with the terms for which they were given, as agreed to by the Board.

“Crowdfunding service” means a web-based service used for the solicitation of goods, services and/or money from a large number of people via the Internet. Crowdfunding is considered a form of fundraising.

Any staff, administrators, school-related groups, or members of the public seeking grants or donations on behalf of the school or for the benefit of the school and/or its students should first discuss such request with the building Principal.

Prior to finalization of any grant or donation associated with the school and/or its students, all requests for grants or donations must be approved by the Superintendent or his/her designee. When the appropriateness of a request is in doubt or if the grant/donation obligates the school to engage in specific actions, obligations or involves the addition of District/school funding, the Superintendent shall refer the request to the Board for final acceptance or rejection.

Approval of requests shall depend on factors including, but not limited to:

- Compatibility with the District’s educational program, mission, vision, core values, and beliefs;
- Congruence with the District and school goals that positively impact student performance;
- The District’s instructional priorities;
- The manner in which donations are collected and distributed by the crowdfunding platform;
- Equity in funding; and
- Other factors deemed relevant or appropriate by the District.

If approved, the requestor shall be responsible for preparing all materials and information related to the online fundraising campaign and keeping District administration apprised of the status of the campaign.

## Business/Non-Instructional Operations

### School Fund Raisers

#### Online Fundraising Campaigns - Crowdfunding

The requestor is responsible for compliance with all state and federal laws and other relevant District policies and procedures. All items and money generated are subject to the same controls and regulations as other District property and shall be deposited or inventoried accordingly. No money raised or items purchased shall be distributed to individual employees.

~~Note: Online fundraising campaigns have become an increasingly popular mechanism for individual educators to raise money. "Crowdfunding" can be defined as, the use of small amounts of capital from a large number of individuals to finance a project, business venture, or to fundraise for a specific cause or charity. For examples of organizations dedicated to crowdfunding for education please visit: DonorsChoose.org, an organization with a mission to empower "public school teachers from across the country to request much-needed materials and experiences for their students" or AdoptAClassroom.org, an organization with a mission to give "teachers a hand by providing needed classroom materials so that students can succeed."~~

District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes. All property and proceeds received as a result of online fundraising or solicitation as the result of a crowdfunding service become the property of the Board. As a result, no online fundraising may occur except as provided below:

1. The school Principal, subject to the approval of the Superintendent or his/her designee, shall approve all online fundraising activities prior to any employee posting any such fundraising solicitation.
2. Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the school where he or she is employed.
3. The employee must verify under the crowdfunding services' terms and conditions that he/she meets all requirements for such solicitation.
4. Any employee seeking to display or post a picture of a District student in conjunction with a fundraising solicitation must secure the written consent of the student's parents/guardians.
5. If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.
- ~~6. If a solicitation is not fully funded within the time period requested by the crowdfunding service, donations will be returned to the donor or to the employee as "account credits."~~
- ~~7. If for any reason, a solicitation cannot be concluded (for example, the employee no longer works at the original school), donations shall be returned to the donor or to the employee as "account credits."~~



## Business/Non-Instructional Operations

### School Fund Raisers

#### Online Fundraising Campaigns - Crowdfunding (continued)

8. Any solicitation shall be for educational purposes only. The solicitation of personal items (for example, winter coats, nutritional snacks) shall benefit students directly.
9. Unless otherwise approved by the Superintendent or his/her designee in writing, all goods and/or proceeds received through any online solicitation shall become the property of the Board and not of the individual employees who solicited the item(s) or funds.
10. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or his/her designee prior to any such solicitation.
11. **The acceptance of the funds will be presented to the Board of Education for final approval.** The Board reserves the right to deny approval of solicitation of any funding or grant application or to refuse acceptance of any funds awarded or donated.

(cf. 1324 – Solicitation of Funds by School Groups, Booster Clubs or Parent Groups)

(cf. 3280 – Gifts, Grant, and Bequests)

(cf. 3281 – School Fund Raisers)

*Another version to consider.*

## **Personnel -- Certified/Non-Certified**

### **Recruitment and Selection**

The Board of Education believes that the most important person in the educational life of any student is his/her teacher. Therefore, the Board of Education believes in recruiting and employing the best talent available (teachers, administrators, counselors, librarians, library media specialists, etc.), recognizing the contributions of diverse staff. All classroom District teachers as defined in the Every Student Succeeds Act, must be determined to be effective teachers, meeting applicable state certification and licensure requirements.

The Board of Education recognizes the heterogeneity of the people who reside in the school district and believes that diversity should have an important bearing on all aspects of the school district's activities. (i.e., Gender, Ethnicity, etc.)

The Board of Education believes it is especially important that this heterogeneity be recognized in the recruitment, hiring, promotion and assignment of personnel. ~~The Board of Education and administration shall develop and implement a written plan for diversifying staff recruitment.~~ The administration and staff shall engage in fair and sound personnel practices in the appointment of all district employees including non-certified staff. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

### *Optional language to consider*

~~The Board wishes to avoid the appearance of cronyism in its hiring practices. "Cronyism" is defined as "the giving of special treatment, preference, jobs, political appointments, or contracts to people who are friends, donors, or political cohorts rather than to people based on their abilities or qualifications."~~

On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political or family connections. ~~This will also include school relationships such as knowing the individual in high school, college, or graduate school.~~

**When recommending a candidate to the Board of Education, The the Superintendent shall provide the Board with full disclosure of will disclose** any prior knowledge or relationship with any candidate recommended for employment.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)

10-153 Discrimination on account of marital status.

## **Personnel -- Certified/Non-Certified**

### **Recruitment and Selection**

Legal Reference: Connecticut General Statutes (continued)

10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes

10-220 Duties of Boards of Education.

31-126 Unfair Employment Practices

46a-60 Discriminatory employment practices prohibited.

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

*A new policy to consider. This policy is based upon one originally developed by the Federal Bureau of Investigation (FBI) pertaining to this topic. This topic is also covered in policy 4112.5/4212.5 and its accompanying administrative regulation.*

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

#### **(Proper Access, Use and Dissemination Procedures)**

#### **Purpose**

The Board of Education's (Board) intent of this policy is to ensure the protection of the Criminal Justice Information (CJI) and its subset of Criminal History Record Information (CHRI) until the information is purged or destroyed in accordance with applicable record retention rules.

This policy is based upon the FBI's Criminal Justice Information Services (CJIS) Security Policy. The Board considers the FBI CJIS Security Policy as the minimum standard. This Board policy may augment, or increase the standards, but shall not detract from the CJIS Security Policy standards.

#### **Scope**

This policy applies to any electronic or physical media containing FBI CJI while being stored, accessed or physically moved from a secure location within the District. This policy applies to any authorized person who accesses, stores, and/or transports electronic or physical media.

### **Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)**

CJI refers to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

CHRI is a subset of CJI and for the purposes of this policy is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI.

#### **Proper Access, Use, and Dissemination of CHRI**

Information obtained from the Interstate Identification Index (III) is considered CHRI. Rules governing the access, use, and dissemination of CHRI are found in Title 28, Part 20, CFR. The III shall be accessed only for an authorized purpose.

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

#### **Proper Access, Use, and Dissemination of CHRI (continued)**

Further, CHRI shall only be used for an authorized purpose consistent with the purpose for which III was accessed. Dissemination to another agency is authorized if (a) the other agency is an Authorized Recipient of such information and is being serviced by the accessing agency, or (b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by appropriate CJIS Systems Agency (CSA) or State Identification Bureau (SIB) officials with applicable agreements in place.

### **Personnel Security Screening**

Access to CJI and/or CHRI is restricted to authorized personnel. Authorized personnel is defined as an individual or group of individuals, appropriately vetted through a national fingerprint-based record check and granted access to CJI data. Agencies, including school districts, located within states with legislation authorizing or requiring civil fingerprint-based background checks for personnel with access to CHRI for the purposes of licensing or employment shall submit a fingerprint-based record check within 30 days of employment or assignment on all personnel with those who have direct access to CJI, those who have direct responsibility to configure and maintain computer systems and networks with direct access to CJI, and any persons with access to physically secure locations or controlled areas containing CJI.

### **Security Awareness Training**

Basic security awareness training is required, within six months of initial assignment, and biennially thereafter, for all personnel with access to CJI.

### **Physical Security**

A “physically secure location” is a facility or an area, room, or group of rooms within a facility with sufficient physical and personnel security controls to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls.

Only authorized personnel shall access physically secure non-public locations. The District will maintain a current list of authorized personnel. All physical access points into the District’s secure areas will be authorized before granting access. The District will implement access controls and monitor physically secure areas to protect all transmission and display mediums of CJI. Authorized personnel will take necessary steps to prevent and protect the District from physical, logical and electronic breaches.

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

#### **Criminal History Record Information (CHRI) (continued)**

### **Media Protection**

Controls shall be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. “Electronic media” includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. “Physical media” includes printed documents and imagery that contain CJI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas. The District restricts access to electronic and physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data shall be encrypted per Section 5.10.1.2.

### **Media Transport**

Controls shall protect electronic and physical media containing CJI while in transport (physically moved from one location to another) to prevent inadvertent or inappropriate disclosure and use. The District shall protect and control electronic and physical media during transport outside of controlled areas and restrict the activities associated with transport of such media to authorized personnel.

### **Media Sanitization and Disposal**

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, printouts, and other similar items used to process, store and/or transmit FBI CJI shall be properly disposed of in accordance with measures established by the District.

