

Policy Committee Meeting

Tuesday, April 5, 2022 8:30 AM

Remote Session

I. Call to Order, Verification of Quorum

II. Approval of Minutes

II.A. Approval of minutes from the February 22,
2022 Policy Committee Meeting.

III. Discussion of policies, regulations, and bylaws

III.A. Discussion and first read of Policy
5131.911

III.B. Discussion and first read of Regulation
R5131.911

III.C. Discussion regarding Visitor/Observation
policy

IV. Discussion of policies, regulations, and bylaws in future meetings

V. Adjournment

Policy Committee Meeting

Tuesday, February 22, 2022 8:30 AM

Virtual Meeting

Present: Melissa Walker, Chair
Sharon Ferraro
Peter Gordon

Additional Attendees: Lisa Wolak, Superintendent

I. Call to Order, Verification of Quorum

This meeting of the Policy Committee is called to order at 8:34 AM and a quorum was present. Unseconded with a motion by Melissa Walker.

II. Approval of Minutes

A. Approval of minutes from the February 1, 2022 Policy Committee Meeting.

Move that the Policy Committee approve the February 1, 2022 meeting minutes. Carried with a motion by Sharon Ferraro and a second by Peter Gordon.
Yea: 3, Nay: 0

III. Discussion of policies, regulations, and bylaws

A. Discussion of Policy Concerning Health and Safety Protocols Related to Covid-19.

Melissa Walker went over the 7 key points from the document *Considerations for Boards of Education, District Administrators, and other Local Decision-Makers Regarding Potential Changes to School COVID-19 Policies and Practices*.

Executive Summary:

When considering changes to district COVID-19 policies and mitigation strategies, including the wearing of masks, school leaders should consider several factors in consultation with public health, education, and community stakeholders. This document provides some questions to consider when contemplating COVID-19 policy changes for schools including maintaining universal masking in schools or transitioning to "mask optional" policies.

1. What does the available data indicate regarding the community and district prevalence and transmission of COVID-19?
2. What is the risk tolerance for the possibility of increasing case numbers and necessary quarantine and isolation in your students and staff?
3. What is the current COVID-19 vaccination status of students and staff within individual schools and across the district, and what is the current COVID-19 vaccine coverage for the surrounding community?
4. What additional planning is necessary to address the needs of students and staff who may be at greater risk for adverse health outcomes?
5. What additional guidance is necessary to ensure support for students and staff who may wish to continue mask wearing?
6. What processes need to be in place for continuous risk assessment and prompt decision-making regarding COVID-19 policies and mitigation strategies (including mask use) going forward?
7. What advanced contingency planning needs to occur to prepare for potential surges and/or outbreaks?

Superintendent Wolak indicated she had an opportunity to review the document and said there are no surprises on what they are asking us to consider.

We have a weekly meeting with Laura Marks and Mark Cooper to analyze data, our COVID-19 dashboard is kept up to date with cases, and we added a link to the COVID-19 vaccine by town/age. Superintendent Wolak also indicated that 95% of our staff are vaccinated. We continue to offer vaccine clinic, one is this evening, and we continue to offer pool testing for students. We rely on the state for the vaccine statistics since some families do not share this information with us directly.

With regard to an outbreak, we are ready to implement whatever is necessary and we will follow state guidance.

Superintendent Wolak will be sending out her letter regarding the district going mask optional as of February 28. The state is providing us with more test kits and we will be sending them home with students.

Melissa Walker talked about addressing the needs of students who may be at greater risk for adverse health outcomes. Between PPTs, 504s and our homebound process, we will work with families, not against them, to meet their needs.

Superintendent Wolak mentioned masks are still required for riding the bus. We'll need to remind them that this is still in place. She also said that we're following our civility policy with regard to those that still choose to wear a mask.

Walker stated that there doesn't seem to be enough information right now to address the last two points. Superintendent Wolak mentioned that in the meantime, we would contact our medical advisors and make appropriate changes.

Peter Gordon suggested we might want to schedule another meeting in a week. It was decided that if another meeting is needed one will be scheduled

Elaina Haliulin, a member of the public, commented at the end. She appreciates all the effort that went into this. She believes schools should be in the business of educating our students and not making decisions on health protocols.