One of the following methods shall dispose of physical media (printouts and other physical media):

1. Shredding using District issued shredders;
2. Placed in locked shredding bins for private contractor to come on-site and shred, witnessed by District personnel throughout the entire process;
3. Incineration using District incinerators or witnessed by District personnel onsite at District or at contractor incineration site, if conducted by non-authorized personnel.

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

### **Media Sanitization and Disposal (continued)**

Electronic media (hard-drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier hard-drives, etc.) shall be disposed of by one of the following District methods:

1. *Overwriting* (at least 3 times) – an effective method of clearing data from magnetic media. Overwriting uses a program to write (1's, 0's, or a combination of both) onto the location of the media where the file to be sanitized is located.
2. *Degaussing* – a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Common magnets are weak and shall not be used to degauss magnetic media.
3. *Destruction* – a method of destroying magnetic media. Destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI CJI and/or sensitive and classified information shall not be released from the District's control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

### **Account Management**

The District shall manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The District shall validate information system accounts at least annually and shall document the validation process.

All accounts shall be reviewed at least annually by the designated CJIS point of contact (POC) or his/her designee to ensure that access and account privileges are commensurate with job functions, need-to-know, and employment status on systems that contain Criminal Justice Information. The POC may also conduct periodic reviews.

### **Remote Access**

The District shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access is any temporary access to the District's information system by a user (or an information system) communicating temporarily through an external, non-District controlled network (e.g., the Internet).

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

#### **Criminal History Record Information (CHRI)**

#### **Remote Access (continued)**

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The District shall control all remote accesses through managed access control points. The District may permit remote access for privileged functions only for compelling operational needs, but shall document the rationale for such access in the security plan for the information system.

Utilizing publicly accessible computers to access, process, store or transmit CJI is prohibited. Publicly accessible computers include but are not limited to hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.

#### **Personally Owned Information Systems**

A personally owned information system is not authorized to access, process, store or transmit CJI unless the District has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes any portable technology like camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards and mobile wireless devices such as Androids, Blackberry OS, Apple iOS, Windows Mobile, Symbian, tablets, laptops or any personal desktop computer.

#### **Reporting Information Security Events**

The District shall promptly report incident information to appropriate authorities to include the state CSA or SIB's Information Security Officer (ISO). Information security events and weaknesses associated with information systems shall be communicated to allow for timely corrective action to be taken. Formal event reporting and escalation procedures shall be in place. Wherever feasible, the District shall employ automated mechanisms to assist in the reporting of security incidents. All employees, contractors and third party users shall be made aware of the procedures for reporting the different types of event and weakness that might have an impact on the security of agency assets and are required to report any information security events and weaknesses as quickly as possible to the designated point of contact.

#### **Policy Violation/Misuse Notification**

Violation of any of the requirements contained in this CJIS Security Policy or Title 28, Part 20, CFR, by any authorized personnel will result in suitable disciplinary action, up to and including loss of access privileges, civil and criminal prosecution and/or termination.



## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

### **Criminal History Record Information (CHRI)**

### **Policy Violation/Misuse Notification (continued)**

Likewise, violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any visitor can result in similar disciplinary action against the sponsoring employee, and can result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

(cf. 4112.5/4212.5 - Security Check/Fingerprinting)

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

CJIS Security Policy

Title 28 C.F.R. Part 20

Policy adopted:

**NEWTOWN PUBLIC SCHOOLS**  
Newtown, Connecticut

*An optional regulation to consider, extensively revised to reflect new legislation. It has been further updated to include a new section pertaining to Criminal Justice Information (CJI).*

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting**

Each person hired by the school system shall be required to submit to state and national criminal record checks. In order to process such record checks, the following procedure will be followed:

1. No later than ten calendar days after the Superintendent or his/her designee has notified job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will supply the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted. ~~by the Regional Service Center.~~ This packet shall also contain all documents and materials necessary ~~for the Regional Service Center~~ to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks.
2. No later than ten calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee ~~in writing~~ of the results of the record check and will provide an opportunity for the affected applicant/ employee to respond to the results of the criminal record check.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including, but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting (continued)**

6. Each applicant for a position involving direct student contact is required to make three disclosures to the Board for a position involving direct student contact. The applicant must:
  - a. Provide the District with contact information for current and former employers if they were education employers or the employment otherwise involved contact with children. The contact information must include each employer's name, address, and telephone number.
  - b. Provide a written authorization that consents to and authorizes such former employers to disclose information and related records about him or her that is requested on the SDE-designed standardized form that interviewing education employers send. The authorization also must consent to and authorize SDE to disclose information and related records to requesting education employers and release such former employers and SDE from any liability that may arise from such disclosure or release.
  - c. Give a written statement about whether he or she:
    - i. was the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency, or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated;
    - ii. was disciplined or asked to resign from a job or resigned from or otherwise separated from any job while an allegation of abuse or neglect was pending or under investigation by the Department of Children and Families (DCF), or an allegation of sexual misconduct was pending or under investigation or because of an allegation substantiated by DCF of abuse or neglect or sexual misconduct or a conviction for abuse or neglect or sexual misconduct; or
    - iii. had a professional or occupational license or certificate suspended or revoked or ever surrendered one while an allegation of abuse or neglect was pending or under investigation by DCF, or an investigation of sexual misconduct was pending or under investigation, or because of an allegation substantiated by DCF of abuse or sexual misconduct or a conviction for abuse or sexual misconduct.

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting (continued)**

7. The District is prohibited from offering employment for any position involving direct student contact until the following has occurred:
  - a. the applicant has complied with the above disclosure requirements;
  - b. the District has reviewed, either through written or telephone communication, the applicant's employment history on the standardized form filled out by current and past employers, which current or former employers must complete and return within five business days of receipt; and
  - c. the District has requested information from SDE about the applicant's eligibility status for a position requiring a certificate, authorization, or permit; previous disciplinary action for a substantiated finding of abuse or neglect or sexual misconduct; and notice of a criminal conviction or pending criminal charges against the applicant.
8. A good faith effort to reach an applicant's current and previous employers shall be made. A "good faith effort" is one requiring no more than three phone calls on three separate days.
9. The District may request additional information from an applicant's current or former employers relating to any response the applicant listed on the standardized SDE form, to which the applicant must respond within five business days of receipt. Immunity is provided from criminal and civil liability to any employer who provides such information, as well as to SDE, as long as the information supplied is not knowingly false.
10. The information available to the Board from SDE about an applicant may include:
  - a. any information about the applicant's eligibility for employment with such education employer in a position that requires a certificate, authorization, or permit;
  - b. whether SDE knows if the applicant was disciplined for a finding of abuse or neglect or sexual misconduct, and any information related to the finding; and
  - c. whether SDE has been notified that the applicant has been convicted of a crime or of pending criminal charges against the applicant and any information about such charges.
11. Applicants for substitute teaching positions must also fulfill the disclosure requirements as listed above. The District will also request information from the applicant's prior employers and SDE (in the same manner required for other applicants).

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting (continued)**

12. Adult education teachers and substitute teachers, if they are continuously employed by the district, do not have to be refingerprinted after fulfilling the initial requirement.
13. The District shall maintain a list of individuals suitable to work as substitute teachers. Only those on the list may be hired as substitute teachers. An individual remains on the list as long as (1) he or she is continuously employed by the District as a substitute teacher and (2) District does not have any knowledge that would cause the person to be removed from the list.
14. School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.
15. Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate shall also submit to a criminal history check. The criminal history check shall be done prior to being placed in a school for clinical experiences such as field experiences, student teaching or internship. Candidates are required to be fingerprinted at one of the RESCs and not through local police stations or the school district. The District is required to notify the State Board of Education if notice is received that a student teacher has been convicted of a crime.
16. Each applicant for a certified position must submit to a records check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry established pursuant to C.G.S. 17a-101k before the applicant may be hired. The Superintendent or his/her designee shall request the required records check of DCF in accordance with the procedures established by DCF.
17. Each applicant for a non-certified position must submit to a records check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry established pursuant to C.G.S. 17a-101k before the applicant may be hired. The Superintendent or his/her designee shall request the required records check of DCF in accordance with the procedures established by DCF.
18. Contractors that apply for positions involving direct student contact are required to perform the checks on their employees who would fill such positions. These checks are similar to the ones the District must perform on applicants.
  - a. A contractor's employee must fulfill the three disclosure requirements that a regular, direct applicant for such a position must fulfill.

## Personnel – Certified/Non-Certified

### Security Check/Fingerprinting (continued)

- b. The contractor must contact any current or former employers that were education employers and request, by telephone or in writing, any information about whether there was a finding of abuse or neglect or sexual misconduct against the employee, and which the employer must report if there is one.
  - c. Should the contractor receive any information indicating such a finding or otherwise has knowledge of one, he or she must immediately forward, either by telephone or in writing, the information to the District.
  - d. The District must determine whether the employee may work in a position involving direct student contact at any of its schools.
  - e. It is not considered a breach of contract for the District to determine that the contractor's employee is forbidden to work under any such contract in such a position.
19. The District shall notify SDE when it receives information that applicants or employees have been disciplined for a finding of abuse or sexual misconduct.
20. The District is required to provide upon request, to any other education employer or to the Commissioner of Education, information it may have about a finding of abuse or sexual misconduct for someone being vetted for hire as a direct employee of the Board or a contractor's employee.
21. The Board is prohibited from entering into any collective bargaining agreement, employment contract, resignation or termination agreement, severance agreement, or any other agreement or take any action that results in any of the following outcomes:
  - a. has the effect of suppressing information about an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
  - b. affects the education employer's ability to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
  - c. requires the district to expunge information about an allegation or finding of suspected abuse or neglect or sexual misconduct from any documents it maintains, unless after investigation the allegation is dismissed or found to be false.