IV. Discussion of policies, regulations, and bylaws in future meetings

V. Adjournment

Meeting adjourned at 8:59 am.

Chairperson

Superintendent

Bullying Prevention and Intervention Policy

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

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

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

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at ~~one or more~~another ~~students~~ attending school in the same school district, that:

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

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

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

Consistent with the requirements under state law, the Weston Board of Education authorizes the Superintendent or ~~his/her~~ Superintendent's designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of Bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected Bullying;
- (3) require school employees who witness acts of Bullying or receive reports of Bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of Bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of Bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with Bullying;

- (7) provide for the inclusion of language in student codes of conduct concerning Bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of Bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of Bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of Bullying;
- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of Bullying in such school and to maintain a list of the number of verified acts of Bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (11) direct the development of case-by-case interventions for addressing repeated incidents of Bullying against a single individual or recurrently perpetrated Bullying incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of Bullying;
- (13) direct the development of student safety support plans for students against whom an act of Bullying was directed that address safety measures the school will take to protect such students against further acts of Bullying;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of Bullying constitute criminal conduct;
- (15) prohibit Bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such Bullying (i) creates a hostile environment at school for the student against

whom such Bullying was directed, (ii) infringes on the rights of the student against whom such Bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

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

Not later than January 1, 2012, the Weston Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Public Act 11-232, an Act Concerning the Strengthening of School Bullying Laws

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 145o

Conn Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

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

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Policy adopted: February 10, 2003
Policy revised: November 19, 2007
Policy revised: March 15, 2010
Policy revised: November 21, 2011
Policy revised: _____, 2022

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Have there been previous incidents (circle one)? Yes No

If “yes”, please describe the behavior of concern, the approximate dates and the location:

Were these incidents reported to school employees (circle one) Yes No

If “Yes”, to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Complainant

____/____/____
Date Submitted

Received By

____/____/____
Date Received

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings)

8/16/11

**WESTON PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ____ **No** ____

Remedial Action(s) Taken: _____

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If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings).

Weston Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Weston Public Schools may need to disclose the name of your child and/or other information in connection this investigation which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the Weston Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Weston Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

BULLYING PREVENTION AND INTERVENTION

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

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

I. Prohibition Against Bullying and Retaliation

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

II. Definition of Bullying

- A. "**Bullying**" means the repeated use by one or more students of a written, verbal or

electronic communication, such as cyberbullying, or a physical act or gesture directed at ~~another one or more~~ students attending school in the same district that:

1. causes physical or emotional harm to ~~such~~ students or damage to such student's property;
 2. places such students in reasonable fear of harm to ~~himself for herself themselves~~, or of damage to ~~his or her~~ their property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such students at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.
- C. **"Hostile environment"** means a situation in which Bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- E. **"Outside of the school setting"** means at a location, activity or program that is not activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individuals who, in the performance of ~~his or her~~ their duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School

Climate Specialist or ~~his/her~~ the Safe School Climate Specialists -designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist

or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

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

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be

disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy, state, and federal law.

- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

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

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

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

ii. Disciplinary interventions

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

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

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

iii. Interventions for bullied students

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

- a) Counseling;
- b) Increased supervision and monitoring of student to observe and intervene in bullying

- situations;
- c) Encouragement of student to seek help when victimized or witnessing victimization;
- d) Peer mediation or other forms of mediation, where appropriate;
- e) Student Safety Support plan; and
- f) Restitution and/or restorative interventions.

1V. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c) Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e) School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f) Student peer training, education and support;
- g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

- i) Respectful responses to bullying concerns raised by students, parents or staff;
 - j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
 - k) Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l) Avoidance of sex-role stereotyping;
 - m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others; and
 - p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

XI. Annual Notice and Training

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

Legal References:

Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws

Conn. Gen. Stat. § 10-222d

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

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

Regulations adopted: February 10, 2003 Regulations revised: October 16, 2006

Regulations revised: November 19, 2007

Regulations revised: March 15, 2010

Regulations revised: November 21, 2011

Regulations revised: _____, 2022

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Sample policy to consider.