## Personnel – Certified/Non-Certified

### Security Check/Fingerprinting (continued)

22. The District may employ or contract with an applicant for up to 90 days while awaiting the complete review of their application information, as long as the following has occurred:
  - a. the applicant has submitted to the District the three required disclosures,
  - b. the District has no information about the applicant that would disqualify him or her from employment, and
  - c. the applicant affirms that he or she is not disqualified from employment with the education employer.
23. Applicants who knowingly provide false information or knowingly fail to disclose information that is statutorily required to the District is subject to discipline by the District. Such discipline may include denial of employment or termination of a certified employee's contract.

### Criminal Justice Information\*

Policies #4112.5/4212.5 and #4112.51/4212.51 and applicable law require applicants for employment in the District to submit to state and national criminal record checks. All results for such background checks and accompanying information is considered "Criminal Justice Information (CJI)." Such information is to be maintained, used and disclosed in compliance with this administrative regulation. These regulations apply to all CJI that the District possesses or controls in any form or format, including CJI contained in correspondence, documentation or reports of the District.

### Definitions

**Criminal Justice Information (CJI)** means the results of any state or federal criminal record checks of an applicant for employment in the district, volunteer, employee, or contractor and all copies thereof.

**Criminal Justice Information Officer (CJI Officer)** means the individual appointed by the Superintendent to be responsible for the use, disclosure, and safeguarding of CJI in the District. This individual serves as the District's primary point of contact for CJI matters and these regulations.

**Permitted Individual** means an individual designated by the Superintendent, or his/her designee, who may access CJI. Such individuals may include, but are not limited to, human resources personnel, and certain administrative staff.

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting (continued)**

#### **Request and Use of Criminal Justice Information**

An employee, contractor, applicant, volunteer, will be asked by the District for CJI as permitted or required by applicable policy and/or law.

The Superintendent or his/her designee shall designate those individuals who will be considered “Permitted Individuals” for purposes of these regulations. CJI may not be accessed by any other member of the District staff or be used for any reason without obtaining prior written approval from the CJI Officer. CJI used by the “Permitted Individual” is limited to that permitted or required by law or District policy.

“Permitted Individuals” must satisfy applicable legal screening requirements prior to access to CJI, including the following:

1. Permitted Individuals who are Connecticut residents shall be screened by the District through a Connecticut and national fingerprint-based record check after designations as a Permitted Individual.
2. Permitted Individuals who are not Connecticut residents shall be subject to a District state and national fingerprint-based record check and follow FBI guidance pertaining to additional screening requirements.

The Connecticut Department of Emergency Services and Public Protection may be consulted by the CJI Officer pertaining to the execution of the above cited screening requirements.

A Permitted Individual’s access to CJI may be terminated with or without cause at the discretion of the Superintendent, CJI Officer, or their respective designees. Upon termination of the Permitted Individual’s employment in or contract with the District, such individual’s access to CJI is to be immediately terminated. Reassignment or modification of a Permitted Individual’s professional responsibilities is considered cause to reconsider CJI access.

#### **Maintenance and Safeguarding of Criminal Justice Information (CJI)**

The District will designate the locations, files and information systems where CJI is to be maintained. These controlled areas, locked when unattended, are limited to Permitted Individuals and other authorized personnel. If not possible to reasonably restrict access, all CJI is to be maintained in encrypted format in a manner consistent with legal requirements and industry standards.

The written approval of the CJI Officer is required in order to remove CJI from a controlled area. The CJI Officer must develop a protocol to ensure the protection of CJI while being transported and while out of the controlled area.



## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting** (continued)

### **Maintenance and Safeguarding of Criminal Justice information (CJI)** (continued)

CJI that is maintained in paper format must be kept in a physically secure location, with a posted notice of restricted access to such records. An access log or sign-in sheet is to be used to record access to paper records.

The Criminal Justice Information Services (CJIS) Security Policy contains safeguards for CJI records maintained in electronic format which the District shall comply. These safeguards include, but are not limited to, maintaining CJI on secure electronic systems and media; positioning information systems in a manner to prevent unauthorized individuals access and viewing CJI; storing electronic media containing CJI in a secure location; instituting access controls to limit access to Permitted Individuals; validating and authenticating information system users accessing CJI; developing protocols for configuration management and providing necessary access for system modifications and maintenance; providing the capability to detect and protect against threats to the integrity of CJI; developing parameters for auditing electronic systems containing CJI; and instituting media protection policies and procedures.

### **Disclosure of CJI by Permitted Individuals**

CJI may be disclosed by Permitted Individuals to (1) District staff upon written approval of the Superintendent, CJI Officer or their respective designees when such disclosure is viewed as reasonably necessary for the performance of District function or policy or consistent with applicable law; (2) third-party individuals/entities when such disclosure has been approved by the Superintendent or CJI Officer or their respective designees, when consistent with applicable law; or as otherwise required or permitted by law. All such disclosures shall be logged.

### **Security Incident Response**

“Security Incident” is the actual or suspected acquisition, access, use, or disclosure of CJI in a manner not permitted by these regulations or applicable law. A Security Incident must be reported immediately to the CJI Officer, who will investigate, collect relevant evidence and respond to all such incidents.

The CJI Officer is to document each security incident including the District’s response, steps taken to mitigate harm to the affected individuals and changes, as necessary to District policies and procedures to avoid a reoccurrence of such incidents.

Security incidents are to be reported in writing to the District, regarding an individual’s CJI that may have been accessed, acquired or disclosed during the Security Incident. Affected individuals and/or appropriate government agencies will be notified by the District as required by law or as the District determines appropriate.

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting** (continued)

### **Record Retention, Disposal and Destruction of CJI**

CJI shall be maintained by the District in conformity with applicable record retention laws. Records containing CJI shall be stored for extended periods only if they are key elements for the integrity and/or utility of case files and/or criminal record files. Any audit records and transaction logs are to be maintained for one year. All records containing CJI are to be destroyed when the District is no longer required to keep CJI on file.

CJI containing paper records shall be disposed of as to make them unreadable and unable to be reconstructed, by shredding or incineration of such records. Electronic media containing CJI shall be destroyed utilizing a method that renders the CJI unreadable, indecipherable or unable to be reconstructed. Media destruction is to be done only by authorized personnel and witnessed and the method used documented.

### **Training**

District staff with access to CJI shall initially be trained in the use, disclosure and safeguarding of such information and no less than biennially after the initial training.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181, June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67)

17a-101k Registry of findings of abuse or neglect of children maintained by Commissioner of Children and Families. Notice of finding of abuse or neglect of child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records.

PA 16-83 An Act Concerning Fair Chance Employment

## **Personnel – Certified/Non-Certified**

### **Security Check/Fingerprinting (continued)**

Legal Reference: Connecticut General Statutes (continued)

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

\*This section of the administrative regulation pertaining to Criminal Justice Information (CJI) is based upon information originally developed by the law firm of Shipman and Goodwin.

Regulation approved:

**NEWTOWN PUBLIC SCHOOLS**  
Newtown, Connecticut

**NEWTOWN BOARD OF EDUCATION  
2018 SCHEDULE OF MEETINGS**

Meetings will be held in the Council Chambers in the Newtown Municipal Center, 3 Primrose Street, at 7:30 p.m. with the exception of the January 2, January 16, February 20 and September 4 meetings which will be held in the Reed Intermediate School library.

January 2 – *Reed Intermediate School Library*  
January 4 (budget overview)  
January 9 (budget)  
January 11 (budget)  
January 16 – *Reed Intermediate School Library*  
January 30 (public hearing & discussion)  
February 1 (budget adoption)  
February 6  
February 20 – *Reed Intermediate School Library*  
March 6  
March 20  
April 3  
April 10  
May 1  
May 15  
June 5  
June 19  
July 17  
August 14  
September 4 – *Reed Intermediate School Library*  
September 18  
October 2  
October 16  
November 6  
November 20  
December 4  
December 18

January 8, 2019  
January 22, 2019 – *Reed Intermediate School*

Approved November 7, 2017

## Community Relations

### Visits to the Schools

The Board of Education and staff of the school district welcome and strongly encourage members of the community and other interested persons to visit the schools. Such visits shall be regarded as expressions of interest in school affairs and/or efforts to become informed about school programs and activities.

The Superintendent shall establish regulations which:

1. Encourage school visitations.
2. Provide for appropriate hospitality for visitors.
3. Ensure that public visits will not hinder the educational program.
4. Require all visitors to register in the principal's office upon arrival at the school.
5. Ensure student safety.
6. To preserve the security of the schools, all visitors must check in at the security kiosk and/or main office where they shall be given whatever information or assistance required. All visitors are required to follow current district security protocol.

Visits to individual classrooms during instructional time shall be permitted only with the Principal's and teacher's prior (no drop-ins) approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. When a visit involves a conference with a teacher or the Principal, an appointment should be scheduled during non-instructional time.

Since continuity in classrooms is often difficult to achieve and maintain, while visiting in a classroom, a visitor must not interrupt the class in any way, nor speak to (unless invited to do so) or disturb the students or teacher.

Although Board of Education members are encouraged to visit schools independently, they have authority only in regularly called meetings of the Board of Education, or when delegated specific tasks by specific Board of Education action.

The Superintendent, working with building administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address (1) parental rights; (2) escort by District personnel; (3) access to common areas of the campus; (4) access to classrooms; (5) drop off and release of students; (6) eligibility to serve as volunteers; and (7) any other relevant issues.

The Principal or his/her designee shall have complete authority to exclude from the school premises any persons whom he/she has reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or whom the Principal believes are on the premises for the purposes of committing an illegal act. Such instances shall be reported to the Superintendent.

## Community Relations

### Visits to the Schools (continued)

#### Classroom Observations:

For purposes of this policy, the term “observer” means either a parent or guardian, or a third party, such as an evaluator, who has been asked to observe a specific student at a parent or guardian’s request. A parent or guardian’s right to observe extends only to his/her child.

All observations must be scheduled in advance, in order to limit disruption to the educational process. The parent shall inform the school principal who the observer will be, and the school principal or his/her designee will work with the observer to schedule a mutually convenient time for the observation. All observations shall be limited to one half hour (30 minutes). If the observer has a legitimate reason for needing additional observation time, such request shall be made in advance, and the building principal shall have the discretion to grant such request.

In order to avoid disruption of the classroom environment, the number of people observing a student at any one time shall be limited to two persons. In addition, a school staff person will accompany the observer(s) at all times during the course of the observation. The observer(s) shall report to the main office and sign in upon arrival, and wait in the main office for the staff person who will accompany the observer. The observer(s) must wear a visitor’s badge at all times while inside the school building.

The Board expects that observers will be respectful of the instruction that is occurring in the classroom. Observers must turn off all cellphones, sit quietly, and not engage the students in conversation. If at any point, the observation becomes disruptive to the educational process, the school staff may end the evaluation. Once the observation has concluded, the observer(s) shall sign out in the main office and leave school grounds, unless she/he has other legitimate business at the school.

An observer should not expect to conference with teachers before, during or after the observation, as the teacher has responsibilities for a classroom full of students. Instead, the parent or guardian may make a separate appointment to meet with the teacher at another time.

Any reports generated concerning observations of children in school may not contain any personally identifiable information concerning other students present in the classroom at the time of the observation. Observation reports concerning children do not constitute teacher or staff evaluations.

Legal Reference: Connecticut General Statutes

53a-185 Loitering in or about school grounds: Class C misdemeanor

Policy adopted: May 5, 2015  
**EFFECTIVE: July 1, 2015**

NEWTOWN PUBLIC SCHOOLS  
 Newtown, Connecticut

## **Community Relations**

### **Visits to the Schools**

#### **Visitor Protocols**

##### **Definition**

**For the purposes of this administrative regulation a visitor shall be defined as any person entering a school facility during normal school hours other than:**

- A student who attends that facility
- A member of that school's staff and faculty
- Central Office Employees with assigned duties at the school facility
- Multi-site Employees with assigned duties at the school facility
- Maintenance Department Employees
- Uniformed Police or Fire Department personnel in performance of their assigned duties

##### **All visitors shall:**

1. Arrive at the school building main entrance, press A-phone, and advise staff as to the purpose of their visit
2. Enter the building through the main entrance door after being granted access by staff
3. Immediately report to the security welcome desk
4. Present photo identification to staff, which will be scanned into the Raptor Visitor Management System
5. Be issued a printed Visitor ID Badge, which includes their photograph, date of visit, and location of visit within the school building
6. Affix the Visitor ID Badge to their outer-most garment where it shall remain visible throughout the duration of their visit
7. Report back to the security welcome desk upon the conclusion of their visit
8. Return Visitor ID Badge to staff, who will remove their name from the Raptor Visitor Management System
9. Promptly exit the school building through the main egress doors

The Principal or designee may refuse to register an outsider if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students or employees; would result in damage to property; or would result in the distribution of a controlled substance. The Principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

## **Community Relations**

### **Visits to the Schools**

#### **Visitor Protocols** (continued)

**Visitors entering the building at locations other than the designated visitors' entrance shall be:**

1. Stopped by staff, who will immediately summon security personnel
2. Delay at the area of contact until arrival of security personnel
3. Escorted by the security personnel to the welcome desk, or outside the building if warranted
4. Requested to provide photo identification and reason for visit
5. Processed as a visitor according to number 4 through 9 above

**Visitors who refuse to identify themselves shall be considered trespassers. Staff shall:**

1. Immediately summon a school administrator (or designee) and the SRO or SRO (if applicable)
2. The administrator (or designee) upon evaluation of the situation may:
  - a. Contact the Police Department
  - b. Direct the individual(s) to leave the building immediately with an escort from security personnel or staff
  - c. Consider implementing District emergency response procedures as necessary

**Special Exceptions to the above:**

#### **Special Events (Plays, Concerts, Award Ceremonies, etc.)**

When a special event is planned which will attract large numbers of visitors so as to make the sign-in procedures impractical, the school administration shall designate and mark the appropriate path to the event location (auditorium, APR, gym, media center etc.). Appropriate staff shall be assigned to direct visitor(s) to the event location.

#### **Deliveries**

School staff that is expecting the delivery of a package(s) should notify the Main Office. Packages are not to be delivered directly to the staff. All packages shall be delivered to a location as determined by the school administration.

A sign-in log shall be maintained for deliveries required for building operations (such as food, fuel, etc.) to locations other than the Main Office.

Students are not expected to receive mail and/or packages at school. Mail and/or packages for students are to be refused unless prior arrangements have been approved by the school principal.



## Community Relations

### Visits to the Schools

#### Visitor Protocols (continued)

#### Operations

Maintenance Department Employees shall notify the school administration of their presence within the school facility.

#### **Other Board of Education employees without assigned duties at the school facility shall:**

1. Enter building at a location identified and approved by the school administration
2. Ensure the district-issued photo ID badge is clearly displayed on their person
3. Report to the security welcome desk located in the building main lobby
4. Provide their district-issued photo ID badge and name to security personnel or staff
5. Check out of the building at the security welcome desk at the conclusion of their visit

#### **Special Exceptions to the above:**

#### **Board of Education members shall:**

1. Enter building at location designated by the school administration
2. Go to the Main Office
3. Sign in the Visitor's Log Book (Visitor Name, Purpose of Visit, Person Visiting)
4. Sign out at the end of their visit

#### **Classroom Observations:**

~~When determining whether to approve a request to visit and/or observe student programs the Principal or his/her designee shall consider such factors as (1) the frequency of visits; (2) the duration of the visit; (3) the number of visitors involved; (4) the effect of the visit on a particular class or activity; (5) the age of the students; (6) the nature of the class or programs; (7) the potential for disclosure of confidential personally identifiable student information; (8) whether the visitor has a legitimate educational interest in visiting the school; and (9) any safety risk to students and school staff. The following guidelines shall be followed:~~

- ~~1. If the visitor wishes to observe a classroom, the time will be arranged in advance after the Principal has conferred with the teacher. The Principal has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria.~~
- ~~2. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before and after the observation to enhance understanding of the activities.~~

## **Community Relations**

### **Visits to the Schools**

#### **Visitor Protocols (continued)**

3. ~~The Principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the Principal may withdraw approval. In either case, the Principal will give reasons for the action; and~~
4. ~~If a dispute arises regarding limitations upon or withholding of approval for visits:
  - a. ~~The visitor will first discuss the matter with the Principal;~~
  - b. ~~If it is not satisfactorily resolved, the visitor may request a meeting with the Superintendent or designee.~~
  - c. ~~The Superintendent or designee will promptly meet with the visitor, investigate the dispute and render a written decision. The written decision will indicate that the visitor may appeal to the Board of Education to review the limitations imposed.~~~~

Regulation approved: May 5, 2015, Effective: July 1, 2015  
Regulation revised: July 21, 2016

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

*A recommended “good practice” policy to consider. A sample regulation follows.*

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination on the Basis of Disabilities (~~Option 1~~)**

The Board of Education prohibits discrimination against any individual with a disability with regard to recruitment, advertisement and job application procedures; hiring, upgrading, promotion, awarding of tenure, demotion, transfer, layoff, termination, right of return from layoff, employee compensation, job assignments, job classifications, organizational structures, position descriptions, lines of progression and seniority lists, leaves of absence, sick leave or other leaves, fringe benefits or job training.

Federal law defines a person with a disability as one who (1) has a mental or physical impairment which substantially limits one or more major life activities such as, but not limited to, caring for one’s self; performing manual tasks walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, reading, writing, concentrating, thinking, communicating, interacting with others, speaking, breathing, learning or working; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The Board will afford qualified disabled individuals reasonable accommodations. The Supreme Court of the United States has recognized that individuals with a communicable disease may be considered disabled.

The Board of Education recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school-sponsored programs. No discrimination against any person with a disability will be knowingly permitted in any of the programs and practices in the school system.

With regard to its employees, the Board specifically prohibits discrimination against any individual with a qualified disability with regard to recruitment, hiring, promotion or advancement, compensation, evaluation, training, or any other aspect of employment within the school system. The Board will afford qualified disabled individuals reasonable accommodations in accordance with state and federal law.