Community Relations

Visits to the Schools

Classroom Observations

The Board of Education (Board) values and supports collaboration and partnerships between families and schools. The Board, teachers and administrators strongly believe that education is a shared responsibility between parents/guardians and school personnel. It is desired by the Board that families and District schools establish and maintain productive relationships which utilize effective methods of communication and shared decision-making. Strong, trusting relationships between families, schools and the District serve as a foundation for positive and productive educational experiences for all students.

Parents/guardians have an important role to play in the identification, evaluation, and educational placement of their children, and in the development, review, and revisions of the IEPs for their children if their child is being considered for or is currently involved in special education services. This policy and its administrative regulations/procedures for in-school observations have been developed with this principle in mind.

At times, parents/guardians or other connected outside providers may wish to formally observe a specific student in a classroom. As assigned by the Superintendent of Schools, each principal shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and other persons hired to perform specific tasks. To ensure a successful observation, a set of regulations that permit formal observations shall be developed by the Superintendent of Schools or his/her designee.

Guiding Principles

The Board expects that:

1. A process be developed to receive and respond to observation requests in a timely manner. Such process shall include the method of response and person responsible for responding.
2. Requests be reviewed with parents/guardians, and independent evaluators to determine purpose, questions to be addressed, location and length of observation, date and time.
3. After reviewing the request the administration shall determine a reasonable amount of time for an in-school observation. Some observations may require more time than others depending upon the purpose and the complexity of the student's programming. These issues should be addressed and resolved in discussions with the parents/guardians.
4. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be appropriate for the observation of the student to occur in a variety of settings (e.g., classroom, lunchroom, recess, etc.). Conversely, it may not be appropriate for the observations to occur in certain settings, such as during individual or group counseling sessions.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

5. The District must balance its obligation to operate and maintain a safe school environment that fosters learning, with the importance of meaningful parental participation. Therefore, the District may place appropriate conditions on observations, such as the examples provided below. These decisions should be made carefully and on an individual basis.
 - a. Schools are responsible for maintaining a safe school environment for students, staff, and visitors. A school building administrator may determine it is necessary to restrict an observation due to safety concerns. If it is decided to restrict an observation, the decision is to be clearly communicated to the parents/guardians with a detailed explanation regarding the reasoning behind the decision. The school staff should work with parents to develop possible solutions to address any issues of concern.
 - i. The District must protect the privacy of student education records and protecting the confidentiality of personally identifiable information collected, maintained, or used pursuant to the IDEA. A school building administrator may determine it is necessary to condition or restrict an observation to protect disclosure by the parents/guardians of confidential or personally identifiable information about other students they may obtain while observing a classroom or program. (School staff can limit exposure to other student's education records by removing such records from view.)
 - ii. It is reasonable to ask parents/guardians to sign a statement that they will not disclose personally identifiable or confidential information about other students who are not the subject of the observation.
 - iii. It is not reasonable for school staff to deny an observation because other students would be present during the observation, or to require a parent/guardian to obtain permission from the parents/guardians of other students in the classroom or program prior to conducting the observation.
 - b. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. However, it is inappropriate for school staff to cite FERPA as the sole reason for denying an otherwise reasonable observation request.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

6. The learning environment have limited distractions and disruptions. Any visitor can change the dynamics within a school or classroom whether it be another teacher, the principal, or a parent. The school administrator may determine that it is necessary to condition or restrict an observation based upon a variety of factors including but not limited to: classroom schedules; assessment schedules; and teacher/staff/administrator availability.
7. School administrators work with the classroom teacher(s) and the parents/guardians on how to avoid or minimize disruptions to instructional time and the students' routines. Additionally, school administrators should make parents aware of any additional policies that might apply to the observation as well, such as visitor policies and/or protocols.
8. This observation policy and its administrative regulations/procedures be consistently implemented across all schools within the District.
9. This policy and its administrative regulations/procedures be applied in the same way for students with disabilities, as well as for students without disabilities.
10. When observations requests are declined or restricted, school administrators should provide a detailed explanation to the parents/guardians explaining the reason for the decision and work to develop alternative ways for the parents to obtain the information they are seeking.