Disabled employees who can no longer perform essential job functions are encouraged to advise their supervisors or administrators of the nature of their disability and which functions cannot be performed. The Board will consider any reasonable suggestions of accommodation that would enable performance of those functions so long as the accommodation will not impose an undue hardship on the operation of the school system. The term “disability” shall be broadly construed. The determination of whether an individual has a disability should not demand extensive analysis.

A person is not qualified to perform his/her duties if his/her medical condition or disability poses a threat to health or safety of individuals in the workplace.

Persons, including employees of the district, that feel they may have been discriminated against on the basis of a disability should contact the Director of ~~Pupil Personnel Services~~ **Human Resources**.

## Personnel – Certified/Non-Certified

### Nondiscrimination on the Basis of Disabilities (~~Option 1~~) (continued)

~~*Note: The district needs to name a person who will coordinate the system's efforts to comply with the Americans with Disabilities Act. It can be the same person named to coordinate the district's efforts to comply with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972.*~~

Employees seeking accommodations for a disability in order to perform essential job functions are encouraged to contact their supervisors or administrators and/or the Director of Pupil Personnel Services **Human Resources**.

~~***Optional language for Fragrance and Chemical Sensitivities:*** It is also the District's goal to be sensitive to employees with perfume and chemical sensitivities. Employees who are sensitive to perfumes and chemicals may suffer potentially serious health consequences. In order to accommodate employees who are medically sensitive to the chemicals in scented products, the District requests that individuals refrain from wearing chemical based scented products. These products include perfume, cologne, aftershave, body spray, scented lotion, fragranced hair spray or similar products. In addition, the District requests that spray or solid air fresheners, room deodorizers, plug in wall air fresheners, cleaning compounds or similar products not be used.~~

(cf. 0521 - Nondiscrimination)

(cf. 4112.4/4212.4 - Health Examinations)

Legal Reference: Connecticut General Statutes  
10-209 Records not to be public.  
19-581 AIDS testing and medical information.  
46a-60 Discriminatory employment practices prohibited.  
Federal Law  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).  
American Disability Act of 1989, 42 U.S.C. 12101 et. seq., as amended by the ADA Amendments Act of 2008  
29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11  
*Chalk v. The United States District Court of Central California.*  
Amendments of Americans with Disabilities Act, Title II and Title III, Regulation to Implement ADA Amendments Act of 2008. Federal Register, Vol. 81, No. 155 (28 CFR Parts 35 & 36)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

**SECTION 504/ADA  
EMPLOYEE REQUEST FOR ACCOMMODATION**

1. Name of Employee: \_\_\_\_\_ Title/Position: \_\_\_\_\_

2. Eligibility Determination

*Individuals considered eligible for protection from discrimination under Section 504/ADA are those who have a physical or mental impairment which substantially limits a major life activity; has a record of such impairment; or is regarded as having such an impairment.*

A. Please describe your mental or physical disability:

B. Please describe the major life activity substantially limited by your disability:

C. Please describe how your disability affects your ability to perform essential job functions:

D. Please describe the specific accommodation(s) being requested:

E. Have you attached medical documentation to support your request?  Yes  No

F. If "no", please provide the name and contact information for your treating physician:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_

3. **Authorization to Communicate with Medical Provider**

I hereby authorize my employer, the \_\_\_\_\_ District to obtain, and for the medical provider listed above, to release confidential protected health information to the Director of ~~Pupil Personnel Services~~ **Human Resources** for the limited purpose of determining any work related restrictions and/or accommodations which may be necessary in order to fulfill the essential function of my employment responsibilities. Any information received by my employer pursuant to this authorization shall be subject to all applicable state and federal confidentiality laws governing further use and disclosure of such information.

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date*

**ONCE COMPLETED, THIS FORM, ALONG WITH SUPPORTING DOCUMENTATION  
SHOULD BE FORWARDED TO THE DIRECTOR OF PUPIL PERSONNEL SERVICES  
HUMAN RESOURCES.**

*Sample regulation.*

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination on the Basis of Disabilities**

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, as amended, the Board of Education (Board) does not discriminate against qualified individuals with disabilities in the District's services, programs or activities.

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, the Board does not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the Equal Employment Opportunity Commission under Title I of the Americans with Disabilities Act.

### **Definitions**

**Person with a Disability:** An individual who (1) has a mental or physical impairment which substantially limits one or more major life activities; ~~such as, but not limited to, caring for one's self; performing manual tasks walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, reading, concentrating, thinking, communicating, interacting with others, speaking, breathing, learning or working;~~ (2) has a record of such an impairment; or (3) is regarded as having such an impairment. An impairment that is episodic or in remission is considered a disability if it would substantially limit a major life activity when active.

**Mental or Physical Impairments:** Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. They also cover any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or physical illness, and specific learning disabilities. This includes, but is not limited to, contagious and non-contagious diseases and conditions such as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia, and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection, tuberculosis, drug addiction and alcoholism. It does not include homosexuality or bisexuality.

**Major Life Activities:** Major life activities include, but are not limited to, (1) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, writing, concentrating, thinking, communication, interacting with others, and working; ~~(whether an activity is a "major life activity" is not determined by reference to whether it is of "central importance to daily life.")~~ and (ii) the operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination on the Basis of Disabilities**

#### **Definitions** (continued)

**Substantially Limits:** This term shall be construed broadly in favor of expansive coverage to the maximum extent permitted by the ADA. It is not meant to be a demanding standard. Consistent with the Amendments to the ADA (ADAAA), “rules of construction” are to be used when determining if an individual is substantially limited in performing a major life activity.

**Has a Record of Such an Impairment:** In general, this term means if an individual has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities. This shall be construed broadly and not demand extensive analysis. An individual with a record of a substantially limiting impairment may be entitled, absent undue hardship to the district, to a reasonable accommodation if needed and related to the past disability.

#### **Determination of Disability Requiring Accommodation**

“Rules of construction” are to be used when determining if an individual is substantially limited in performing a major life activity. These rules include the following:

1. The impairment substantially limits the ability of an individual to perform a major life activity, as compared to most people in the general population. It need not prevent or severely or significantly limit a major life activity. Not every impairment will constitute a disability.
2. The term “substantially limits” should be construed broadly in favor of expansive coverage to the maximum extent permitted by the terms of the ADA. “Substantially limits” is not meant to be a demanding standard.
3. The determination of whether an impairment substantially limits a major life activity requires an individual assessment, but should not demand/require extensive analysis.
4. Although determination of whether an impairment substantially limits a major life activity as compared to most people will not usually require scientific, medical or statistical evidence, such evidence may be used if appropriate.
5. An individual need not be substantially limited or have a record of a substantial limitation, in one major life activity to be covered under the first or second prong of the definition of “disability.”
6. An impairment that is episodic or in remission meets the definition of “disability” if it would substantially limit a major life activity when active. (Impairments that may be episodic include epilepsy, hypertension, asthma, diabetes, major depression disorder, bipolar disorder, and schizophrenia. Cancer that is in remission but that may possibly return in a substantially limiting form is also considered a disability.)

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination on the Basis of Disabilities**

#### **Determination of Disability Requiring Accommodation** (continued)

7. Mitigating measures, including but not limited to, medications, medical equipment and devices, prosthetic limbs, low vision devices, hearing aids, mobility devices, oxygen therapy equipment, use of assistive technology, reasonable accommodations, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, and physical therapy, shall not be used in the determination of whether an impairment substantially limits a major life activity. (Eyeglasses and contact lenses shall, however, be considered.) The determination of disability must focus on whether the individual would be substantially limited in performing a major life activity without the mitigating standard.
8. An impairment that substantially limits one major life activity need not substantially limit other major life activities to be considered a substantially limiting impairment.
9. Impairments that last fewer than six months do not apply to the definition of “disability.” The effects of an impairment lasting or expected to last fewer than six months can be substantially limiting.

#### **Medical Examinations**

The school Board may make pre-employment inquiries into the ability of an applicant to perform job-related functions. Medical examinations may be required after an offer of employment has been extended to an applicant and before commencement of employment duties. Any information obtained from such medical examinations will be collected and maintained on separate forms and in separate medical files and will be treated with confidentiality.

An employee, who is not qualified to perform their duties or whose medical condition or disability poses a direct threat to the health or safety of individuals in the workplace, once properly established by medical evidence and after proper due process procedures, may be relieved of their duties or reassigned.

The Board of Education may lawfully refuse to assign a person having a communicable disease, which is transmittable through the handling of food, to such duty or position as specified in the Federal Register Food and Drug Administration Regulations of May, 1991.



## **Personnel – Certified/Non-Certified**

### **Nondiscrimination on the Basis of Disabilities**

#### **Privacy**

The confidentiality of medical records of applicants or employees shall be strictly observed in accordance with the state and federal laws. Medical records shall be maintained separately from an applicant or employee personnel file. Such information may be released in limited circumstances:

- A. Upon signed release by the individual;
- B. To inform supervisor or administrator about any restriction or accommodation to accomplish work or duties of the employee;
- C. Emergency medical treatment;
- D. In compliance with state or federal law.

Connecticut General Statutes Section 19a-581 through 585, “Aids Testing and Medical Information,” provides that no person shall request HIV-related testing or disclose HIV-related information without written or oral informed consent of such individual.

#### **Alternative Accommodations**

The Supreme Court has recognized that individuals with contagious diseases will be considered as having a disability. Disabled employees who can no longer perform essential job functions are encouraged to advise their administrators of the nature of their disability, indicating which functions cannot be performed and suggest accommodations that would enable them to perform those functions. Accommodations will be considered if such accommodation does impose an undue hardship on the operation of the school system.