(cf. 1110.1 – Parental Involvement)

(cf. 1250 – Visits to the Schools)

(cf. 6159 – Individualized Education Program/Special Education Program)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

Community Relations

Visits to the Schools

Classroom Observations

Legal Reference (continued)

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.502 Independent educational evaluation

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations” issued by the Connecticut State Department of Education, March 27, 2018.

Policy adopted:

cps 5/18

Sample administrative regulation to consider.

Community Relations

Visits to the Schools

Classroom Observations

These regulations apply to observation access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility of such services, an independent educational evaluator, a qualified professional retained by or on behalf of a parent/guardian or child or from parents/guardians of a child presently not receiving any special education services.

1. Parents/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the building Principal or designee or Special Education Director or designee, as applicable.
2. Reasonable access will be provided to a parent/guardian for the purpose of observing his/her child in the child's current educational placement, services or program; or to visit an educational placement or program proposed by the PPT/IEP Team.
3. If the observer is an independent educational evaluator or a professional retained by or on behalf of a parent/guardian or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child's performance, the child's current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child.
4. The building Principal or designee or the Special Education Director or designee, as applicable, shall contact the parent/guardian(s) for an initial scheduling conversation within five (5) days of receipt of the parents'/guardians' request.
5. The building Principal or designee and/or the Special Education Director or designee, as applicable, will work with the classroom teacher and the observer to establish the specifics of the observation, including, but not limited to, scheduling and placement of the observer in the classroom.
6. The number, frequency, and duration of observation periods will be determined on an individual basis in accordance with federal and state law and regulation. The start and end time of observation periods and a schedule of observation periods will be determined in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
7. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
8. If the visitor/observer is a professional retained by the parent/guardian, such individual must provide identification and credentials to a school administrator before the scheduled observation visit.

Community Relations

Visits to the Schools

Classroom Observations (continued)

9. Parent/guardians or outside providers that disagree with the decision of the building Principal or designee pertaining to the requested observation have the right to challenge the decision with the Superintendent of Schools. The decision of the Superintendent shall be final, subject only to raise an issue in open meeting at a regular session of the Board of Education.
10. The number of observers at any one time may be limited by the building Principal or designee or the Director of Special Education or designee.
11. Observers, as visitors, must comply with:
 - a. School safety, security, and school visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act (FERPA).
 - c. Board Policy #1250, Visits to the Schools.
12. The observer is to be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will/may be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and others.
13. The observer, in a special education situation, will be asked to submit his/her report of the observation in advance of any follow-up PPT or related meeting.
14. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.
15. The observer is to be instructed regarding the disclosure of confidential or personally identifiable information related to other children. The observer must acknowledge, before the visit, that he/she is obligated to honor students' confidentiality rights and refrain from any disclosure of such records. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible, the observer may be asked to sign a non-disclosure agreement.
16. A school administrator, or his/her designee, is to also observe at the same time and take notes as to what is observed, paying particular attention to anything that is non-typical concerning the observation period. This observation summary will be placed in the student's file and provided to the parent/guardian(s) prior to any follow up PPT or related meeting.
17. Formal observation does not include times when parents/guardians are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to have lunch with their student.

Community Relations

Visits to the Schools

Classroom Observations (continued)

18. The school Principal or designee reserves the right to decline any request for a classroom observation if it is determined that such an observation would cause undue disruption of the educational process.
19. Out of respect for the teaching environment, parents/guardians shall not bring younger siblings or children while observing in the classroom or utilize any electronic equipment such as cell phones while in the classroom. (See #20 below)
20. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled to answer questions or concerns. Recordings of the observation shall not be permitted absent specific approval by the building Principal or designee.
21. During the observation the building Principal or designee and/or the Director of Special Education or designee may/will be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
22. A building Principal or designee may deny visitation/observation privileges to any parent/guardian who had previously disrupted class activities or cannot justify a useful purpose of repeated classroom observations.

In-School Observations Conducted by an Independent Evaluator

Note: This section applies only to in-school observations conducted by an independent evaluator as part of a parent/guardian request for an independent educational evaluation (IEE) at public expense.

1. For most evaluations, it is important for the independent evaluator to understand the student within the context of his or her classroom, and the student's general presentation in school. Some observations conducted by independent evaluators may require more time than others depending upon the purpose and the complexity of the student's programming.
2. When determining the scope of the observation, all parties should be clear about the specific questions that the independent evaluation is attempting to address.
3. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be reasonable for an independent evaluator to observe a student in a variety of settings (e.g., classroom, lunchroom, recess, etc.), given his or her IEP goals and objectives. These parameters should be addressed and resolved in discussions with the parents/guardians and the independent evaluator.
4. The District acknowledges that the Office of Special Education Programs (OSEP) has provided guidance stating that any policy limiting the length of observations conducted by independent evaluators would also have to apply to district personnel and independent evaluators hired by the school district in order for it to be consistent with the IDEA.

Community Relations

Visits to the Schools

Classroom Observations (continued)

Note: *The IDEA and its implementing regulations do not provide a general entitlement for parents, or third parties, including attorneys or educational advocates, to observe students in their current classrooms or observe proposed educational placements in a public school district. However, the Bureau of Special Education encourages school districts to adopt policies and procedures that allow parents of observe their children in school and proposed placement options.*

Regulation approved:
cps 5/18

Parent/Provider Request for Classroom Observation

The _____ School District welcomes visits to our schools and classrooms by parents/guardians, community members, and other interested educators. In addition, we encourage volunteers in our classrooms when opportunities are presented. However, to minimize disruptions to our students' experience in our schools, we have established procedures governing classroom observations.

Parents/guardians or providers will make a written request to the Principal at least **five days** in advance of a requested observation. An administrator or other school staff member (e.g., special educator, team leader, etc.) may accompany the observer for the duration of the observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 60 minutes.

Date: _____

Person Making Request: _____

Student: _____ School: _____ Grade: _____

Requested Location and Date of Observation: _____

Reason for Observation (*What specifically would you like to observe?*)

For Outside Agency Providers Only:

Name of Agency: _____

Purpose of the Observation: _____

(Must provide proof of release of information signed by parent within past 12 months)

For _____ School District Personnel:

Date of Pre-Conference: _____

Conference Facilitator: _____

Date of Scheduled Observation: _____

Observer Assigned: _____

Date of Post-Conference: _____

Conference Facilitator: _____

Concerns and/or Main Points Discussed? _____

If disapproved, please state reason(s): _____

**Request to Access Classroom(s) or Personnel for Special Education
Evaluation and/or Observation Purposes**

Student Name: _____ DOB: _____

School Attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email Address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ Connecticut certified? <input type="checkbox"/> Y <input type="checkbox"/> N | |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified Professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

1250.1
Form B
(continued)

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____
- Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____
- Opportunity to interview the student.
- Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of Policy #1250.1 and its accompanying Administrative Regulation, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

SHIPMAN

Series 1000 - **C-19**
Community/Board Operation

POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

Temporary amendments related to the COVID-19 pandemic have been made to this policy and to the section 10 of the regulations. All temporary revisions appear in highlighted bold italics or strikethrough text.

The _____ Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times. ***All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including any health screening protocols. Due to the COVID-19 pandemic, the Board may limit or restrict visitors based on the guidance of federal, state, and local health authorities.***

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

“Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together,” Connecticut State Department of Education (June 29, 2020), available at <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>.

ADOPTED: _____
REVISED: _____

8/12/18

Temporary Revisions 7/6/20

**Series 1000
Community/Board Operation**

**ADMINISTRATIVE REGULATIONS
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the building Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building Principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;

- g. the potential for disclosure of confidential personally identifiable student information;
 - h. whether the visitor/observer has a legitimate educational interest in visiting the school;
 - i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
 - j. any safety risk to students and school staff; and
 - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways for the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.
9. The district has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building Principal or responsible administrator as soon as possible.

10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including any health screening protocols.

11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s privileges, as determined appropriate by the building Principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

“Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together,” Connecticut State Department of Education (June 29, 2020), available at <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>.

ADOPTED: _____

REVISED: _____

8/12/18

Temporary Revisions 7/6/20