An employee is not qualified to perform his/her duties, whose medical condition or disability poses a direct threat to health or safety of individuals in the workplace, if it has been properly established by medical evidence and the employee has been afforded proper procedural due process safeguards.

#### **Grievance Procedure**

- A. In the event an employee believes that there has been discrimination on the basis of his/her disability, he or she shall mail or deliver to the ~~ADA Coordinator~~/Superintendent of Schools a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individuals involved and the dates, times, and locations involved.
- B. If the individual who files the written statement so requests, the ~~ADA Coordinator~~/Superintendent of Schools shall provide that person with an opportunity to discuss the matter personally.

## Personnel – Certified/Non-Certified

### Nondiscrimination on the Basis of Disabilities

#### Grievance Procedure (continued)

- C. The ~~ADA Coordinator~~/Superintendent shall investigate the complaint and render a decision in writing within thirty (30) days.
- D. If the complainant is not satisfied with the decision of the ~~ADA Coordinator~~/Superintendent of Schools, the complainant may appeal to the Board of Education within ten (10) days of receipt of the decision of the Superintendent.
- E. Such an appeal shall be filed in writing with the Superintendent of Schools in his capacity as the executive agent of the Board of Education.
- F. The Board of Education shall cause the complaint to be investigated and, if it deems necessary, conduct a hearing to gather additional information.
- G. The Board of Education shall render a decision on any such appeal, in writing, within twenty (20) days of its being filed, or if a hearing should be held, within twenty (20) days of the conclusion of such hearing.

(cf. 0521 – Nondiscrimination)

(cf. 4112.4/4212.4 – Health Examinations)

Legal Reference: Connecticut General Statutes  
19-581 through 585 AIDS testing and medical information.  
10-209 Records not to be public.  
46a-60 Discriminatory employment practices prohibited.  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706 (7)(b).  
American Disability Act of 1989, as amended by the ADA Amendments Act of 2008.  
29 CFR, Part 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act, as amended, published in the Federal Register, Vo. 76, No. 58, 3/25/11.  
*Chalk v. The United States District Court of Central California*, 840F.2d701 (9th Cir. 1988).  
Amendments of Americans with Disabilities Act, Title II and Title III, Regulation to Implement ADA Amendments Act of 2008. Federal Register, Vol. 81, No. 155 (28 CFR Parts 35 & 36)

Regulation approved:

**Specific Impairments Considered to be Disabilities**

As indicated in the implementing regulations to the ADA, the following impairments should be easily concluded to be disabilities:

Autism  
Bipolar Disorder  
Blindness  
Cancer  
Cerebral Palsy  
Deafness  
Diabetes  
Epilepsy  
HIV Infection  
Intellectual Disability  
Major Depression Disorder  
Bipolar Disorder  
Multiple Sclerosis  
Mobility impairment requiring use of a wheelchair  
Muscular Dystrophy  
Obsessive-Compulsive Disorder  
Partially or completely missing limbs  
Traumatic Brain Injury  
Post-traumatic Stress Disorder  
Schizophrenia

## **Students**

### **Students with Special Health Care Needs**

#### **Life-Threatening Allergies and Glycogen Storage Disease Management**

The Newtown Public Schools recognize that allergies may be life threatening. For this reason, the District is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening allergens, to assist in the management of glycogen storage disease, and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her life threatening allergy(ies), or glycogen storage disease as developmentally appropriate. There is currently no cure for life-threatening allergies; there is only medication available for emergency response. The only way to prevent the symptoms of an allergic response is to prevent exposure to allergens, which will require understanding and effort on the part of the entire school community.

Best practice asks us to reduce students' exposure to known allergens in the learning environment, reinforcing a safe and inclusive environment for all students. When a student with life-threatening allergies is present in a school environment, cooperation and compliance is necessary at all levels: District, School, Transportation, Classroom, and Home. Each level has its role and responsibilities:

#### **District:**

- Shall clearly communicate district policy to all school leaders and parents and provide for training on food allergy awareness and the administration of medication to all applicable personnel.
- Shall monitor and evaluate all schools for compliance with district policy and follow up with all individuals for instances of policy violations.

#### **School:**

- Each school shall clearly communicate the needs of students with life-threatening food allergies to their school community through letters to classroom communities and their families and of district and school expectations of compliance.
- Schools leaders shall inform PTA leaders of the need for safety and inclusion in all school sponsored events.

#### **Transportation:**

- The District will provide information to personnel in direct contact with identified students.

## **Students**

### **Students with Special Health Care Needs**

#### **Life-Threatening Allergies and Glycogen Storage Disease Management (continued)**

##### **Classroom:**

- Peers shall be educated as to the individualized safety and inclusion needs of fellow students.
- Expectations of compliance shall be clearly communicated to staff, students and their families.

##### **Home:**

- Families should be educated on food allergy awareness and how to comply with safety requests for students with life-threatening allergies.
- Families should make every effort possible to ensure the safety of students with life-threatening food allergies when sending a snack into the learning environment.
- Students with life-threatening food allergies should know to never accept food from others and how to communicate their needs to staff and peers.
- Parents of students with life-threatening allergies shall help their student access developmentally appropriate self-advocacy skills. Parents may choose to collaborate with schools on these skills.

To this end, the Newtown Public Schools adopt the following protocols related to the management of life threatening allergies for students enrolled in district schools.

#### **I. Identifying Students with Life-Threatening Allergies and Glycogen Storage Disease Management**

- A. Early identification of students with life-threatening allergies is vital to the effective implementation of this policy. The district, therefore, requests parents/guardians of children with life-threatening allergy(ies) to promptly notify the school in writing of the allergy(ies).
- B. Upon receipt of parent written notification that their child has been diagnosed with food allergy(ies) and/or other life threatening allergy(ies), the school shall request the parent/guardian to provide the following:
  1. Written authorization to obtain detailed written medical information when indicated on the child's condition from the physician;

## Students

### Students with Special Health Care Needs

#### Identifying Students with Life-Threatening Allergies and Glycogen Storage Disease Management (continued)

2. Written consent to administer or self-administer medications during the school day, as applicable in accordance with the District's Administration of Medication Policy;
  3. An **Authorization for the Administration of Medication** ~~Emergency Care Plan and Treatment Authorization ("Emergency Care Plan")~~ completed and signed by their child's licensed health care provider and signed by the parent;
  4. Any medications necessary to treat allergic reactions along with relevant prescription and dosage information. Replace medications after use or expiration;
  5. A description of the student's past allergic reactions, including triggers and warning signs;
  6. Current emergency contact information and prompt notice of any updates;
  7. A description of the student's emotional response, as appropriate, to the condition and the need for intervention; and
  8. Recommendations on age-appropriate ways to include the student in planning or care.
- C. **Suspected Allergies:** In the event the School Nurse suspects that a student has a food allergy or other life threatening allergy(ies), the school shall provide the parent/guardian written notification and request for the student to be evaluated by a physician.
- D. **Non-Cooperation:** If the parent/guardian of a student with known or suspected food allergy(ies) or other life threatening allergy(ies) fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate Individualized Health Care Plan (IHCP) and Emergency Care Plan (ECP), the allergy management shall default to the emergency management of serious allergic reactions as outlined in the district's Standing Orders for nurses and in District Policy 4-607 and Regulation 4-607.1.

## II. Individualized Health Care Plans and Emergency Care Plans

- A. If the District is notified pursuant to Section I of this policy that a child has life-threatening allergy(ies), the district shall develop an Individualized Health Care Plan (IHCP) for the child.

## Students

### Students with Special Health Care Needs

#### Individualized Health Care Plans and Emergency Care Plans (continued)

- B. The IHCP shall be developed by the parents/guardians, student, if appropriate, school nurse, and appropriate school personnel. Such personnel may include, but are not limited to, school or food service administrator(s) and classroom teacher(s). The school may also consult with the town medical advisor, as needed.
  
- C. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the student's risk for exposure, such as considerations regarding:
  - 1. Classroom environment, including allergy free considerations;
  - 2. Cafeteria safety;
  - 3. Participation in school nutrition programs;
  - 4. Snacks;
  - 5. Alternatives to food rewards or incentives;
  - 6. Hand-washing;
  - 7. Location of emergency medication;
  - 8. Risk management during lunch and recess times;
  - 9. Special events;
  - 10. Field trips;
  - 11. Extracurricular activities;
  - 12. School transportation;
  - 13. Staff notification;
  - 14. Transitions to new classrooms, grades and/or buildings: and
  - 15. Curriculum
  
- D. As part of the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life-threatening food allergy. The ECP describes the specific directions about what to do in a medical emergency. The ECP should include the following information, as appropriate:
  - 1. The child's name and other identifying information, such as date of birth, grade and photo;
  - 2. The child's specific allergy(ies);

## Students

### Students with Special Health Care Needs

#### Individualized Health Care Plans and Emergency Care Plans (continued)

3. The child's signs and symptoms of an allergic reaction;
  4. The medication, if any, or other treatment to be administered in the event of exposure;
  5. The location and storage of the medication;
  6. Who will administer the medication (including self-administration options, as appropriate);
  7. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  8. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
  9. Emergency contact information for the parents/family and medical provider.
- E. The IHCP shall be reviewed annually, or upon receipt of new medical information, and/or in the event of an anaphylactic reaction in school.
- F. An Individualized Health Care Plan and Glycogen Storage Disease Action Plan shall also be developed for any student with glycogen storage disease. Such plan shall include, but is not limited to, the provision of food or dietary supplements by the school nurse or by an employee approved by the school nurse to a student with glycogen storage disease. Such plan may not prohibit a parent/guardian, or a person they so designate, from providing food or dietary supplements to the affected student on school grounds during the school day.
- G. ~~The IHCP and ECP shall be disseminated to all school staff who supervise the student during the school day and at school sponsored activities or are responsible for the provision of food to the student. Plan distribution may include, but is not limited to, the students' teachers, classroom assistants, food service staff, coaches, transportation staff, school health professionals, school case managers, custodial staff, student aides and the parents/guardians of the student.~~  
As part of the IHCP, an ECP shall be developed and disseminated to all appropriate school staff.
- H. Certified school staff, who are supervising students in a school sponsored activity outside of school hours, will consult with the school nurse regarding any student medical alerts.



## **Students**

### **Students with Special Health Care Needs**

#### **Referral to Section 504 and IDEA**

#### **III. Referral to Section 504 and IDEA**

In addition to having an IHCP, a student with a life-threatening allergy or glycogen storage disease (GSD) may also be eligible under Section 504 of the Rehabilitation Act if the student has a disability that substantially limits a major life activity or under the Individuals with Disabilities Education Act (IDEA) if the student has a qualifying disability that adversely impacts the student's education and causes the student to need specialized instruction. The team responsible for the IHCP shall refer the student under Section 504 or the IDEA as appropriate. Eligibility under either Section 504 or IDEA must be considered on a case-by-case basis given each student's unique situation.

#### **IV. Training/Education**

- A. School personnel will be educated on how to recognize symptoms of allergic reactions, preventative strategies to minimize a child's risk of exposure to life-threatening allergies, and what to do in the event of an emergency. Staff education will be coordinated by the Principal and school nurse. Any such training regarding the administration of medication shall be done in accordance with District Policy and State Law.
- B. The District shall offer training consistent with District Policy 5141.21, Protocol for Administration of Emergency Medications by Non-Nursing Personnel.
- C. The District shall provide each school with consistent and age-appropriate information for students about food allergies, how to recognize symptoms of an allergic reaction and the importance of adhering to the school's policies regarding food and snacks, as well as the development of empathy, understanding, and tolerance for individuals with life-threatening allergies and glycogen storage disease. The Principal shall coordinate the delivery of this educational information with building staff.
- D. The District will provide alternative recommendations when appropriate.

#### **V. Prevention**

- A. The District's Leadership Team will develop a Pre-K-12 Plan for the management of life-threatening allergies, including food allergies, aligned to the CSDE Guidelines for Managing Life-Threatening Food Allergies and Glycogen Storage Disease. The District-wide team shall factor into the plan the developmental and psychological needs of all students.

## Students

### Students with Special Health Care Needs

#### Prevention (continued)

- B. The District-wide, K-12 Leadership Team will annually review the Management Plan, Procedures, and Guidelines.
- C. Food in Schools
  - 1. Peanut and tree nuts cause the most allergic reactions in schools. In classrooms and clusters designated by schools as “peanut/nut free”, parents/guardians sending snacks from home for consumption in the classroom must be mindful of this heightened risk and those snacks must not contain peanuts and/or tree nuts. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing tree nuts and peanuts to consume as classroom snacks in peanut/nut free classrooms; all stakeholders share in the responsibility of keeping children safe in the classroom by complying with this policy.
  - 2. Building Principals will provide the following information to parents:
    - a. ~~A suggested snack list on identifying nut free snacks for their children.~~ A link to a F.A.R.E. approved website for information on nut-free and allergy friendly snacks for children: <https://snacksafely.com/safe-snack-guide>
    - b. An intervention plan for students who bring nut-containing snacks to the classroom.
  - 3. All in-school birthday celebrations shall be food free.
  - 4. ~~All schools will designate food free zones.~~
  - 4. All classrooms will provide hand wipes for students to use after snack if hand washing is not available. Students will be required to remain at their desks while eating snacks to contain the spread of allergens.
  - 5. All cafeteria tables will be cleaned with soap and water or other approved cleaning agents.
  - 6. Community/PTA and any school sponsored events use of school facilities:
    - a. No food is allowed in any classroom **for Community/PTA or school sponsored events**;
    - b. Any event in which food will be served or consumed must be held in an appropriate place designated by Administration or outdoors;
    - c. Outside organizations are encouraged to serve only nut-free food items;
    - d. All outside organizations shall receive notice of the prevention section of this policy when reserving school facilities.

## Students

### Students with Special Health Care Needs Prevention (continued)

- D. Food in Schools – ~~Generally~~ **Curricular Instruction Use**
1. Peanuts and tree nuts and substances containing peanuts and tree nuts must not be present in or used in any **K-8** classroom for any **instructional** purpose, including but not limited to curricular activities, school nutrition, class projects, arts, crafts, science experiments, food for laboratory or other classroom work.
  2. **In view of the developmental age and maturity of high school students, in grades 9 – 12, staff will communicate directly with students in courses where peanuts/tree nuts may be used in the curriculum (e.g. Culinary classes). Such activities will be held in appropriate areas as designated by administration.**
  3. If a clearly non-compliant food is present in a classroom or restricted area, the non-compliant food will be removed from the **K-8** classroom or restricted area.

## VI. Communication

- A. The school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and how to respond in the event of an emergency.
- B. The school administrative staff and school nurse shall communicate annually to all school personnel the availability of training regarding Policy 5141.25, Protocol for the Administration of Emergency Medications by Non-Nursing Personnel.
- C. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
- D. The District shall develop standardized notification to be sent home to parents introducing, explaining and enforcing the District's food allergy policy and protocols.
- E. Beginning with the school year 2017-2018, the District shall annually, not later than October 1, provide notice to parents of the Plan for the Management of Severe and Life-Threatening Allergies, including Food Allergies, and
  1. Make the plan available on the District's Website and/or the websites of each school under the District's jurisdiction;

## Students

### Students with Special Health Care Needs

#### Communication (continued)

2. Provide notice of such plan in conjunction with the annual written statement provided to parents and guardians as required by subsection (b) of section 10-231c of the Connecticut General Statutes.
- F. The District shall annually update its resources for voluntary, suggested snack alternatives for families.
- G. All communication, written or verbal, shall be compliant with the Family Education Rights and Privacy Act.

#### VII. Monitoring the District's Plan, Procedures, and Guidelines

The District shall conduct periodic assessments of its Food Allergy Management Plan, Procedures, and Guidelines. Such assessments shall occur at least annually and after each emergency event involving the administration of medication to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

(cf. 4-607/4-607.1 – Safety, First-Aid, and Emergency Care Procedures)

Legal Reference: Connecticut General Statutes

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

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

10-207 Duties of medical advisors.

10-212a Administrations of medications in schools

10-212a(d) Administration of medications in schools by a paraprofessional  
10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198)

10-220i Transportation of students carrying cartridge injectors

10-231c Pesticide application at schools

19a-900 Use of cartridge injectors by staff members of before or after school programs, day camp or daycare facility.

52-557b Good Samaritan Law. Immunity from liability for emergency medical assistance, first aid or medication by injection

The Regulations of Connecticut State Agencies section 10-212a through 10-212a-7, Administration of Medication by School Personnel.

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006)

## Students

### Students with Special Health Care Needs

Legal Reference: Connecticut General Statutes (continued)

#### Federal Legislation

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29 C.F.R. §1630 et seq.)

The Family Education Rights and Privacy Act of 1974 (FERPA)

*Land v. Baptist Medical Center*, 164F3d423 (8<sup>th</sup> Cir. 1999)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

FCS Instruction 783-2, Revision 2, Meal substitution for medical or other special dietary reasons.

P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.

*Another version of this policy to consider.*

## **Students**

### **Nondiscrimination**

#### **Americans with Disabilities Act/Section 504 (Rights of Students with Disabilities Under Section 504)**

The Board of Education shall ensure that no student is discriminated against in programs or activities receiving federal financial assistance. Individuals protected by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act (ADA), as amended, are those individuals who: have a physical or mental impairment which substantially limits one or more major life activities (e.g. caring for one's self, performing manual tasks, walking, standing, lifting, bending, seeing, hearing, speaking, writing, breathing, learning, reading, concentrating, thinking, communicating and working); have a record of such impairment; or are regarded as having such an impairment. Students who qualify for protection under Section 504 are: of an age during which non-disabled children are provided preschool, elementary or secondary education services; of an age during which it is mandatory under state law to provide such educational services to disabled children; or to whom a state is required to provide a free appropriate public education (e.g. under IDEA), or eligible for accommodations under the ADA.

The Board directs the administration to identify, evaluate, refer, place, provide adaptations for and review all eligible students with disabilities. A student whose disability is episodic or in remission is still eligible to be qualified under the Act. In addition, the determination that a student has an impairment that substantially limits a major life activity will be made without regard to whether mitigating measures (such as medication, devices, prosthetics, hearing aids, etc.) ameliorate the effects of the disability.

Students with disabilities pursuant to Section 504 and/or ADA shall be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplementing verbal instructions with visual instructions; using behavioral management techniques; adjusting class schedules; modifying test delivery; using tape recorders, computer-aided instruction, and/or other audiovisual equipment; selecting modified textbooks or workbooks and tailoring homework assignments or modification of nonacademic times such as lunchroom, recess and physical education.

*~~Note: Examples of program adaption that may be provided to students in response to Section 504 include, but is not limited to, the list offered above. Under the ADAAA of 2008 more students may be qualified to receive a 504 plan but might not necessarily be entitled to a full panoply of services if their needs are effectively met by medication or a device. The focus of the plan may, for example, in certain instances be monitoring appropriate and consistent use of their medication/device. This is an area for further examination. Thus, under the ADAAA of 2008, districts may be obligated to develop and provide a 504 plan to an array of students who previously were not entitled to such protection. All such new procedures and processes should be designed in consultation with the district's school attorney.~~*

## **Students**

### **Nondiscrimination**

#### **Americans with Disabilities Act/Section 504 (continued) (Rights of Students with Disabilities Under Section 504)**

The Board directs the Superintendent to provide the staff appropriate training in this area of the law so as to ensure that the District is able to comply with the law in not discriminating against students with disabilities.

The Board shall adopt a grievance procedure to resolve Section 504 complaints and designate an individual to coordinate compliance with Section 504 and the ADA. The Board shall ensure that students with disabilities and their parents are notified annually of the Board's responsibilities under Section 504 and the ADA.

(cf. 0521 – Nondiscrimination)  
(cf. 4118.11/4218.11 – Nondiscrimination)  
(cf. 4118.12/4218.12 – Disabilities)  
(cf. 5141 – Student Health Services)

Legal Reference: Connecticut General Statutes  
19-581 through 585 AIDS testing and medical information.  
10-209 Records not to be public.  
46a-60 Discriminatory employment practices prohibited.  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).  
American Disability Act of 1989 (42 U.S.C. Ch 126 §12112), as amended by ADA Amendments Act of 2008 (Americans with Disabilities Act Amendment Act of 2008, 42 USC §§12101 et seq)  
Individuals with Disabilities Education Act, 20 USC §§1400 et seq. (IDEA)  
*Chalk v. The United States District Court of Central California.*  
Amendments of Americans with Disabilities Act, Title II and Title III, Regulation to Implement ADA Amendments Act of 2008. Federal Register, Vol. 81, No. 155 (28 CFR Parts 35 & 36)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

*A new policy to consider. Boards of education that have approved an alternative program are mandated to have a policy on this topic.*

## **Instruction**

### **Alternative Education Programs**

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student focused perspective based on a respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

**“Alternative education”** means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not for purposes of this policy and Connecticut State Board of Education (CSDE) guidelines include private schools, home schooling, *“School Choice,”* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board ~~may~~ shall provide alternative education to students in accordance and compliance with the ~~guidelines~~ “Guidelines for Alternative Education Settings,” established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a ~~whole student~~ **personalized** approach. This approach promotes individualized programming to address the personal, emotional, social, intellectual, work skills, safety and security needs of students in addition to academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school or establish a new school or be a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education, to provide alternative education pursuant to C.G.S. 10-158a.



## Instruction

### Alternative Education Programs (continued)

~~Such an arrangement may include the establishment of a committee to supervise the program, with committee membership determined by cooperating boards. Such committee shall have the power, in accordance with the terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program or are to reimburse the committee for transportation provided to a school operated by a cooperative arrangement; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust, or as otherwise agreed to by the parties, for the appointing boards; (4) employ personnel; (5) enter into contracts; and (6) otherwise provide the specified programs, services and activities. Teachers employed by any such committee shall be subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.~~

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, which includes a description of the types of students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines must be evident. Also to be a part of the alternative education program are clear and explicit criteria and procedural exit criteria frameworks to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. Determination of enrollment shall be made by the student support team which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified as indicated by the goals and objectives of an IEP, in particular curricular areas.

## Instruction

### Alternative Education Programs (continued)

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised independent study. Prior to consideration of an alternative placement, a review of the student's academic, health and behavioral records, including any PPT and Section 504 records, Student Success Plans and other history of interventions must take place.

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if there is disagreement with the District's placement decisions.

***Alternative language to consider:***

~~*It shall be the responsibility of the Superintendent of Schools to identify alternative program opportunities to be made available to students at risk, to recommend such alternative programs to the Board for approval, and to familiarize students and parents/guardians with the availability of such alternative programs. The Superintendent shall, through cooperative efforts with other districts, schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the Board.*~~

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference

Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

## **Instruction**

### **Alternative Education Programs**

Legal Reference	Connecticut General Statutes (continued)
	10-158a Cooperative arrangements among towns. School building projects. Student transportation.
	10-220 Duties of boards of education (as amended by PA 15-133)
	10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)
	PA 15-133 An Act Concerning Alternative Education
	Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.
	<b>Newtown Public Schools Policy 5114, Suspension and Expulsion/Due Process, Revised August 15, 2017</b>

*A new administrative regulation to consider.*

## **Instruction**

### **Alternative Education Programs**

In the development of an alternative education program to be presented to the Board of Education for its approval and budgetary support, these regulations provide the basis for such program.

### **Program Philosophy**

The basic tenets of an alternative education program shall include the following basic principles:

1. A philosophy of high expectations is evidenced through the program's documented mission and vision statements that are visible and available to all members of the school/program community.
2. The school/program embraces the concept that all students are capable and can be successful.
3. As part of the overall philosophy of the alternative education setting, family involvement is welcomed and actively supported. Families are viewed as equal partners and involved in all decision-making processes for their child's learning and personal success.
4. A climate must be created that supports receiving input from families and bi-directional communication to share information about the student's progress at home and at school.
5. Enrollment in the alternative setting is an informed choice by students and their respective families. An orientation or information session is provided to explain the program and student expectations.
6. Students and their families shall be regularly informed of their progress, through the mandated and personalized "Student Success Plan."
7. All students in the program shall receive instruction based on a curriculum aligned to the CT Core State Standards (CSS) unless modified by the goals and objectives of an IEP or Section 504 plan, in particular curricular areas.
8. Instructional practices must be culturally relevant to promote understanding and respect for enrolled students and include their perspectives and interests, within an inclusive learning environment to accommodate different learning styles and abilities through flexible groupings.
9. Students are provided support to transition into postsecondary training and employment.
10. All staff, students and families will consider cultural differences as critical to understanding personal needs and accommodations will be made for cultural differences to allow for personal success within the learning alternative(s).

## **Instruction**

### **Alternative Education Programs (continued)**

#### **Guidelines for Student Placement**

Student placement in an alternative education setting must include the following written policy direction:

##### **1. Prior to Referral**

Prior to consideration of alternative placement, the following need to take place:

- A review of the student's academic, health and behavioral records including planning and placement team (PPT) or 504 records, student success plans (SSP), and the efficacy of tier 1, 2, and 3 interventions;
- Assurance that Child Find requirements have been complied with;
- Students may be referred from the following sources: parent, student (self or peer), school or district.

##### **2. Entrance Criteria**

The Board of Education is required to approve the development of alternative education settings to ensure the following:

- The alternative education program/school has a transparent and defined purpose, including a description of the types of students that may benefit most from the program/school environment.
- Alternative education schools and programs develop clear and objective criteria for admission consistent with stated program guidelines that are provided to students and their parents/guardians. ~~at the time of admittance into the alternative setting.~~

##### **3. Process**

The student and parents/guardians are provided with an accurate and comprehensive description of the alternative education delivered. There are culturally and linguistically responsive family and student engagement practices regarding all aspects of decision-making as it relates to placement. The team will ensure that parents/guardians know and understand how the alternative education placement will benefit their child.

Determination of enrollment is made by the student support team involved in the placement, which includes, but is not limited to, parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator (sending school), special education administrator or designee and PPT/504 Team (if the student has an identified disability).

## **Instruction**

### **Alternative Education Programs**

#### **Guidelines for Student Placement** (continued)

If there is disagreement with the placement decision, there must be a clear process written in policy by the Board delineating a family's right of appeal.

The entrance criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home. ~~at the time of admittance into the alternative setting.~~

#### **Guidelines for Continued or Discontinued Student Placement**

To ensure that continued placement in the alternative setting is appropriate, the District's written policy ~~include~~ must have a clear process to include the following:

##### **1. Annual Review**

A review of the appropriateness of placement occurs at least annually with a team. The following issues are to be considered:

- A review of program goals to reinforce student and parent choice regarding placement.
- A review of the student's program of study and alignment to the goals of their Individualized Education Program (IEP), where it is appropriate.
- Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

##### **2. Exit Criteria**

Alternative education settings must adopt clear and explicit criteria and procedural frameworks to address the following:

- A return to the traditional school setting by an informed choice of the student and their family.
- A determination that the setting is no longer beneficial to the student.

## **Instruction**

### **Alternative Education Programs**

#### **Guidelines for Continued or Discontinued Student Placement** (continued)

#### **3. Process**

Student transition from an alternative education setting shall be made as follows:

- Transition planning for placement outside of the alternative education setting is related to the annual review to ensure the continuity of support.
- The transition plan provides recommendations that are consistent with the student's future educational plans as evidenced by their student success plan.
- The transition plan is aligned to the goals of the student's IEP, where it is appropriate.
- Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if student has an identified disability, special education administrator or designee.

If there is disagreement with the placement decision, there must be a clear process written in the Board's policy by the LEA Board of Education delineating a family's right of appeal.

The exit criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Regulation approved: