



Newtown Public Schools

Policy Sub-Committee Agenda
December 17, 2024

BOE Conference Room
Municipal Building
3 Primrose Street
Newtown, CT 06470
5:00 PM

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

1. **CALL TO ORDER**
2. **PUBLIC PARTICIPATION**
3. **APPROVAL OF MINUTES**
4. **DISCUSSION AND POSSIBLE ACTION**
 - A. Review Policy 4152.6/4252.6 - FLMA
 - B. Discuss Feedback Regarding 6147 - Weighted Grading for Honors Classes
 - C. Discuss Possible Board Feedback
 - D. Review of Remaining Policies in the 5000 Series
 1. 5114.21 - Conduct Code for Participation in Extracurricular Activities
 2. 5118 - Nonresident or Tuition Students
 3. 5121.2 - Eligibility for Honor Rolls
 4. 5131.111 - Video Surveillance
 5. 5131.81 - Use of Private Technology Devices by Students
 6. 5132 - Dress and Grooming
 7. 5141.22 - Communicable/Infectious Diseases
 8. 5141.61 - Dealing with the Effect of a Death
 9. 5142 - Student Safety
 10. 5142.4 - Armed School Security Officers
 11. 5151.5 - Suicide Prevention and Intervention
 - E. 2025 Meeting Dates for Policy Subcommittee

5. **PUBLIC PARTICIPATION**

6. **ADJOURN**

**Board of Education
Policy Sub-Committee Meeting
December 3 , 2024**

**Municipal Building
3 Primrose Street
Newtown, CT 06470
BOE Conference Room
5:00 p.m.**

MINUTES

Anne Uberti, Superintendent
Doria Linnetz
Alison Plante
1 Public

1. Call to Order

- a. D. Linnetz called the meeting to order at 5:34pm.

2. Public Participation

None

3. Approval of Minutes of November 19, 2024

MOTION: A.Plante moved to approve the minutes of November 19, 2024. D. Linnetz seconded. Motion passes unanimously.

4. Discussion and Possible Action

A. Review Feedback Regarding Policies at Board for Second Read

1. 5114 - Student Discipline

- a. Anne Uberti discussed a question regarding the definition of a weapon included in the policy under section IR and why it is different from the definition included under XIII C2 relating to IDEA students. She clarified that the definitions are consistent with our current policy and that Federal law governs the IDEA language as it pertains to a 45-day expulsion for an IDEA student. State statute governs the language included in section IR.
- b. Ms. Uberti also clarified that section III 3 does apply to images displayed on a cell phone. There could also be other circumstances where activity related to cell phone use would fall under the student discipline policy.
- c. For section III9, Ms Uberti clarified that this policy focuses on discipline i.e., suspension and expulsion and therefore would not include information related to allowed behavior pertaining to activism and dissent. She noted that is why all of the language in current policy 5145.2 is not included in the student discipline policy. It was further noted that the high school handbook provides guidance related to distribution and posting of flyers and that administrator discretion is required based on the broad spectrum of possible student requests. Ms Uberti agreed to discuss with Dr

Longobucco reviewing the handbook to determine if updates should be made.

- d. Under III26, Ms Uberti noted that 5121.3R regarding academic dishonesty includes language that each school will develop guidelines and procedures and that is the appropriate way to address expectations related to AI use.
2. 5127- Fundraising
 - a. Regarding gambling, while not specifically noted in the discipline policy, Ms Plante noted that statute would apply. Ms Linnetz noted the inclusion of gambling in the high school handbook.
 - b. Ms Uberti confirmed that administrator approval for fundraisers are required.
 3. 5129- Field Trips
 - a. Ms. Linnetz noted that paragraph two explicitly addresses that trips lasting more than one day would need to go to the board for approval. Ms Uberti indicated that the Educational Tour policy covers overnight and multi-day trips. Ms Uberti agreed to review the regulation language around subsidizing field trip expenses for parents who request assistance to include language indicating a best effort is made to ensure equity.
 4. 5137 - Bullying/SafeSchool Climate Plan
 - a. Ms Uberti explained that the Shupman policy has been updated based on changes to the statute. The plan is already approved and there are no changes. There is a new law that will require CABE to develop a new school climate plan, however that has not been shared yet.
 5. 5145.12 - Search and Seizure
 - a. Ms Uberti discussed that searches are based on reasonable suspicion and cars could be included in a search. She believes that is appropriately reflected in the regulation and no change is needed to the policy wording.
 6. 5146- FAFSA
 - a. Ms Linnetz noted that the school can complete a waiver if parents do not return the waiver. Ms Plante noted this policy does not become effective until the class of 2027. Ms Uberti shared that there may be further changes to this policy, however we are required to have it. Ms Uberti agreed to review and possibly update the regulation to remove rewarding students for completion.

B. Review Feedback from CFF Regarding Policy 3160 - Budget Procedures

- a. Ms Plante discussed that the two significant changes to the proposed policy as compared to our current policy is moving from monthly to quarterly reporting and changes to the approval threshold for line item transfers. With the changing in frequency, the expectation is that the Director of Business would present the

financials monthly at the CFF committee meeting. The CFF committee chair would then provide an update to the board.

- b. Regarding the approval thresholds Ms Plante supported including the current policy language regarding approval thresholds and Ms Uberti agreed. Ms Linnetz will propose edits to the policy to be shared with the full board during the second read.
- C. Create 2025 Policy Committee Meeting Date Schedule
- a. Ms Uberti proposed that the committee continue to meet twice a month. Ms Plante suggested keeping the current cadence:
1st Tuesday of the month 5:30-7pm
3rd Tuesday of the month 5-6pm
 - b. This allows the meetings to coincide with scheduled board meetings and not overlap with other committee meetings requiring Ms Uberti's attendance. The committee agreed not to meet in January during the budget review process and restart meetings in February.
 - c. The calendar will be reviewed during the 12/17 5-6pm committee meeting for approval.

5. Public Participation

- a. Ms Zukowski thanked the committee for addressing questions she had posed about the policies discussed. She noted she still felt uncomfortable with the different definitions of weapons in policy 5114 and would likely speak to that at the full board meeting. Regarding policy 3160 she noted the current policy does not allow for negative balances and asked if the \$10,000 threshold should be reviewed if it was established many years ago.

6. Adjourn

- a. Ms Plante motioned to adjourn. Ms Linnetz seconded. Passed unanimously and adjourned at 6:49pm

Personnel -- Certified/Non-Certified

Family and Medical Leave (FMLA)

Purpose

The purpose of this policy is to apprise employees of their rights, and establish guidelines for leaves taken by employees of the Newtown Board of Education (the “Board”), under the federal Family and Medical Leave Act of 1993 (“FMLA”) and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

Eligibility

Employees other than school paraprofessionals who have been employed by the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

A school paraprofessional in an educational setting is eligible for the leave described in this policy if the paraprofessional has worked for the Board for at least twelve (12) months, and has worked at least 950 service hours during the twelve (12) months immediately preceding the start of such leave.

Full-time instructional employees meet the 1,250 hours of service requirement unless the Board can demonstrate that the full-time instructional employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

Definitions

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Paraprofessional: For purposes of this policy, a “paraprofessional” means a school employee who performs duties that are instructional in nature or deliver either direct or indirect services to students and/or parents and serves in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. This definition is only used for the purpose of calculating eligibility for the leave described in this policy at the 950 hour threshold.

Reasons for Leave

Leaves under the FMLA and applicable state law may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care or child birth; or
- to care for the employee's newborn child; or
- the placement of a child with the employee by adoption or for foster care; or
- to care for the employee's spouse, child or parent who has a serious health condition; or
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position; or
- to serve as an organ or bone marrow donor; or
- to care for an injured or ill servicemember (see below – Length of Leave – for further information); or
- a qualifying exigency arising out of a family member's military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the Human Resources (HR) Department:
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;
 - financial and legal arrangements;
 - counseling;
 - rest and recuperation;
 - post-deployment activities;
 - parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty;
 - additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

Length of Leave

(a) Basic FMLA Leave Entitlement

If a leave is requested for one of the above-listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

The 12-month entitlement period for family or medical leave is measured on the basis of a "rolling" 12-month period measure backward from the date an employee uses any FMLA leave. For example, as of today's date if an employee has taken five (5) weeks of during the past twelve (12) months, the employee may take up to an additional seven (7) weeks of leave.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FMLA leave during a 12-month period to care for (i) a servicemember who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or (ii) a covered veteran with a serious injury or illness who is the employee's spouse, parent, child or next of kin.

For servicemembers, the injury or illness must render the servicemember medically unable to perform the duties of office, grade, rank or rating. This provision applies to servicemembers who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.

For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and must have been (1) a member of the Armed Forces (including the National Guard or Reserves); (2) discharged or released under conditions that were other than dishonorable; and (3) discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.¹

For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

¹ The employee's first date of leave must be within the five-year period. However, the employee may continue to take leave throughout the single 12-month period even if the leave extends past the five-year period. Note - special rules may apply to calculating the five-year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five-year calculation.

Types of Leave and Conditions

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered service member's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency; or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a family member or a covered service member, including during a period of recovery from an employee's or family member's serious health condition or a serious injury or illness of a covered service member, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a family member with a serious health condition, to care for a covered service member with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a parent with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

Requests for Leave

(a) Foreseeable Leave

An employee must notify the HR Department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for FMLA leave.

(b) Qualifying Exigency.

An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency, regardless of how far in advance such leave is foreseeable.

(c) Unforeseeable Leave.

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable FMLA leave, an employee must consult with the HR Department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the HR Department prior to scheduling the treatment in order to work

out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

P4152.6/4252.6(f)

Required Certifications/Documentation

For leaves taken for any FMLA-qualifying reason, an employee must submit a completed certification form supporting the need for leave. The appropriate form will be provided to the employee. The employee must submit a complete and sufficient certification form as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the HR Department of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. FMLA-protected leave may be delayed or denied if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

The Board may require medical recertification on a reasonable basis, including under the following circumstances:

- (i) every six (6) months or annually in connection with an FMLA-related absence if the previous certification indicates that the employee will need intermittent or reduced schedule leave for a period in excess of six (6) or twelve (12) months;
- (ii) the circumstances described by the previous certification have changed significantly (e.g. the duration or frequency of the absence, the nature or severity of the illness, medical complications); or
- (iii) whenever the school district receives information that casts doubt upon the employee's stated reason for the absence or the continuing validity of the certification.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the HR Department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional FMLA leave (if such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board

requests that employees not provide any genetic information when responding to a request for medical information.

P4152.6/4252.6(g)

Use of Paid Leave

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

For leaves taken because of the employees own serious health condition and receiving Workers' Compensation benefits, will have such leave charged against his or her FMLA entitlement.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

Medical Insurance and Other Benefits

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If paid leave is substituted for unpaid portions of FMLA leave, the employee will pay the employee's share of premiums in the manner used prior to leave (e.g. payroll deduction.) If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee shall not accrue benefits such as seniority, pension benefits or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

Reinstatement

Except for circumstances unrelated to the taking of a family or medical leave, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

Additional Information

Questions regarding family or medical leave may be directed to the Superintendent or designee. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

P4152.6/4252.6(h)

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 31-51rr Family and medical leave benefits for employees of political subdivisions

Regs. Conn. State Agencies 31-51rr-1, et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

Note: In June 2021, Connecticut passed legislation directing the Board of Regents for Higher Education (“BOR”) to establish the Connecticut Automatic Admissions Program (“CAAP”) to permit eligible Connecticut high school students to be admitted automatically to Connecticut’s state universities (other than the University of Connecticut) and other Connecticut post-secondary institutions of higher education that choose to participate. On October 31, 2022, the CSDE released helpful information and resources to guide school districts in the process of identifying and notifying students of their eligibility for the CAAP and other details about the new program, which must be implemented beginning in the 2022-2023 school year. Under the CAAP, public high schools must calculate high school seniors’ grade point averages according to the standardized method established by the BOR (“CAAP GPA”) and determine their corresponding class rank percentile (“CAAP percentile rank”). In addition, schools must identify the participating universities to which students are eligible for automatic admission and send students who qualify for automatic admission letters confirming their eligibility. Importantly, under the new law, schools may continue to use their existing GPA formulas for all other purposes. S & G revised their model policy in December 2023 to (1) identify the Board’s obligation to calculate and notify students of their CAAP GPA and CAAP percentile rank for purposes of the CAAP and (2) allow Boards to continue to identify how GPA will be calculated for all other purposes.

This is a mandated policy and new for NPS.

This policy was reviewed by Dr. Longobusso.

**Series 6000
Instruction**

6147

WEIGHTED GRADING AND CALCULATION OF GRADE POINT AVERAGES

The Newtown Board of Education (the “Board”) recognizes the importance of parents and students understanding the manner in which grade point averages are calculated within the Newtown Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which grade point averages are calculated within the District.

I. Calculation of Grade Point Average and Class Rank Percentile for Purposes of the Connecticut Automatic Admissions Program

The Board understands its obligation under state law to identify students in the District who are eligible for the Connecticut Automatic Admissions Program (“CAAP”).

In accordance with state law, for each student who completes eleventh grade, the District will: (1) calculate a grade point average using the standardized method established by the Board of Regents for Higher Education (“BOR”) for purposes of the CAAP (“CAAP GPA”), and (2) determine whether such student’s class rank percentile is above or below the minimum established by the BOR. The District shall share a student’s CAAP GPA and whether the student is above or below the minimum class rank percentile for the

CAAP with the student, the student's parent or guardian, the Connecticut State Department of Education ("CSDE"), and, upon request, a participating institution for purposes of applying to such institution under the CAAP.

The District shall notify each student enrolled in the student's final year of high school, and the parent or guardian of such student, whether the student may be admitted to at least one participating institution under the CAAP based on the academic threshold established by such institution.

The District shall calculate each student's CAAP GPA, identify institutions to which students are eligible for automatic admission under the CAAP, and generate student letters in accordance with guidance issued by the CSDE, as such guidance may be amended from time to time.

The District shall not publish or provide a class ranking for any student or publish on a student's transcript the student's CAAP GPA or whether such student is above or below the minimum class rank percentile established by the BOR for purposes of the CAAP.

II. Calculation of Grade Point Averages For All Other Purposes

The Board believes that, due to the rigorous nature of certain classes the grades earned in such classes deserve additional weight for purposes of calculating grade point average and determining class rank. These rigorous classes include the following: honors classes, advanced placement classes, dual enrollment, dual credit or early college. Therefore, it is the policy of the Board to grant grades earned in such courses additional weight for the aforementioned purposes.

Weighted Grade Point Average (GPA) Scale

Letter	Numeric	AP	Hon	CP (A)	CPB	Gen
A+	97-100	5.50	5.00	4.50	4.00	3.67
A	93-96	5.17	4.67	4.17	3.67	3.33
A-	90-92	4.83	4.33	3.83	3.33	3.00
B+	87-89	4.50	4.00	3.50	3.00	2.67
B	83-86	4.17	3.67	3.17	2.67	2.33
B-	80-82	3.83	3.33	2.83	2.33	2.00
C+	77-79	3.50	3.00	2.50	2.00	1.67
C	73-76	3.17	2.67	2.17	1.67	1.33
C-	70-72	2.83	2.33	1.83	1.33	1.00
D+	67-69	2.50	2.00	1.50	1.00	0.67
D	65-66	2.17	1.67	1.17	0.67	0.33
F	60-64	1.83	1.33	0.83	0.33	0.00
F	57-59	1.50	1.00	0.50	0.00	0.00

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy, if necessary.

Legal Reference:

Connecticut General Statutes § 10-220g

Connecticut General Statutes § 10-220q

Connecticut General Statutes § 10a-11h

Connecticut State Department of Education, *Information and Resources to Support Connecticut School for the Connecticut Automatic Admissions Program (CAAP)*, available at <https://portal.ct.gov/SDE/Performance/Information-and->

[Resources-to-Support-Connecticut-Schools-for-CT-Automatic-Admissions-Program](#)

Adopted:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Conduct Code for Participation in Extracurricular Activities

Extracurricular activities, for purposes of this policy, includes all extracurricular activities and all other school sponsored activities other than regular classroom and laboratory classes. The goal of such activities is to provide every participant the opportunity to grow mentally, morally, physically and emotionally. To assure that the program can provide these opportunities, a degree of self-discipline is required for each participant, which involves compliance with rules and regulations concerning personal behavior.

Participation in extracurricular activities and athletics is not a right but a privilege that may be regulated. Students participating in extracurricular activities and athletic programs at District schools are therefore expected to adhere to high standards of behavior. The student and/or the school are judged by the student's conduct. The attitude of a student has an impact on the attitude and conduct of others. Students participating in extracurricular activities are expected to abide by all rules outlined in District policies pertaining to conduct, in the Code of Conduct, as well as all other standard school rules and policies.

The Superintendent of Schools or his/her designee with input from coaches and sponsors/directors of extracurricular activities, shall develop a code of conduct for all participants in extracurricular activities consistent with Board policy and the rules, policies and regulations adopted by the Connecticut Interscholastic Athletic Association (CIAC) in which the District maintains a membership. The conduct code shall:

1. require participants in extracurricular activities to conduct themselves at all times, including after school and on days when school is not in session and whether on or off school property, as good citizens and exemplars of their school,
2. notify participants that failure to abide by it could result in removal from the activity, and
3. be reviewed by the Building Principal periodically at his/her discretion and presented to the Board.

All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy.

The Principal or his/her designee may declare a student ineligible whose conduct is contrary to and in violation of the rules and regulations established and made known to students or whose conduct is contrary or in violation of Board of Education policy.

To retain eligibility for participation in extracurricular activities, students must conduct themselves as good citizens both in and out of school. Any student who is found to have violated the District's/school's Code of Conduct will be deemed ineligible for a period of time as outlined in disciplinary policies and the Code of Conduct.

Students who engage in recurring incidents of negative behavior are subject to escalating penalties and possible removal from an athletic team or extracurricular activity.

Students

Conduct Code for Participation in Extracurricular Activities (continued)

In addition to facing sanctions at the team level, student-athletes who violate Board policies will also be subject to disciplinary consequences, up to and including suspension and expulsion from school, in accordance with the Board's student discipline policy.

All students are expected to adhere to Board policies regarding the use, possession, or distribution of tobacco, alcohol, drugs or other illegal substances. Any student-athlete or participant in extracurricular activities found to be using, possessing, or distributing tobacco, alcohol, illegal substances or steroids, or misusing prescription drugs, **on or off campus** will be suspended from his/her team or activity for a period of time in conformity with the Code of Conduct. In addition, the student may be referred to outside counseling, at parental expense, and/or law enforcement authorities, in accordance with Board policies. The sale, distribution or transmission of a controlled substance as defined in subdivision (9) of 21a-240 of the Connecticut General Statutes on or off school grounds shall be subject to mandatory expulsion, exclusion from all school privileges, as required by state laws and Board policy 5114.

Head coaches/advisors may establish additional rules and regulations which apply only to their teams or activity. The additional rules may not violate or supersede any rules or procedures of this policy. Extracurricular codes of conduct may take into consideration conduct that occurs outside of the schools' usual jurisdiction. No provision of an extracurricular code of conduct shall have the effect of discrimination on the basis of sex, sexual orientation, race, disability, religion or ethnicity. Additional rules and regulations must be approved by the Building Principal/Athletic Director and distributed in writing to all participants prior to the beginning of the season or activity. Students and their parents (when presented) shall sign and return to the coach a statement that they have read the athletic code of conduct and consent to it as a condition of participation in the activity.

(cf. 5114 – Suspension/Expulsion; Student Due Process)

(cf. 5114.2 – Suspension from Interscholastic Athletics)

(cf. 5131 – Conduct)

(cf. 5131.6 – Alcohol Use, Drugs, and Tobacco (including Performance Substances))

(cf. 5131.62 – Steroid Use)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5135 – Academic Eligibility)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.125 – Drug Testing–Extracurricular Activities)

(cf. 6164.11 – Drugs, Alcohol, Tobacco)

Students

Conduct Code for Participation in Extracurricular Activities (continued)

Legal Reference: Connecticut General Statutes

- 1-21b Smoking prohibited in certain places.
- 10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
- 10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.
- 10-220b Policy statement on drugs.
- 10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.
- 21a-240 Definitions dependency producing drugs.
- 21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.
- 21a-240(9) Definitions “controlled substance.”
- 21a-243 Regulation re schedules of controlled substances.
- 53-198 Smoking in motor buses, railroad cars and school buses.
- Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.
- 20 U.S.C. Section 7181 et. seq., No Child Left Behind Act.
- New Jersey v. T.L.O.*, 469 U.S. 325 (1985).
- Veronia School District 47J v. Acton*, 515 U.S. 646 (1995) *Board of Education of Independent School District No 92 of Pottawatomie County v. Earls* 01-332 U.S. (2002).

Policy adopted: August 15, 2017

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Conduct Code for Participation in Extracurricular Activities

In accordance with Policy 5114.21, Newtown Public Schools has developed a code of conduct for all participants in extracurricular activities, so that students, both on and off campus, conduct themselves as good citizens and role models of their schools. The Code of Conduct is consistent with Board policy and the rules, policies, and regulations adopted by the Connecticut Interscholastic Athletic Association (CIAC), in which the District maintains a membership. Failure to abide by the Code of Conduct could result in the removal from an extra-curricular activity. An extra-curricular activity is defined as any sport, activity, club, or elective program that students voluntarily participate in and which is not tied to the daily academic schedule, BOE approved curriculum, or grade (e.g., football, marching band, NHS musical, debate club).

NHS Student-Athlete Code of Conduct

Participation on a Newtown High School athletic team is a privilege and not a right. Student-Athletes should act as role models in the school, the playing venue and the community. We believe in education based athletics. Behavior that is not appropriate in school or in the community can lead to consequences on the playing field. We also believe that academic responsibilities come before athletics. As members of their team, student-athletes serve as role models. They are admired and respected by many, including younger athletes and their behavior and actions often have a significant impact on others. The student-athlete plays an essential role in the promotion of sportsmanship and he or she must accept the responsibility to display high standards of sportsmanship. A student-athlete demonstrates the following:

- Accepting the responsibility and privilege they have in representing their school and community by learning and showing teamwork, sportsmanship and discipline in all aspects of the game.
- Respecting all individuals by exhibiting good character and conducting themselves as a positive role model.
- Winning and losing graciously.
- Willingness to work for the good of the team at all times.
- Cheering for their team, not against their opponent.
- Congratulating opponents in a sincere manner following either victory or defeat.

NHS Student Substance Abuse Code of Conduct

The Newtown Board of Education recognizes the serious societal problem of substance abuse and the implications this has for our students in the Newtown Public School System. In partnership with families and other local institutions, our schools play a significant role in the early detection of substance abuse, the protection of children from the use, promotion and sale of alcohol and controlled substances and the improper use and sale of prescription drugs.

Students**Conduct Code for Participation in Extracurricular Activities** (continued)**NHS Student Substance Abuse Code of Conduct** (continued)

All student-athletes are subject to Newtown Board of Education policies, Newtown High School administrative policies, disciplinary actions and suspension or removal from co-curricular activities for the possession, use, dispensing, sale or distribution, aid in the procurement or under the influence of any of the following:

- Alcohol
- Anabolic Steroids
- Diuretics
- Illicit Drugs
- Hormones or Analogues
- Mood Altering or Controlled Substances
- Performance Enhancements
- Stimulants
- Any substance purposed to be a restricted substance including but not limited to tobacco, cigarettes, electronic or vapor cigarettes.

A student that is under the influence of any of the above-mentioned substances on school grounds or during school activities, will be excluded from all school related co-curricular activities for a period of **(60)** sixty calendar days. If the 60-day period is not concluded by the end of the school year, the remaining days will resume at the start of the next school year. If such student engages in any prohibited activity listed above off school grounds, at any time, seven days a week, regardless of whether or not prohibited conduct occurs during the student's actual participation in the activity or whether other school-related disciplinary action has occurred, the student will be excluded from all school related co-curricular activities for a period of **(60)** sixty calendar days. If the 60-day period is not concluded by the end of the school year, the remaining days will resume at the start of the next school year.

A student whose conduct off school grounds is in violation of the substance abuse policy and is seriously disruptive of the educational process shall be subject to severe disciplinary action, up to and including expulsion from school. In accord with Newtown High School policies and expectations, this is applicable to all co-curricular activities sponsored by the school.

The Newtown Board of Education, Newtown Administrators and NHS Athletic Department are committed to achieving an environment free of substance abuse in our schools. While this goal cannot be achieved by the school district alone, regardless of funding, staff ability or program development, the Newtown High School Administration will provide students with preventive and intervention support and education. The family, church, community health services, mental health and treatment facilities and concerned citizens must play a role if our goal is to be accomplished. We support sharing approaches and programs with other districts and institutions and recognize that these problems neither begin at the school door nor end at the district's boundaries. The solutions to the difficult problems of substance abuse need to be approached by society as a whole.

Students

Nonresident or Tuition Students

Definition

A nonresident student is a student who:

1. resides outside of the school district; or
2. resides within the school district on a temporary basis; or
3. resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or
4. resides within the school district for the sole purpose of obtaining school accommodations; or is
5. a child placed by the Commissioner of Children and Youth Services or by other agencies in a private residential facility. However, under this circumstance, children may attend local schools with tuition paid by the home district unless special education considerations make attendance in local schools and programs inappropriate. Children not requiring special education who live in town as a result of placement by a public agency (other than another Board of Education and except as provided otherwise in this paragraph) are resident students; those requiring special education may attend local schools (with special education cost reimbursements in accordance with statutes) unless special education considerations make attendance in local schools and programs inappropriate.

Request for admission to enroll as a tuition student, or for a tuition waiver when residency of the student, parents, or guardians is not in Newtown, may be granted upon application to the Board of Education. The enrollment of such student may be subject to the payment of tuition as determined annually by the Board of Education, ordinarily at the July or August business meeting.

Tuition Exceptions

1. For a family who will become residents of Newtown and are in transition, the tuition may be waived by the Superintendent for the first month of school attendance.
2. For a family who has a signed bona fide construction contract for a new home in Newtown, the Superintendent may grant an initial tuition waiver for 60 calendar days and can extend this waiver, not to exceed an additional 60 calendar days.

Students

Nonresident or Tuition Students (continued)

Tuition Exceptions (continued)

3. For a family who has children attending Newtown schools and then establishes residency in another community, the Superintendent shall establish a pro rata tuition rate to be payable from the date of the new community residency to the date when the children are withdrawn or transferred to the new community
4. For a family who moves from Newtown after May 1, the Superintendent will grant a tuition waiver for May and June.
5. For a family who moves from Newtown prior to July 1 of their child's junior year, the Superintendent will establish a pro-rata tuition rate for the remainder of the school year. For a family who moves from Newtown after their child's junior year, the Superintendent will grant a tuition waiver for the remainder of that school year.
6. For a family who experiences divorce and one of the parents maintains a Newtown residency, the Superintendent will grant a tuition waiver if the student lives with the nonresident parent.
7. Requests for special extensions or exemptions of tuition waivers will be considered on an individual basis by the Board of Education.

Transportation

When a non-resident student is granted permission to attend the Newtown Public Schools either on a tuition or tuition exemption basis, the family assumes responsibility for transportation.

Foreign Exchange Students

Students from foreign countries whose residence in Newtown is sponsored by a local service club, the American Field Service, Cultural Homestay International or by other district approved exchange programs may be enrolled in the appropriate school for not more than one year without the payment of tuition upon application to and approval of the school Principal.

Students

Nonresident or Tuition Students (continued)

Nonresident Students

Students from outside Newtown who plan to reside with a Newtown resident may be considered for enrollment, by application to the Board of Education, on a non-tuition basis if it can be demonstrated that:

1. The student has not already graduated from the equivalent of a high school elsewhere.
2. The student is not seeking to avoid school enrollment in the school system where legal residence is maintained.
3. The student's enrollment does not cause a class to exceed class size limitations as established in the teacher's bargaining unit agreement.

The parents or guardians of the student, and the Newtown resident with whom the student will reside, must complete and file the appropriate forms, which declare that both parties acknowledge the full legal responsibility of this decision and comply with stipulations as defined in Connecticut General Statute 10-253(d).

Children of Staff Not Living in Newtown

Full-time staff who reside outside of Newtown and wish their children to attend the Newtown schools may apply to the Superintendent of Schools for assignment to an elementary school, the intermediate school, the middle school, or the high school. The acceptance of tuition students of full-time staff will be conditioned on the impact of increased tuition students on desirable class size and available support services for students.

Tuition for children of full-time non-resident staff members will be at an annual rate of 25% of the regular yearly tuition established by the Board of Education. Staff enrolling more than one child in the District in a school year will pay a reduced rate of 15% of the regular yearly tuition for each additional child.

Continuation of a child as a tuition student will not be contingent on class size constraints as long as the parent remains a member of the full-time staff.

An increased tuition rate for students needing special services will be set by the Superintendent on a case-by-case basis.

Students**Nonresident or Tuition Students** (continued)**Evidence of Residency**

The Superintendent of Schools or his/her designee may require documentation of family and/or student residency, including affidavits, provided that prior to a request for evidence of residency the parent or guardian, relative or non-relative, emancipated minor, or student eighteen (18) years of age or older shall be provided with a written statement of why there is reason to believe such student may not be entitled to attend school in the district. An affidavit may require a statement or statements with documentation that there is bona fide student residence in the district, that the residence is intended to be permanent, that it is provided without pay, and that it is not for the sole purpose of obtaining school accommodations.

Removal of Nonresident Student From District Schools

If after a careful review of affidavits and other available evidence, the Superintendent of Schools or his/her designee believes a student is not entitled to attend local schools, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older shall be informed in writing that, as of a particular date, the student may no longer attend local schools, and the Superintendent shall notify the Board of Education, (if known), where the child should attend school. If after review district residency is established by the evidence, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older shall be so informed.

If a student is removed from a district school for residency reasons the Superintendent of Schools or his/her designee shall: 1) inform the parent, guardian, emancipated minor, or student eighteen (18) years of age or older of hearing rights before the Board of Education and that the student/s may continue in local schools pending a hearing before the Board of Education if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older 2) that upon request, a transcript of the hearing will be provided 3) that a local Board of Education decision may be appealed to the State Board and that the student/s may continue in local schools pending a hearing before the State Board if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older 4) that if the appeal to the State Board of Education is lost, a per diem tuition will be assessed for each day a student attended local schools when not eligible to attend.

Board of Education Hearing

Upon written request, the Board of Education shall provide a hearing within ten (10) days after receipt of such request. If there is a hearing, the Board shall make a stenographic record or tape recording of the hearing; shall make a decision on student eligibility to attend local schools within ten (10) days after the hearing; and shall notify the parent, guardian, emancipated minor, or student eighteen (18) years of age or older of its findings. Hearings shall be conducted in accordance with the provisions of Sections 4-177 to 4-180 inclusive of Connecticut General Statutes.

The Board shall, within ten (10) days after receipt of notice of an appeal, forward the hearing record to the State Board of Education.

Students

Nonresident or Tuition Students (continued)

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

10-253 School privileges for students in certain placements and temporary shelters.

Policy adopted: August 14, 2018
Policy revised: February 6, 2019

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Eligibility for Honor Rolls

To recognize outstanding scholastic achievement, motivate students to do well in their studies, and teach students the importance of meeting all their responsibilities, the Board of Education hereby establishes the following categories of honors and the criteria for eligibility for said honors.

High School (9-12)

Honor Roll

To be named to the High Honor Roll a student must:

1. Be enrolled in five or more courses. A minimum of four courses must be in areas of study other than independent study and released work experience.
2. Have an overall average of 90 or higher for the marking period.
3. Receive a grade of 85 or higher in each course used in determining the overall average and have no incomplete grades.

To be named to the Honor Roll a student must:

1. Be enrolled in five or more courses. A minimum of four courses must be in areas of study other than independent study and released work experience.
2. Have an overall average of 85 or higher for the marking period.
3. Receive a grade of 80 or higher in each course used in determining the overall average and have no incomplete grades.

Middle School (7-8)

Honor Roll

Achievement grades in all subjects will be considered to determine eligibility for the honor roll. A student must receive an overall achievement grade average of 85% or higher.

A grade of C+ or lower in any subject or a Pass (P) designation will exclude the student from the honor roll. Note: Pass/Fail (P/F) option for grading may be used only if stated in Individual Educational Plan (IEP) or through prior arrangement by a team consisting of a school counselor, parent, teacher, and administrator.

When the computer calculates the average, it will use the following numerical letter grades:

A+ (97-100) C+ (77-79) EFFORT GRADES A (93-96) C (73-76) A Outstanding A- (90-92)
C- (70-72) B Very Good B+ (87-89) D+ (68-69) C Satisfactory B (83-86) D (66-67) D Needs to
Improve B- (80-82) D- (65) F Unsatisfactory NM = No Mark F = Below 65 P/F = Pass/Fail
I= Incomplete

Publication of the "Honor Roll" will conform to the District's policy pertaining to directory information.

(cf. 5125 - Student Records/Confidentiality)
(cf. 5145.15 - Directory Information)

Policy approved: January 11, 2019

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Conduct

Video Surveillance

District surveillance cameras will only be utilized in public areas where there is no “reasonable expectation of privacy.” Audio recordings shall not be utilized by School District employees without the express permission of the Superintendent or his/her designee. However, such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

To further the Board’s objective, the District Security and Safety Committee (DSSC) shall meet as appropriate and/or deemed necessary to develop, implement and review District and building level security and safety practices, emergency operations plans, and emergency response procedures. The DSSC shall also make recommendations to the Superintendent regarding the implementation and use of surveillance cameras as authorized by the Board of Education. The Superintendent shall retain final decision-making authority regarding the recommendations of the DSSC; and he/she shall notify the Board as to the procedures to be implemented with regard to the use of surveillance cameras by the School District.

In determining the most appropriate use and implementation of surveillance cameras in the schools, school buses, and/or on school grounds, the DSSC’s recommendation will be guided by, at a minimum, the following considerations:

- Demonstrated need for the device at designated locations;
- Appropriateness and effectiveness of proposed protocol;
- The use of additional, less intrusive, means to further address the issue of school safety (e.g. restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- Expense involved installing and maintaining the use of surveillance cameras at designated locations, including school buses and/or on school grounds.
- The possibility of linking “live” the video surveillance system with local law enforcement monitoring.

Any video recording used for surveillance purposes in school buildings, school buses, and/or on school property, shall be the sole property of the District; and the Superintendent or his/her designee will be the custodian of such recordings. All recordings will be stored on the hard drive for a minimum of 30 calendar days. ~~If it is necessary to download any file onto a removable data storage device, it will be downloaded only by the Custodian of Recordings onto a CD-ROM and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations.~~ Requests for viewing a video recording must be made in writing to the Superintendent or his/her designee **Principal** and, if the request is granted, such viewing must occur in the presence of the District’s designated custodian of the recording. Under no circumstances will the District’s video recording be duplicated and/or removed from the District premises unless in accordance with the direction of the Superintendent, a written request from the Chief of Police of

Students

Conduct

Video Surveillance (continued)

the Newtown Police Department for explicit use in a criminal investigation, motor vehicle accident investigation, or an administrative investigation involving police personnel, court order, and/or subpoena.

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

Students and staff will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and/or on school grounds. Such notification may include, but is not limited to, publication in the District ~~website calendar~~, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

Video Cameras on School Transportation

1. **Policy:**

Video cameras may be installed on school buses operated by the Newtown Board of Education or its transportation contractor. The operation of the cameras must be the type initiated by the ignition switch and not controlled in any way by the vehicle driver. All video recordings will remain in the custody of the transportation provider. The use of video cameras is primarily intended to be an extension of the disciplinary procedures employed by school administrators and for driver/student training purposes. Video recordings may be used to supplement or support the investigation of disciplinary infractions.

2. **Procedures:**

A. **Camera installation/distribution:** Video system hardware and black boxes should be installed on all buses operated by the transportation provider. The actual number of cameras employed will be at the joint discretion of the Board and the transportation provider.

Students

Conduct

Video Cameras on School Transportation (continued)

- B. **Video recordings custody:** Video recordings will be retained by the transportation provider for twenty (20) working days. After twenty working days, the tapes will be reused in the video equipment on the vehicles. If an administrator needs to view a **recording tape**, he/she must request the **recording tape** within twenty (20) days of the time the incident occurred. A SCHOOL ADMINISTRATOR IS THE ONLY PARTY THAT MAY REQUEST **TAPES recordings** FROM THE TRANSPORTATION PROVIDER FOR VIEWING PURPOSES.
- C. **Video recording retention:** If a school administrator determines that ~~a tape~~ a **recording** should be kept for evidence, the tape should be retained permanently by the school administrator and not returned to the transportation provider.
- D. **Confidentiality:** Every effort must be made to preserve the confidential nature of video surveillance and the rights of students and vehicle operators.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.5 – Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

Connecticut General Statutes

10-97 Transportation to vocational schools.

10-186 Duties of local and regional boards of education re school attendance.

10-220 Duties of boards of education.

10-220c Transportation of children over private roads.

10-233a and 10-233c Suspension of students.

Students

Conduct

Video Surveillance in School Buildings, Campuses, and Buses

Video Surveillance System Operation

1. The Board or its administrators may use video surveillance: 1) to monitor and protect District property; 2) to foster the safety and security of students, staff, and visitors while at work or participating in school functions; 3) in response to specific inquiries and proceedings relating to law enforcement; and 4) when warranted, for specific student discipline. Video recordings may not be used for any other purposes.
2. Video cameras will be utilized in school buildings, on school grounds, and on buses as recommended by building administration and approved by the Superintendent. The District shall notify students, staff, and the public that video surveillance may occur on school property. Such notification will occur through incorporation in the school parent/student handbooks, District and school websites, and/or through signs displayed near the main entrance of each school. Video cameras may only be installed on buses with prior notice provided to drivers.
3. Video recording equipment will be installed prominently. Equipment should not monitor areas where the students, employees and public have a reasonable expectation of privacy, such as locker rooms, and adult and student restrooms. Video recording equipment may be in operation 24 hours per day, and monitored “live” by local law enforcement personnel.
4. The Superintendent and the Director of Security will retain administrative oversight of the District’s surveillance camera program. The use of video surveillance equipment on school grounds shall be supervised and controlled by the respective building Principal. The use of video surveillance on the school buses shall be supervised and controlled by the Transportation Supervisor. The building Principal operates the system and maintains the recordings; however, the downloading of any video onto a portable data storage device shall only be performed by the Director of Security (Custodian of Recordings).
5. Video recordings should only be reviewed where there is a need to do so, either because an incident has been reported or is suspected to have occurred. Examples of such include, but are not limited to: incidents of vandalism and/or property damage, theft, trespassing, assault, illicit drugs, personal injury, or bullying, etc.

Students

Conduct

Video Surveillance in School Buildings, Campuses, and Buses

Video Surveillance System Operation (continued)

6. Administrative staff, School Security Personnel, and School Resource Officers assigned to the video surveillance system will be required to review and apply these regulations in performing their duties and functions related to operation of the system. All staff and students shall be made aware of the Board's video surveillance policy. The regulations shall be incorporated into training and orientation programs. It shall be the responsibility of the Superintendent and school administration to review and update the regulations periodically.
7. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with video recordings and/or video camera equipment and will be subject to appropriate disciplinary action and/or arrest. Disciplinary action shall be consistent with District policies.
8. The District shall provide reasonable safeguards including, but not limited to, password protection, well managed firewalls and controlled physical access to protect the surveillance system from hackers, unauthorized users and unauthorized use.
9. Video monitors shall be located in administrative offices and/or at security work stations within the school. Local law enforcement personnel shall also have the ability to monitor the system "live". Parental requests to inspect recorded video surveillance must be made in writing.
10. Video surveillance equipment will be used in accordance with all Board of Education policies including the District's nondiscrimination policy.

Storage/Security

1. Video recordings held for review of property or student incidents will be maintained in their original form pending resolution. Video recordings will be stored for a minimum of thirty calendar days after initial recording. The vehicle for temporary storage will be the respective school principal and/or his or her designee's computer hard-drive. If the Principal and/or designee know no reason for continued storage, such recordings will be deleted/erased. Any recordings copied by the Custodian of Recordings for any purpose will follow established procedures outlined in this policy.

Students

Conduct

Video Surveillance in School Buildings, Campuses, and Buses

Requests to View Video Surveillance

Requests to review video recordings shall comply with all applicable state and federal laws and with Board Policy. All requests for review of video recordings that are considered an educational record will be as follows:

1. All viewing requests must be submitted in writing. Requests for viewing will be limited to those parents/guardians, students, and/or District officials with a direct interest in the proceedings as authorized by the Principal and only the portion of the video recording concerning the related specific incident will be made available for viewing.
2. Written requests for viewing may be made to the Principal within ten school calendar days of the date of recording.
3. Approval/denial for viewing will be made within seven school calendar days of receipt of the request and so communicated to the requesting individual.
4. Video recordings will be made available for viewing within seven school calendar days of the request approval.
5. Actual viewing will be permitted only at school-related sites including school buildings or the District office.
~~All viewing will include the Superintendent, Custodian or Recordings, building Principal or his/her designee.~~
6. A written log will be maintained at the District Office or at each school building of those viewing video recordings including the date of viewing, reasons for viewing, date the recording was made, location at school or central office, and signature of the viewer.
7. Video recordings will remain the property of the District and may be reproduced only in accordance with the law, including applicable Board policy and regulations.
8. Time lines may be altered for requests for viewing which arise at the end of a school year or prior to vacation periods.

Students

Conduct

Video Surveillance in School Buildings, Campuses, and Buses

Student Records

1. Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws and District Board policies related to record maintenance and retention.
2. Parents/students and the public will not be specifically notified when a video camera is in use.

Video Surveillance Notification to Post on District and School Websites and Literature

The Newtown Board of Education has authorized the use of electronic surveillance systems on school property and on school buses transporting students. The system will be used to monitor the behavior of students, staff, and building visitors in order to promote and maintain a safe and secure environment for all. Students and parents are hereby notified that the content of the surveillance system may be used in a student disciplinary proceeding. Surveillance content will be routinely erased on a periodic basis or ~~be~~ retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view surveillance contents used in a disciplinary proceeding involving their child.

In addition, visitors to the school site should be aware that local law enforcement officials monitor the video surveillance, and may utilize surveillance video data for investigatory and prosecutorial purposes.

Students

Use of Electronic Devices

Use of Private Technology Devices by Students

Students may possess privately owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools. The Newtown Board of Education (“Board”) considers allowing students to bring to school such devices to be a privilege and not a right. The Board reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board’s responsible use and student discipline policies.

Parents and/or guardians must read and sign the attached agreement form before a student may be permitted to bring to school a privately owned technological device.

Definitions

Board Technology Resources

For the purposes of this policy, “Board Technology Resources” refers to the Board’s computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, “Privately Owned Technological Devices” refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, walkmen, CD players and walkie-talkies, Blackberries, personal data assistants, I-Phones and other electronic signaling devices.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff. Use of devices during non-instructional time will be approved by the administration.

Note: *Use of devices is governed by the Responsible Use of Technology Policy (BOE P6141.321).*

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to the following:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene or contains pornography;
- The sending, sharing, viewing or possessing pictures, e-mails or other material of a sexual nature in electronic or any other form on a cell phone or other electronic device is prohibited;
- Cyberbullying;
- Violating any school rules, including the unauthorized visual or audio recording of another individual without the permission of the individual or individuals; or
- Taking any action prohibited by any Federal or State law.

Additional guidelines around distribution of electronic material can be found in BOE Policy 5131.82.

Sexting

The taking, disseminating, transferring or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, e-mailing or sexting, etc.) may constitute a crime under State and/or Federal law. Any person taking, disseminating or sharing obscene, pornographic, lewd or otherwise illegal images or photographs, even if the subject is oneself, may be punished under this policy/code of conduct and will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Students

Electronic Devices (continued)

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school. Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Students shall take full responsibility for their device and shall keep it safely stored when not in use. Classroom teachers will determine the best storage location for such devices. Students are required to take home their privately owned technological devices at the end of each school day.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or in a manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

It is the policy of the Board of Education to permit students, using their privately owned technology devices, to access the Board's instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

Students

Electronic Devices (continued)

Access to Board Technology Resources (continued)

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and that any privately owned technological devices access same.

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 6141.321 – Computers: Responsible Computer, Network and Internet Use)

Students

Electronic Devices (continued)

Legal Reference: Connecticut General Statutes

10-233j Student possession and use of telecommunications device

31-48d Employees engaged in electronic monitoring required to give prior notice to employees.

53a-182 Obstructing free passage: Class C misdemeanor.

53a-183 Harassment in the second degree: Class C misdemeanor.

53a-250 Definitions.

Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted: November 7, 2018

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

**NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut**

**Bring Your Own Device (BYOD) Grades K-8 Form
Student Wireless Device Agreement**

Technology has changed the way we approach education as we prepare our students for future opportunities. We understand the many educational benefits of using technology in the classroom and the importance of the integration of technology in our curriculum. In an effort to encourage our students to continue to develop 21st century skills, students in Newtown Public Schools may now bring their own technology to school.

Use of devices to enhance learning in the classroom will be pursued when deemed appropriate at individual teacher discretion. Examples may include taking notes, maintaining planners, reading eBooks, accessing online resources, researching and collaborating with others using Google's G Suite for Education (G Suite), etc. It is suggested that students save their work to their G Suite accounts so they can access it from anywhere.

The use of personal devices by students is optional. Students who do not participate in BYOD will not be penalized. Alternate modes of participation will be available.

If a student wishes to use a personally owned electronic device in school, the student and parent/guardian must read and sign this agreement and return it to the school. Students participating in BYOD must also adhere to the pre-existing Responsible Use Policy(BOE P6141.321), Use of Electronic Devices Policy(BOE P5131.81) and Restrictions on Publications and Written or Electronic Material Policy(BOE P5131.82)

Definition of Device

For purposes of BYOD, "device" means a personal wireless and/or portable electronic device that may (but is not required to) offer capability to connect to wireless networks. The device must easily and comfortably permit a user to read electronic content and utilize productivity software.

Internet Access

Students **MUST** connect to the school's filtered wireless network when accessing the Internet. Personal Wi-Fi enabled devices such as, but not limited to, smart phones/iPads/personal hotspots are not permitted to be used to access other Internet networks. Only the Internet service provided by the school may be accessed while in school.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Schools, including their staff or employees, are not liable for any device stolen or damaged on school grounds. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal belongings that are impacted in similar situations (e.g., graphing calculators). It is recommended that students personalize their devices for easy identification and utilize protective cases.

BYOD Student Agreement (Elementary, Intermediate, & Middle School)

Use of technology in a school is a privilege which comes with great responsibility. Students will be allowed to use their laptops, tablets, smartphones or other electronic devices for educational purposes at school.

In addition, devices:

- must be in silent mode while in school
- must be used for instructional purposes at all times (Personal communications, such as phone calls, texting, instant messaging are not allowed during instructional times.)
- must be used only with the approval of teacher or school administrator
- must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.)
- must be charged prior to bringing them to school and must be capable of running off battery while at school
- must have up-to-date virus protection and not be used to bypass network security or with the intent to cause damage to the network
- must be used ethically and not for hacking, altering or bypassing security policies
- may, be used to record, transmit or post images or video during school hours and/or activities such as field trips for educational purposes only with the approval of those included in the video or recording approval

It is NOT the responsibility of teachers or the staff of Newtown Public Schools to troubleshoot individual devices during the school day. Check your owner's manual for issues regarding connectivity.

The school reserves the right to inspect a student's personal device if there is a reason to believe that the student has violated the Responsible Use Agreement.

I understand and will abide by the above guidelines. I further understand that any violation may result in disciplinary action.

Signature of student: _____ Date: _____

Printed name of student: _____

Signature of parent/guardian: _____ Date: _____

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Bring Your Own Device (BYOD) Grades 9-12 Form
Student Wireless Device Agreement

Technology has changed the way we approach education as we prepare our students for future opportunities. We understand the many educational benefits of using technology in the classroom and the importance of the integration of technology in our curriculum. In an effort to encourage our students to continue to develop 21st Century skills, students in Newtown Public Schools may now bring their own technology to school.

Use of devices to enhance learning in the classroom will be pursued when deemed appropriate at individual teacher discretion. Examples may include taking notes, maintaining planners, reading eBooks, accessing online resources, researching and collaborating with others using Google's G Suite for Education (G Suite), etc. It is suggested that students save their work to their G Suite accounts so they can access it from anywhere.

The use of personal devices by students is optional. Students who do not participate in BYOD will not be penalized. Alternate modes of participation will be available.

If a student wishes to use a personally owned electronic device in school, the student and parent/guardian must read and sign this agreement and return it to the school. Students participating in BYOD must also adhere to the pre-existing Responsible Use Policy (BOE P6141.321), Use of Electronic Devices Policy (BOE P5131.81) and Restrictions on Publications and Written or Electronic Material Policy (BOE P5131.82)

Definition of Device

For purposes of BYOD, "device" means a personal wireless and/or portable electronic device that may (but is not required to) offer capability to connect to wireless networks. The device must easily and comfortably permit a user to read electronic content and utilize productivity software.

Internet Access

Students **MUST** connect to the school's filtered wireless network when accessing the Internet. Personal Wi-Fi enabled devices such as, but not limited to, smart phones/iPads/personal hotspots are not permitted to be used to access other Internet networks. Only the Internet service provided by the school may be accessed while in school.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Schools, including their staff or employees, are not liable for any device stolen or damaged on school grounds. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal belongings that are impacted in similar situations (e.g., graphing calculators). It is recommended that students personalize their devices for easy identification and utilize protective cases.

BYOD Student Agreement (High School)[1]

Use of technology in a school is a privilege which comes with great responsibility. Students will be allowed to use their laptops, tablets, smartphones or other electronic devices for educational purposes at school.

In addition, devices:

- must be in silent mode while in school
- must be used for instructional purposes at all times
- must be used only with the approval of teacher
- must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, participating in chat rooms, etc.)
- must be charged prior to bringing them to school and must be capable of running off battery while at school
- must have up-to-date virus protection and must not be used to infect the network with a virus, Trojan program designed to alter or destroy the network
- must be used ethically and not for hacking, altering or bypassing security policies
- may, be used to record, transmit or post images or video during school hours and/or activities such as field trips for educational purposes only with the approval of those included in the video or recording approval.

It is **not** the responsibility of teachers or the staff of Newtown Public Schools to troubleshoot individual devices during the school day. Check your owner's manual for issues regarding connectivity.

The school reserves the right to inspect a student's personal device if there is a reason to believe that the student has violated this agreement.

I understand and will abide by the above guidelines. I further understand that any violation may result in disciplinary action.

Signature of student: _____ Date: _____

Printed name of student: _____

Signature of parent/guardian: _____ Date: _____

Students

Dress and Grooming

Students shall dress in professional clothing appropriate to the school setting. Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. is unsafe either for the student or those around the student;
2. is counterintuitive to school operations and the education process in general;
3. is contrary to law.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students and parents.

Students

Dress and Grooming

1. The administration will take appropriate determination on the newest clothing fads or styles as they pertain to the dress policy.
2. Students must wear proper and safe footwear. Any footwear deemed unsafe to the student or others will be prohibited.
3. Sexually provocative clothing - short shorts, see-through clothing, no shirts, garments designed or worn in such manner as to expose parts of the body constituting what generally is considered immodesty will be prohibited.
4. Clothing bearing messages that countervail the educational process – profanity, sexual suggestiveness, glorification of the drug/alcohol culture, insignias or other apparel that advertises membership in a gang, messages that incite violence will be prohibited.
5. Articles that are part of one’s attire but also designed so that they can be used as weapons – rings that simulate brass knuckles, belt buckles with the edges sharpened, nailed or cleated shoes, jewelry obviously designed to inflict injury will be prohibited.
6. Grooming/apparel or lack thereof that constitute a health concern – long hair that is unbound while a student is operating machinery in a classroom or swimming in the pool, not wearing shoes or wearing heavy outdoor coats in classrooms will be prohibited.

Students

Communicable/Infectious Diseases

The Board of Education recognizes that all children in Connecticut have a constitutional right to a free, suitable program of educational experiences. The Board will establish reasonable health requirements as prerequisites for attendance.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with the appropriate procedural due process safeguards. Where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the child presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act may apply. The parent/guardian or the school administration may make a referral for a determination of whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team will conduct an Individual Placement Program (IPP) to determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. The student will be educated in the least restrictive environment.

In the event of a public health emergency, the Board and/or the Superintendent or their designee reserves the right to follow federal, state and local guidelines in an effort to maintain a safe environment for all students.

(cf. 5111 - Admission)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 6159 - Individualized Education Program)

Legal Reference: Connecticut General Statutes
"Education for Children with Disabilities", 20 U.S.C. 1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b)
"Americans with Disabilities Act"
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.
10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.
10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
19a-221 Quarantine of certain persons.
19a-581-585 AIDS testing and medical information.

Policy adopted: June 4, 2019

Revised: September 20, 2022

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Communicable/Infectious Diseases

Exclusion Procedures

If it is determined that the interests of the student and the school are better served when a student with a communicable or infectious disease is excluded, procedural safeguards will establish such by extensive medical evidence which shall include, but not be limited to:

- A. The nature of the disease.
- B. Whether transmission may be controlled.
- C. Whether the personal characteristics of the student involved are such that exclusion of the affected student from the regular classroom is clearly necessary to protect the health of other students.
- D. As medical knowledge and circumstances may change rapidly, the school board administrator will monitor current medical information and assess the student's medical condition and the school's ability to accommodate that student in light of the most current medical information. New facts may warrant a different result from the one previously reached.
- E. Where a student or student's parents object to the Board's decision to exclude that student, the Board of Education will provide a hearing to adjudicate pertinent facts concerning the exclusion.

Medical Intervention

The school nurse or medical advisor will establish guidelines which will provide simple, effective precautions against transmission of communicable disease for all students and staff. Universal precautions will be used to clean up after a student has an accident or injury at school. Blood or bodily fluids emanating from any student should be treated cautiously. Such guidelines will be reviewed regularly in light of medical advances. Necessary reports will be made to health authorities consistent with state law.

If emergency exclusion of a student is warranted, regulation will provide procedures to take care of the emergency situation.

Consideration will be given to temporary removal of a student from school, if in the school population, a disease, flu, cold or childhood disease might negatively impact the infected student's health. Students with infectious diseases may be temporarily removed from school when that student is acutely ill.

Students

Communicable/Infectious Diseases (continued)

Classroom and educational programs will be established so that students, staff and the public are better informed of the risk and prevention of transmission of communicable diseases. The school nurse or other medical staff will be available to assist in any problem resolution, answer questions and coordinate services provided by other staff.

Confidentiality

The privacy rights of students with a communicable disease shall be strictly observed by school staff. No person who obtains confidential related medical information may disclose or be compelled to disclose such information except to the following:

1. The protected student or parent.
2. Any person who secures a release of the confidential related information.
3. A federal, state or local officer when such disclosure is mandated or authorized by federal state law.
4. A health care provider or health facility when knowledge of the related information is necessary to provide appropriate care treatment to the protected student and when confidential related information is already recorded in the medical chart or record or a health provider has access to such records for the purpose of providing medical care to that student.

When confidential information relating to communicable disease is disclosed, it should be accompanied by a statement in writing which shall include the following similar language;

"This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure without the specific written consent of the student or legal guardian to whom it pertains or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose."

A notation of all such disclosure shall be placed in the medical record or with any record related to a communicable disease test results of a protected student. Any person who willfully violates the provisions of this law will be liable in a private cause of action for injuries suffered as result of such violation. Damages may be assessed in the amount sufficient to compensate said student for such injury.

Students

Communicable/Infectious Diseases

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b).

"Americans with Disabilities Act".

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Connecticut General Statutes

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

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

10-66b Regional educational service centers. Operation and management. Board.

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.

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

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

19a-221 Quarantine of certain persons.

19a-581-585 AIDS testing and medical information.

Regulation approved:

June 4, 2019

NEWTOWN PUBLIC SCHOOLS

Revised:

September 20, 2022

Newtown, Connecticut

NEWTOWN PUBLIC SCHOOLS
HEALTH SERVICES

AUTHORIZATION FORM FOR RELEASE OF HIV RELATED INFORMATION

I hereby authorize the Newtown Public Schools, acting through the Superintendent and the School Medical Advisor, to release confidential HIV related information, as defined in P.A. 89-246, concerning _____ for the purpose of protecting the student's health and safety, as well as that of other students and staff, to the following personnel:

- _____ 1. School Nurse
- _____ 2. School Principal
- _____ 3. Student's Teacher(s)
List: A.
B.
C.
- _____ 4. Paraprofessional(s)
List: A.
B.
C.
- _____ 5. Director of Student Personnel Services
- _____ 6. Other(s)
List: A.
B.
C.

This authorization shall be valid for

- _____ A. The student's stay at _____ School.
- _____ B. The current school year.
- _____ C. Other _____
(specify period)

I provide this authorization based on my responsibility to consent for the health care of _____, and I understand that such information shall be held confidential by the persons authorized here to receive such information, except otherwise provided by law.

(Relationship to student)

NEWTOWN PUBLIC SCHOOLS
CONDITIONS REQUIRING TEMPORARY EXCLUSION

DISEASE/ CONDITION	EXCLUSION FROM SCHOOL GUIDELINE
Conjunctivitis (Pink Eye)	No need for exclusion unless discomfort makes a child unable to attend to class lessons. Refer to pediatrician for assessment.
Hepatitis A	Until 1 week after the onset of illness, with physician's permission to return.
Measles	Until 5 days after the appearance of rash
Meningitis	No set time - while illness lasts and until permission from physician to return
Mononucleosis	No set time - while illness lasts and until permission from physician to return
Mumps	Until swelling has subsided and not less than 9 days after onset of parotid swelling
Pediculosis (Head Lice)	Exclusion is not necessary before the end of the school day. Return once student has had appropriate treatment and no appearance of live lice.
Pertussis (Whooping Cough)	Until completion of 5 days of appropriate treatment (21 days if untreated)
Ringworm	No exclusion if properly treated
Rubella (German Measles)	Until 7 days after the appearance of rash
Scabies	Until after the first treatment. Exclusion is not necessary before the end of the school day. Return once appropriate treatment has been started.
Staphylococcus Infections (impetigo, MRSA)	Until 24 hours after beginning appropriate treatment. Open areas should be covered
Streptococcal Infections	Until student has had at least 2 doses of an appropriate antibiotic spaced at least 12 hours apart
Parvovirus (Fifth Disease)	Exclusion is not indicated.
Varicella (Chicken Pox)	Until 6 days after appearance of rash or until lesions are crusted and no new lesions have appeared for 24 hours
Any child determined by the local health department to be contributing to the transmission of disease during an outbreak	

Students

Dealing With The Effect Of A Death

Guidelines

Introduction

A death in the school community has an impact on everyone. Since death is a part of life, educators are in a unique position to help students learn to cope with death in a healthy way.

The initial reaction to a death is often shock, particularly when the death is sudden or violent. Current literature and professional thinking emphasize 1) the need for an established plan and 2) a team approach for dealing with a school related death. These practices relieve any one person from having to take a total responsibility for handling a traumatic situation. Having a plan and a crisis team in place allows administrators and school staff to react more quickly and to deal more effectively with the impact of a death.

The primary goals of a successful plan are to:

- facilitate communication
- encourage the healthy expression of feelings
- provide outreach and support to those in special need
- identify students at risk
- help all students and staff deal with the reality of death in a positive way

The procedure outlined in this guide should serve as a base from which to work as each school develops an action plan that meets its specific needs. A plan should be flexible enough so that it can take into account the differences in each situation. Every school should have a crisis team in place which will then be activated whenever a crisis occurs.

Although this guide was developed to deal with a school related death, it can be adapted or applied to other traumas.

School Based Crisis Team

The school based Crisis Teams are flexible in structure. The Principal will chair each school based team, although another staff member may serve as the Chairman at the request of the Principal. The school based teams will be likely to have at least one counselor and the school nurse. Certified as well as non-certified staff, parents, students, and community members may join the teams where appropriate. There is no limit as to the number of members on the school based Crisis Team.

Staff-Wide Role

Although the Crisis Team and School Principal often play the most direct part in dealing with a school death, all other staff members have their roles, too. These include serving as a sounding board for student feelings and information, receiving and communicating helpful knowledge about student welfare, and acting as a role model for students. Staff members should stay alert over a period of time to the effect of a death, serious injury, or suicide attempt on students with whom they come in contact. The on-going role of the total staff is to help the school as a whole cope with the crisis situation.

Legal References: Connecticut General Statutes

10-221(e) Boards of education to prescribe rules.

Policy adopted: July 9, 2019
 NEWTOWN PUBLIC SCHOOLS, Newtown, Connecticut

R5141.61(a)

Response Timeline for Student Death

Immediately upon notification of death:

- Talk to family about the information that they would like to be shared
- Notify the Superintendent
- Notify other principals in the district (encourage them to get their buildings' support staff ready)
- Notify the school's PPS support staff
- Notify the school's staff/faculty

Domain	Action/Considerations	Details
<u>Family</u>	Respect the family's wishes first Initial message to family Religious services Visit to the home from administrators and student's teacher.	<ul style="list-style-type: none"> • Ask family about what they would like you to tell staff, students • Make sure family is aware of and alright with your decisions, next steps • From administrators on behalf of the faculty • Find out if there are any prayer/religious services scheduled in the community • Let family know of your desire to visit them when the time is right • Ask them about their availability and wishes for this.
<u>Next School Day After the Death</u>	Desk and personal belongings Prepare for the return of student's siblings Prepare a support plan for Student's classroom and teacher Prepare a support plan for student's siblings' classrooms and teachers	<ul style="list-style-type: none"> • Leave in place • Secure substitute coverage for teacher
<u>Funeral/Wake</u>	Get details of wake and funeral from family	<ul style="list-style-type: none"> • Ask family how they would like the details to be communicated, and to whom • Notify appropriate staff members of details

	Coverage for staff	<ul style="list-style-type: none"> Find out who would like to attend the services and get staff sub coverage
<u>Community</u>	<p>Inform other schools in the district; other staff and families as a appropriate</p> <p>Prepare for media inquiries Email to parents</p> <p>Outside activities the student was involved with (how will their death impact the great community)?</p>	<ul style="list-style-type: none"> From administrators on behalf of the faculty. Include information on loss and grief, what is developmentally appropriate for their children Notify parents of how the school will proceed in the coming school days, plan Give parents contact information of PPS support staff Create a list of parents/students that need to be told individually, before the general community email is sent. Did the family attend religious services somewhere? Was the student involved in any sports? Was the student involved in any clubs (e.g. Cub Scouts, 4-H, etc?)
<u>Bus</u>	Notify the bus company of student's death	
<u>Student Support</u>	<p>Comfort dogs Extra support staff</p> <p>Create plan for days after death</p> <p>Student support plan</p>	<ul style="list-style-type: none"> As needed Limit the number of unfamiliar faces in the school building Notify the parents of every student who requires small group/individual support Assign PPS staff to every classroom/grade level Get extra PPS staff from the other buildings in the district, if necessary Locate rooms where small group support an ocur with PPS Staff Tiered level of approach Tier 1: classroom discussion (developmental appropriate); classroom activity, depending on the closeness of the class to the student; create script for how the teacher will open the discussion/what to say to the students Tier 2: small group activity in another room

		<ul style="list-style-type: none"> • Tier 3: individual session with PPS staff
<u>PPS Supports</u>	<p>Create efficient means of communication</p> <p>Create a script for the teacher to use with the students to explain what happened</p> <p>Create a list of parents/students that need to be told individually before general community email is sent</p>	<ul style="list-style-type: none"> • Group text chain (in school) • Get cell phone numbers of team members • Utilize support staff (within building)
<u>Personal belongings</u>	<p>Create a plan (in collaboration with parents) on what to do with students belongings</p>	<ul style="list-style-type: none"> • Do not remove belongings soon after the loss • After a week, clean out the contents of the desk but leave the desk, cubby, chair, etc in the classroom • Put belongings in a nice box (not a cardboard box) for the family when they are ready to receive it • Other items to give to parents; list of books the child checked out from the library, favorite books from the classroom/library, card from the staff/students to the family, pictures students drew for the family, classroom work completed by the student, etc.
<u>Memorialization</u>	<p>Create a plan for how to remember the student</p>	<ul style="list-style-type: none"> • Ask the student's class/grade if they have any ideas • Include the family on the plans
<u>Staff/Faculty Supports</u>	<p>Staff meeting</p> <p>Generate a list of staff who will be most affected by the loss</p>	<ul style="list-style-type: none"> • Info on grief and loss and developmental differences • Information on self-help/self-care for staff support groups of staff • Script for teachers on how to talk to classrooms (concrete verbiage) • Staff coverage • Plan for tiered PPS intervention supports, kids accessing support • Conversation about the layers of community's grief • Breakfast for staff • Reading interventionist, classroom teacher, paraeducator close to student,

	<p>Substitute coverage</p> <p>Initial message to staff</p> <p>Student's teacher and teachers of siblings</p>	<p>etc.</p> <ul style="list-style-type: none"> • Make list of staff members available to cover a classroom teacher, if it is needed (including PPS supports to help emotionally support a room) • Give subs walkie-talkies • Find out from family the details that they would like shared with the staff • Include information about the student's status/death • Notify them of staff meeting • Provide extra adult support in the room to assist them
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Grief and Children

Ages 5-9:

Children between the ages of 5-9 begin to understand that death is permanent, although they do not always believe it is something that can happen to them. Children in this age group with a medical condition may be more likely to internalize that death can happen to them.

Ages 9-11:

Children between the ages 9-11 begin to understand that life is fragile and death can happen to them. Kids this age may be more interested in the details of things like cause of death, and the biological aspects of the causes of death.

School age children may show the following behaviors when learning about death:

- Crying or sobbing
- Anxiety
- Headaches
- Abdominal pain
- Denial of death
- Hostile reaction toward deceased person
- Guilt

Adults can be help by:

- Providing age appropriate information when questions are asked
- Physically and verbally comforting students as appropriate – acknowledge their pain
- Admitting that adults do not always know why certain things happen
- Linking children and adolescents to counseling services as needed

Teens/Older Adolescents

Older adolescents/teens may have a much greater understanding of death than younger children. Therefore, they may exhibit visible signs of stress and depression when they are faced with loss, whether that is the loss of a family member, close friends, or other peer. Behaviors following loss may be characterized by:

- Social isolation
- Discomfort talking about the loss with another adult or outside counselor
- Reliance on the internet or social media to “find answers” or seek comfort
- Behavioral changes (acting out), substance abuse, or eating disorders
- Strong emotions, such as sadness, anger, worry, or guilt
- Physical reactions, such as having stomach aches or not sleeping

Regulation approved: July 9, 2019
NEWTOWN PUBLIC SCHOOLS, Newtown, Connecticut

IF YOU WOULD LIKE TO VIEW THE 'STUDENTS SEEN FOR SUPPORT OUTSIDE OF THE CLASSROOM' FORM PLEASE CLICK THE ICON AT THE TOP OF THIS PAGE

5142 - Student safety

Students

Student Safety

The Newtown Board of Education (Board) shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members and families. The Board shall develop and adopt a mission statement that promotes a safe and secure environment for learning. Such mission statement shall emphasize respect, caring, and high academic achievement.

The Newtown Public Schools maintains an Emergency Operations Plan (EOP), which serves as the official guidelines and procedures for security and safety within the District. This EOP is an annex to the municipality's Local Emergency Operations Plan. The District EOP is reviewed and updated as necessary, and filed annually with DESPP/DEMHS pursuant to Connecticut General Statutes Section 10-222k. The EOP is completed and approved through a collaboration of efforts in the community, including the District Security and Safety Committee (DSSC).

The Board recognizes that effective school emergency management planning and the development of an all-hazards school plan cannot be accomplished in isolation. We understand that it is critical for schools to work with the DSSC, district staff and community partners, including local emergency management staff, during the planning process. The Board further recognizes the need to commit appropriate municipal resources to ongoing training, exercises, and maintenance required to maintain the EOP current. The EOP is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication, cooperation, and coordination between school and emergency management officials is essential.

The Board shall ensure that all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use and maintenance.

Student safety shall be a priority of all school district personnel through close supervision of students in all school buildings and grounds and through special attention to:

1. Maintenance of safe school environments through conducting regular safety, vulnerability, and hazard assessments of all school facilities, school grounds, sports-related equipment and vehicles used to transport students. Security and vulnerability assessments shall be conducted annually, resulting in a school safety plan for each school, based upon the assessment results.
2. Safe practices by school personnel and students – particularly in instructional areas or in extracurricular activities presenting special hazards.
3. Development of school programs and activities consistent with appropriate abilities and limitations of students at each age level.
4. Offering safety education to students germane to particular subjects, such as laboratory courses in science, industrial arts, and health and physical education.
5. Appropriate first aid care for students in case of accident or sudden illness.
6. Adequacy of emergency response procedures at each school in the District (first aid, cardiopulmonary resuscitation, infection control security).
7. Development, adoption and implementation of a code of conduct and other appropriate rules that are designed to promote health and safety and prevent unintended injury, harassment, bullying and other forms of violence. Such code shall prohibit the use and possession of alcohol, tobacco and other drugs and weapons and dangerous instruments at school.
8. Training exercises for all school staff designed to help them maintain a positive climate for learning and to effectively enforce safety and discipline rules.

9. Requiring the District and its individual schools to have safety and security plans which serve as a guide to address the various safety needs in the school, such as lockdown procedures, evacuations, drills and safety protocols, and personnel assignments. The District's Emergency Operations Plan for all schools shall annually be submitted to the Department of Emergency Services and Public Protection (DEMHS – Region 5 Coordinator).
10. Conducting regular audits (at least annually) to evaluate and analyze the effectiveness of each school's safety and security plans. First responders, local law enforcement and the entire school community shall be involved in this process. Law enforcement and local public safety officials shall evaluate all fire and crisis response drills.
11. Communicating with parents/guardians and community members about school-level emergency preparedness protocols to the greatest extent possible.
12. Providing regular training for all school employees on the Districts' school emergency management systems and protocols, as well as violence prevention training.
13. Creating a partnership between schools, local law enforcement and appropriate community agencies, including mental health, to prevent and reduce school violence.
14. Establishing a school security and safety committee at each school. Such committee shall be responsible for assisting in the development of the school's security and safety plan and administering such plan.
15. Assistance of the safe school climate committee at each school, originally established to address issues related to bullying in the school, to also collect, evaluate, and report information relating to instances of disturbing or threatening behavior that may not meet the statutory definition of bullying.
16. Training staff in the use of technology (e.g. Alpine) to develop and document scientific-research based interventions for identified students needing support.
17. Identifying, evaluating, and using data to support the physical, emotional, and social well-being of students.

(cf. 0100 - Mission Statement)

(cf. 5131/5144/5114 - Conduct/Discipline/Suspension/Expulsion)

(cf. 5131.21 - Terroristic Threats/Acts of Violent Behavior)

(cf. 5131.6 - Drugs/Alcohol and Tobacco)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5131.911 - Bullying/Safe School Climate Plan)

(cf. 5141.21 - Administering Medications)

(cf. 5141.22 - Communicable and Infectious Diseases)

(cf. 5141.3 - Student Health Assessments and Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 5141.6 - Crisis Management Plan)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6114 - Emergencies and Disaster Preparedness)

(cf. 6114.7 - Safe Schools)

(cf. 6114.8 - Pandemic/Epidemic Emergencies)

Legal Reference: Connecticut General Statutes
10-220f Safety committee.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 86, 87, 88)

Policy adopted: August 14, 2018
NEWTOWN PUBLIC SCHOOLS, Newtown, Connecticut

Regulation 5142(a)
Students

Student Safety

Procedures for Handling Crises, Emergencies

The following guidelines are designed to ensure the health and safety of all Newtown Public School students during an emergency and/or crisis. The health and safety of students during a crisis require:

1. The immediate and effective response to the actual emergency if such an emergency has occurred on, in, or near school property during school hours (i.e., violent intruder, disruptive demonstration).
2. The immediate and effective response to the psychological trauma resulting from such an emergency.

The communication of accurate information is central to the effective response to the crisis or the trauma resulting from a crisis. The groups of people that require accurate information include the Superintendent/central administration, Principal/building administration, law enforcement and other first responders, staff, students, and parents/guardians. If the Superintendent/central administration first becomes aware of the emergency, they will then advise building administration. If the Principal/building administration first becomes aware they are to advise central administration. Depending on the emergency, it may be necessary to first contact law enforcement, fire personnel and other first responders. If staff first becomes aware, they will inform the Principal who will, in turn, advise the Superintendent/central administration (or first responders, depending upon the emergency). Staff, students and parents will require accurate and timely information.

The Principal shall determine whether the emergency requires the utilization of an evacuation, lockdown or shelter-in-place response.

The School Security and Safety Committee (SSSC) shall assist in the development and administration of the school's safety and security plan. The Committee is composed of: a local police officer, a local first responder, a teacher employed at the school, an administrator employed at the school, a mental health professional (guidance counselor, social worker, school psychologist, school nurse, or child mental health specialist) a parent/guardian of an enrolled student and any other person the Board of Education finds necessary. Parents/guardians serving on this committee must not have access to information about disturbing or threatening student behavior reported to the Committee as this may compromise student confidentiality.

The Role of School Personnel

The Director of Security in partnership with the District Security and Safety Committee (DSSC) is responsible for developing a plan of action to be used in the event of an emergency and for providing the Superintendent and each school Principal with a copy. The plan should specify which members of the school staff will be responsible for notifying the appropriate administrative officers and the policy, if required, and which members will be assigned supervision of key areas of the school plant.

As part of the overall plan, the each school Principal must become acquainted with police department personnel who may serve the school for the purpose of developing effective communications and working relationships.

If an emergency and/or crisis should occur on, in, or near the school site, the Principal or his or her

designee must take the following actions immediately:

- ? Report the incident to the police if the situation in the Principal's judgment is serious enough to warrant police assistance.
- ? Request emergency medical assistance if required.
- ? Determine whether a lockdown, evacuation, safe school mode or shelter-in-place procedures are required and provide such information quickly to school staff and students.
- ? In the event first responders (law enforcement, police) are called to the building, the National Incident Management System (NIMS) shall be utilized.
- ? The Superintendent should be prepared to answer factual questions regarding the incident (e.g., who, when, where, how, etc.) to the news media. The Principal or his/her designee should not make statements to the news media unless he or she has had adequate time to assess the situation and review with the Superintendent or Public Information Officer.

If an emergency and/or crisis is in progress, faculty and staff should make every effort to retain students under their immediate control (lock down, shelter-in-place, evacuation). Movement of classes should cease until the situation permits the orderly movement of students from class to class. Selected staff and Emergency Response Team (ERT) members should be assigned to supervise areas of major concern.

Additionally, the Principal should take the following steps:

- Discourage students from using the school telephone, cellular telephones and other electronic devices and instruct office personnel to make calls to homes to report any emergencies which students may have.
- Designate one person to answer all incoming calls and relate to callers the facts of the incident as the Principal instructs.
- Prepare a written report of the incident as soon as possible. The report should be forwarded to the Superintendent.

Take the necessary follow up action to carry out the administrative directives.

The Role of Police

In the event a police officer is called to any public school to investigate an incident which involves a student enrolled in the school, he or she will determine the following:

- the nature of the incident under investigation;
- the extent of injuries, if any, and if the injuries sustained were a result of the incident under investigation;
- the extent of disciplinary action taken by the particular school regarding the incident.

In those cases where it is determined that the disturbance or incident is of a minor nature, the investigating officer will request that any form of disciplinary action be handled by the Principal.

If, however, it is determined that a felony has been committed or that a severe injury has occurred, the officer will initiate an immediate investigation and make arrests whenever possible.

If a police officer is called to investigate an emergency/crisis which involves an expelled student, a student on suspension, or a person who is not a student, the officer will determine:

- the nature of the incident being investigated;
- the extent of injuries, if any, and if the injuries sustained were a result of the incident being investigated;
- the action taken by the particular school regarding the incident.

If the officer determines that either a state or local law has been violated by a suspended or expelled student, the officer will immediately prepare a report of the incident and, in addition, take the necessary action to alleviate the situation.

In situations where the nature of a complaint by school personnel to police is trespassing (not to be confused with disturbing the peace, property damage, etc.), it is the prior responsibility of the school Principal to advise the trespasser that he or she is in violation and that he or she must immediately leave school property or the administrator will request police assistance. Police assistance should be summoned if the Principal's warning fails to cause the trespasser to leave or if the Principal is in doubt that the person so warned intends to leave the premises peacefully.

Upon the arrival of the police officer(s), a suspended or expelled student who is found to be trespassing will be arrested, and the name of the Principal or his or her designee will be used as the complainant in the offense report prepared by the investigating officer.

In the event of incidents which occur outside the jurisdiction of the school and its personnel, the investigating officer will complete an offense report and take the necessary action regardless of the enrollment status of the student.

Any ranking police officer at the scene of an incident may, at his or her discretion, change or modify any part of the police officer's procedure described in this section to suit the circumstances surrounding any particular incident with notification to his or her commanding officer.

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency

Subsequent to an emergency or crisis, the building Principal convenes the School Security and Safety Committee (SSSC). The SSSC acts as an advisory panel to the Principal. The initial objective of the SSSC is to gather all factual information relating to the emergency. The team then evaluates the impact of the crisis on staff and students and generates corrective strategies. The Director of Pupil Personnel Services will provide additional psychologists, social workers, nurses or other specialists to the effected schools as needed and/or requested.

The steps taken by the SSSC will depend upon the emergency. The following are provided as examples of SSSC activities and is not intended to be exhaustive.

Suggested SSSC procedures

- Delegate appropriate responsibilities among team members.
- Prepare and distribute a written statement of facts for staff.
- Decide where and when to share information with students.
- Develop special plans for classes directly affected.
- Meet with identified classes by room or in assembly to review facts, inform them of crisis counseling centers, discuss feelings, encourage them to be supportive of each other and discuss feelings with parents.

- Develop appropriate support systems within the school (e.g., counseling crisis centers, groups for students, staff).
- Prepare and distribute letter to send home to parents to let them know what is being done at school.
- Decide when it is appropriate to contact certain parents individually.
- Identify students who may be at risk.
- In cases of death, obtain funeral information and share it; plan memorial services. (It is suggested that, in the case of suicide, memorial services not be held in the school building.)
- Assess long term effects on school.
- Schedule faculty meetings before and after school day. Guidelines for initial and follow up faculty meetings are provided below.

It is important that staff receive accurate and timely information about the emergency or crisis. While a written statement of facts may be prepared for staff and distributed during the day, a faculty meeting should be held as quickly as possible. Additional faculty meetings should be held as needed.

Communication of factual information to parents is essential. All efforts will be made to accurately communicate with parents.

Procedures for Handling School Bus Accidents

Subsequent to a school bus accident, the building Principal or his/her designee will follow procedures outlined in Policy and Regulation 3541.35 – Procedures to be Followed in the Event of an Accident to a Bus.

Regulation approved: August 14, 2018
NEWTOWN PUBLIC SCHOOLS, Newtown, Connecticut

Students

Safety

Armed School Security Officers

The Newtown Board of Education (the “Board”) authorizes the placement of armed school security officers in its school buildings during times that the Superintendent or his/her designee deems necessary in order to provide for the safety and security of students and school personnel.

The armed school security officers shall support the school administration and staff in maintaining a safe and positive school environment.

At the discretion of the Board, the armed school security officers shall be authorized to carry firearms on school grounds in the performance of their duties, consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the Town of Newtown.

An armed school security officer will not draw, point, or discharge his/her firearm on school grounds unless it is necessary to protect a person, including himself or herself, from what the armed school security officer reasonably believes to be the imminent use of deadly physical force. Any use of a firearm will be preceded by a verbal warning, if possible. Any use of firearms must be consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the Town of Newtown.

The Superintendent will adopt and maintain administrative regulations to implement this Policy.

Legal Reference: Connecticut General Statutes
 4-176e through 4-180a. Contested Cases. Notice. Record.
 10-220 Duties of boards of education.
 10-233a through 10-233f. Suspension, removal and expulsion of students, as
 amended by PA 95-304, PA 96-244, and PA 98-139.
 53a-3 Definitions.
 53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
 PA 15-168 An Act Concerning Collaboration Between Boards of Education
 and School Resource Officers and the Collection and Reporting of Data on
 School-Based Arrests
 PA 94-221 An Act Concerning School Discipline and Safety.

Students

Safety

Armed School Security Officers

Legal Reference: Connecticut General Statutes (continued)
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence)
Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.
P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Policy adopted: March 5, 2019

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Suicide Prevention and Intervention

The Newtown Board of Education recognizes the need for a comprehensive suicide prevention and intervention policy because suicide is a leading cause of death among young people. It is the policy of the Board that school staff will actively respond to any situation where a student verbally or through behavior indicates an intention to attempt suicide or to do physical harm to themselves.

The Board recognizes the need for youth suicide prevention procedures and will establish such procedures and educational programs to identify risk factors for youth suicide, to intervene with such youth, to guide staff in making appropriate referrals to outside agencies/resources, and to ensure proper training for teachers, other school professionals, and students in the recognition and management of youth at risk for suicide.

It is also recognized by the Board that suicide is a complex issue and that while school staff members gather information to determine the seriousness of the threat, they will not make a clinical assessment of risk nor will they provide in-depth counseling. Staff is required, therefore, to refer at-risk youths to an appropriate agency/resources for such assessment and counseling.

Therefore, any school employee who may have knowledge of a suicide threat or intention will report this information to school administration or pupil personnel staff, who will, in turn, notify and consult with appropriate staff. If deemed high risk, the student will not be left alone at any time during this evaluation process. The student's parent/guardian will be notified, and an appropriate referral will be made.

Legal Reference: Connecticut General Statutes

 10-221 € Boards of education to prescribe rules.

Students

Youth Suicide Prevention Strategies

1. Promoting a safe and healthy school climate and supporting social and emotional learning in grades K-12.
2. Providing students with a health and developmental guidance curriculum that includes suicide awareness and mental health promotion.
 - For example, the Signs of Suicide (SOS) Program is provided for students in 7th, 9th and 11th-grade health classes. Students learn about suicide risk factors and learning to act on behalf of their peers. Students also complete a screening form, and Pupil Personnel Services staff follow up with any students who indicate possible risks for depression or suicide.
3. Providing effective training to all teachers, staff, and administrators to recognize warning signs of suicide and make appropriate referrals.
 - Each school year, district administrators will evaluate training needs for teachers and staff on risk factors, protective factors, warning signs, referral procedures, and resources. Professional development will be planned as necessary. For example, QPR (Question, Persuade, Refer) training or QPR refresher training may be provided.
4. Assigning roles and responsibilities and procedures for interventions for students who may be at risk for suicide.
5. Collaborating with parents and community partners to engage and support children and youth.
6. Reviewing relevant data and improving programs and procedures.

Role of Administrators:

In conjunction with the Director of Pupil Personnel, building administrators will:

1. Provide yearly, in-service training program or refresher program for teachers, administrators, and pupil personnel
2. Regularly review and share the Suicide Prevention Manual and ensure all appropriate staff understand roles and responsibilities and procedures.
3. Create, lead, and meet as needed with the Crisis Intervention Team (CIT).
4. During a crisis, lead the CIT, contact parents, inform faculty, oversee school response, delegate responsibilities of the CIT, etc.
5. Advocate for a wide range of activities and programs that support student connection in the school.
6. Ensure a safe and healthy school climate.
7. Seek out, create, and value opportunities for students to be involved in decision-making.
8. Support curriculum that incorporates mental health promotion and direct and indirect education that prevents suicide.
9. Ongoing review of program-related data.

Students

Suicide Prevention and Intervention

Student Referrals and Assessment of Risk Level

There are many warning signs for suicide (see Appendix 2). If any staff member observes any of these signs in a student or receives a report of these signs in a student from a peer, the student will be referred to the school psychologist, school social worker, or school counselor. If a staff member observes these or receives a report after school hours, then the staff will contact the appropriate persons, to include but not limited to: school staff administration, community agencies, local police.

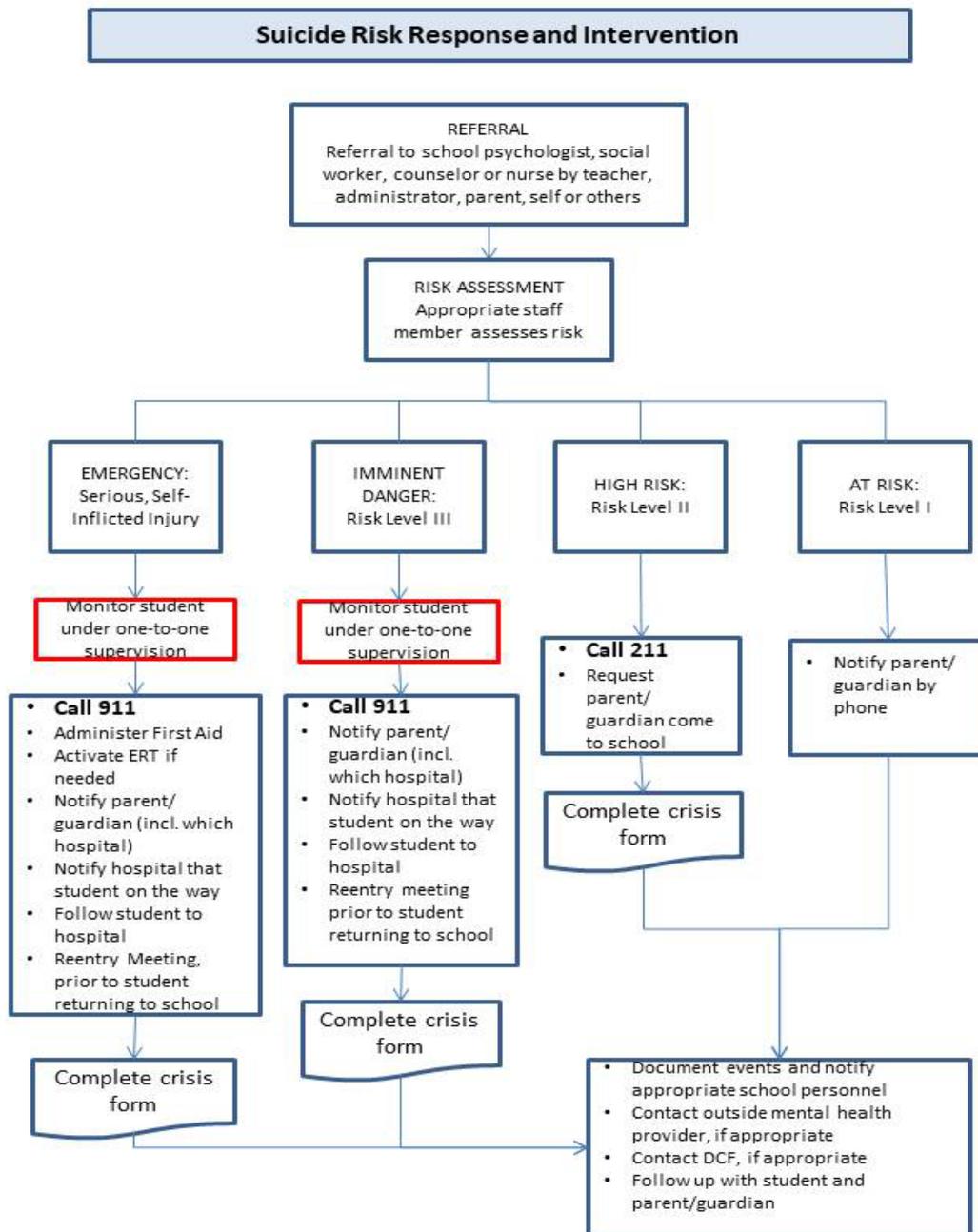
Following a referral by a staff member, parent/guardian, or peer, the student will be interviewed by the school psychologist, school social worker, or school counselor to assess risk level taking into consideration staff’s professional judgement, relationship with student and student’s history. Further appropriate staff and the parent/guardian will be notified in a timely manner.

Focused interventions, described in the subsequent procedures section, are based on the following guidelines of assessed risk.

Level of Assessed Risk	Indicator(s) <i>Note: May be expressed verbally or in social media or be reported by peers.</i>
Emergency	Student has taken a life-threatening action. A serious, self-inflicted injury or a life-threatening circumstance, has occurred.
Level III - Imminent Risk	Student is in imminent danger of suicide <ul style="list-style-type: none"> ● The student has been thinking about how to commit suicide and has some intention of acting on these thoughts. ● The student has started to work out the details of how to commit suicide and has some intent to carry out the plan. ● The student has done anything, started to do anything, or prepared to do anything to end their life recently. (i.e purchasing pills/a weapon/a rope, giving away possessions, writing a will) ● The student cannot verbalize a plan for safety.
Level II - High Risk	Student is at high risk for self-directed violence. <ul style="list-style-type: none"> ● The student has thought about suicide and has thought about how to commit suicide, but the student has no intention of acting on these thoughts. ● The student expresses thoughts about a wish to be dead or a wish to fall asleep and not wake up. ● The student has had general, nonspecific thoughts of wanting to end one’s life without thoughts of ways to commit suicide/associated methods, intent, or plan.
Level I- At Risk	Student is at risk, but not presently in danger. <ul style="list-style-type: none"> ● The student has exhibited changes in behavior or behaviors associated with suicide risk. ● The student has not expressed suicidal intentions.

Students

Suicide Prevention and Intervention



Students

Suicide Prevention and Intervention

Emergency: Serious, Self-Inflicted Injury Procedures

If there is a serious, self-inflicted injury or life-threatening circumstances, responding staff member **will ensure that the student is not left alone at any time.**

Procedures:

1. Responding staff member will call the school nurse and/or 911. Administration is notified immediately. As deemed appropriate by the administration, building emergency response procedures and the Emergency Response Team will be activated.
2. The school psychologist or appropriate staff member verbally notifies/consults with other staff as necessary (e.g., administration, school counselor, teachers, and nurse).
3. The appropriate staff member contacts the parent/guardian with another staff member present and notifies the parent/guardian of the situation. The parent/guardian will be given the name of the hospital to which the student is being taken.
4. The appointed school psychologist, social worker or school counselor will meet the student at the emergency room in the absence of parent/guardian being present at school.
5. Nurse will notify the hospital's emergency room that the student is on the way.
6. The school psychologist, social worker, or school counselor will notify the student's outside mental health provider, if applicable.
7. The school psychologist, social worker, or school counselor will follow-up with parent/guardian within two school days.
8. The school psychologist, social worker, or school counselor will contact DCF for all students under 18 years of age if parent/guardian does not follow the recommendations of the professional assigned to the student.
9. A Crisis Form (Appendix 1) is completed by the school psychologist, social worker, or school counselor and submitted to building administration. A copy is sent to the Director of Pupil Personnel in Central Office.
10. A re-entry meeting will be held prior to the student returning to school. Administration should be present at the re-entry meeting.

Students

Suicide Prevention and Intervention

Imminent Danger: Risk Level III Procedures

The school psychologist, social worker, or school counselor ensures that **the student is not left alone at any time.**

Procedures:

1. School psychologist, social worker, or school counselor verbally notifies/consults with administration and other staff as necessary (e.g., administration, nurse and other PPS staff).
2. 911 is called and notified that a student is in imminent danger of suicide.
3. The appropriate staff member contacts parent/guardian with another staff member present, and notifies the parent/guardian of the situation. Parent/guardian will be given the name of the hospital to which the student is being taken.
4. An appointed staff member will call emergency room crisis services to inform of student transport.
5. An appointed school psychologist, social worker or school counselor will meet the student at the emergency room in absence of parent/guardian being present at school.
6. The school psychologist, social worker, or school counselor notifies/consults with the student's outside mental health provider, if appropriate.
7. A Crisis Form (Appendix 1) is completed by the school psychologist, social worker, or school counselor and submitted to building administration. A copy is sent to the Director of Pupil Personnel in Central Office.
8. A re-entry meeting will be held prior to the student returning to school. Administration should be present at the re-entry meeting.

Students

Suicide Prevention and Intervention

High Risk: Level II Procedures

1. The school psychologist, social worker, or school counselor deems student high risk for suicide.
2. Emergency Mobile Crisis (211) is called and notified of the student situation. A crisis counselor is requested to come to school for evaluation of suicidal risk.
3. Immediately notify and discuss the situation with the parent/guardian by phone and request parent/guardian to come to school.
4. If the parent/guardian refuses Mobile Crisis services,
 - a. Mobile Crisis is contacted and told not to come to school for evaluation.
 - b. The school psychologist, social worker, or school counselor will recommend to the parent/guardian that the student meet with an outside clinician to assess student risk.
 - c. When the crisis form is completed, staff will note that the parent/guardian refused Mobile Crisis services.
5. The school psychologist, social worker, or school counselor verbally notifies/consults with other staff as necessary (e.g., administration, school counselor, teachers, and nurse).
6. If the student has an outside mental health provider, the school psychologist, social worker, or school counselor notifies the mental health provider of the situation.
7. A Crisis Form (Appendix 1) is completed by the school psychologist, social worker, or school counselor and submitted to building administration. A copy is sent to the Director of Pupil Personnel in Central Office.
8. The school psychologist, social worker, or school counselor will follow-up with the student and/or the parent/guardian the next school day.

Students

Suicide Prevention and Intervention

At Risk: Risk Level I Procedures

The school psychologist, social worker, or school counselor assesses the student as presently not in danger of suicide, but as the student has exhibited changes in behavior or behaviors consistent with warning signs (see Appendix).

1. The school psychologist, social worker, or school counselor notifies and discusses the situation with the parent/guardian by phone and may request a meeting.
2. The school psychologist, social worker, or school counselor verbally notifies/consults with other staff as necessary.
3. The school psychologist, social worker, or school counselor discusses available professional resources with the parent/guardian.
4. The school psychologist, social worker, or school counselor notifies/consults with the student's outside mental health provider, if appropriate.
5. The school psychologist, social worker, or school counselor will monitor the student and contact the parent/guardian as needed.
6. The school psychologist, social worker, or school counselor will contact DCF for all students under 18 years of age if the parent/guardian does not follow the recommendations of the professional assigned to the student.

Students

Suicide Prevention and Intervention

Postvention Guidelines: Response to Suicide

The following are guidelines in the event of a suicide by a student or another member of the school community.

1. The staff member who learns of the suicide will notify the building administrator.
2. The building administrator will notify the superintendent and activate the crisis intervention team. Administration should remove the student's name from any distribution lists (i.e. Powerschool attendance) and notify the bus company.
3. The superintendent will notify all other principals.
4. The Crisis Intervention Team will meet to develop an action plan for informing students and full staff and managing stress and reducing contagion.

Crisis Intervention Team (CIT) Tasks:

- Be prepared to share facts and information with team (student photo, student's schedule, list of student's activities, Suicide Prevention Manual)
- Develop a list of impacted students and staff to be notified prior to larger student body.
- Determine the best way to notify, staff, students, and parents/guardians. The use of public address system/intercom is discouraged.
- Draft script for notification of students. Notification should be read in classes by teachers, with support, if requested.
- Begin the identification of friends and at-risk students and assign staff members to follow up with these students.
- Plan deployment of support staff and the location of any support centers.
- Determine if additional community resources are needed. If yes, determine the appropriate role/location/supervision for community mental health resources.
- Plan mid-day briefings and after school faculty meeting.
- Assign a person to monitor social media.

Additional considerations:

- All staff administrators and support staff should remain in their buildings during the school day. District level meetings should not be held during the school day.
- Recognize the impact of the event on staff and provide meaningful accommodations for all staff.
- Cancel activities, paperwork, duties, and meetings, when possible.
- Allow time for support staff to meet with their respective departments.

Students

Suicide Prevention and Intervention

Postvention Guidelines: Response to Suicide (continued)

- All school psychology, counselor and social work interns should be assigned to a veteran staff person to shadow and assist in all direct service activities.

Potential tasks for a Midday Crisis Intervention Team Briefing (meet in two waves to ensure continued student coverage)

- Identify and discuss at-risk students, assign staff to follow-up and call home
- Share additional facts/rumors
- Re-evaluate continued need for support centers, support staff, and community health providers

Potential topics for Afterschool Faculty Meeting:

- Give an overview of the day.
- Share any new information.
- Share the parent letter.
- Encourage staff to continue to assess and refer students.
- Remind staff about the risks of contagion.
- Share the plan for the following day.
- Ask the staff to ask questions and share concerns.
- Thank the staff and encourage them to take care of their needs.
- Share employee assistance program pamphlets.

Potential tasks of End of Day Crisis Intervention Team

- Share any additional facts and rumors.
- Develop a follow-up plan for each at-risk student, including parent/guardian contact.
- Determine follow-up support for the following day.
- Discuss planned community events.
- Discuss any community outreach needs.

Follow-up:

- Administrators should prepare the contents of desk/lockers for delivery to the family.
- Condolence letters and art by students should be carefully reviewed and prepared for delivery to the family.

Appendix 1

**Newtown Public Schools
Administrator's Report to the Superintendent
Crisis Intervention Form**

Student Name: _____

School _____ Date _____ Reporter _____

Referred by: _____ Please circle if applicable IEP 504

(If IEP or 504) Name of Staff Notified: _____

Time/Situation report

Time/Crisis Intervention Team alerted

Time Convened _____

Intervention Plan _____

Time/Parent Guardian Contacted _____

Follow-Up Plan _____

Follow-Up responsibility _____

Pupil Service Director notified _____

Follow up note _____

Signature of reporter _____ Date _____

Signature of person responsible for follow-up _____ Date _____

Signature of administrator _____ Date _____

Appendix 2

Protective Factors, Risk Factors, and Warning Signs for Suicide

Effective suicide prevention involves identifying warning signs, reducing risk factors, and increasing protective factors.

Warning Signs

Warning Signs are **changes** in a person's behavior, feelings, and beliefs about oneself that are maladaptive or out of character and place them at risk of suicide.

Acute Risk Factors

- Threatening to hurt or kill oneself or talking about wanting to hurt or kill oneself
- Looking for ways to kill oneself by seeking access to firearms, pills or other means.
- Talking or writing about death, dying or suicide, when these actions are out of the ordinary

Additional Warning Signs

- Increased substance (alcohol or drug) use
- No reason for living, no sense of purpose in life
- Anxiety, agitation, unable to sleep or sleeping all the time
- Feeling trapped, like there's no way out
- Hopelessness
- Withdrawal from friends, family and society
- Rage, uncontrolled anger, seeking revenge
- Acting reckless or engaging in risky activities
- Dramatic mood changes

Risk Factors

Risk Factors are characteristics of a person or his environment that increase the risk of suicide. Major risk factors include:

- Prior suicide attempt(s)
- Misuse or abuse of alcohol or drugs
- Mental disorders, particularly depression and other mood disorders
- Access to lethal means
- Knowing someone who died by suicide, particularly a family member
- Social isolation
- Chronic disease and disability
- Lack of access to behavioral health care
- Stress resulting from prejudice and discrimination (family rejection, bullying, violence)

Protective Factors

Protective Factors are personal or environmental characters that help protect people from suicide. Major protective factors include:

- Effective behavioral health care
- Connectedness to individuals, family, community, and social institutions
- Life skills (including problem-solving skills and coping skills, ability to adapt to change)
- Self-esteem and a sense of purpose or meaning in life

- Cultural, religious, or personal beliefs that discourage suicide

The list of warning signs is from the State of Connecticut Suicide Prevention Plan. The list of protective factors and risk factors is from the Suicide Prevention Resource Center, which is supported by a grant from the U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services (SAMHSA), Center for Mental Health Services (CMHS)

Appendix 3

COMMUNITY MENTAL HEALTH SERVICES AND INFORMATION

CRISIS SERVICES AND HOTLINES

- Emergency Mobile Psychiatric Services (EMPS): 2-1-1
- Danbury Hospital Crisis Intervention: 1-888-447-3339
- Kids in Crisis 24-hour Helpline: 203-661-1911
- National Suicide Prevention Hotline: 1-800-273-TALK or 1-800-273-8255 or 1-800-SUICIDE
- LGBTQ Youth Crisis/Suicide Hotline: (The Trevor Project) 1-866-488-7386
www.thetrevorproject.org

LOCAL RESOURCES

Newtown Center for Support and Wellness (CSW)

Provided by the Town of Newtown, CSW provides referrals to mental health providers, care navigation services, and case management services for Newtown residents. The CSW website has a list of community mental health providers. <http://newtowncsw.org> 203-270-4612

Newtown Youth and Family Services

Newtown's youth service bureau and mental health clinic. Accepts private insurance and financial assistance and sliding scale fees are available. www.newtownyouthandfamilyservices.org 203-270-4335

Resiliency Center of Newtown

Provides therapeutic services such as art therapy, music therapy, play therapy, Brainspotting, and MNRI to encourage healing and resilience. www.resiliencycenterofnewtown.org 203-364-9750

Family and Children's Aid (FCA)

Offers outpatient and in-home services to individuals and families. They also have a Life is Good Playmakers program to help children heal from trauma. www.fcaweb.org 203-748-5689

Women's Center of Greater Danbury

Provides prevention, crisis intervention, and support services with regard to domestic violence and sexual assault. Free and confidential services 24 hours a day. Also provides preventative education programs for schools, including NMS. <http://www.wcogd.org> Domestic violence hotline 203-731-5206. Sexual assault hotline 203-731-5204.

SCHOOL-BASED COMMUNITY PARTNERSHIPS

School-Based Health Center (SBHC) at Newtown Middle School

SBHC provides medical and mental health services with no out of pocket cost to the family. 203-270-6114

Newtown Youth and Family Services Student Assistance Counselor at Newtown High School

Licensed Clinical Social Worker is available to talk with students on an informal, drop-in basis, and has a focus of substance use prevention. 203-426-7646 x6125

Kids in Crisis Teen Talk Counselor at Newtown High School

Licensed Clinical Social Worker helps identify and support students struggling with depression, anxiety, substance abuse, trauma, and conflict-related concerns. Provides individual, group and family counseling.
203-661-1911

ONLINE RESOURCES FOR MENTAL HEALTH

Connecticut Network of Care

A resource for individuals, families, and agencies concerned with mental health. It provides information about mental health services, health topics, laws, and related news.

<http://connecticut.networkofcare.org/mh/>

National Child Traumatic Stress Network

A resource for families, professionals, and schools about childhood trauma. <https://www.nctsn.org/>

ANONYMOUS ALERTS

NMS and NHS students and parents can anonymously submit any suspicious activity, bullying or other student-related issues to a school administrator(s).

<https://www.anonymoualerts.com/newtownps/default.aspx>

Appendix 4

SOS (Signs of Suicide) Program Guidelines and SOS Follow-up Form

<https://sossignsof suicide.org>

At the start of the school year:

1. Newtown Middle School and Newtown High School notify the parents/guardians of all students that will receive the SOS program during the school year. Typically, the program has been given to 7th, 9th, and 11th graders during health classes. The communication to the parents/guardians may include:
 - a. A letter describing the program and the option to opt-out. The letter also may provide a link to SOS parent portal for more information (<https://sossignsof suicide.org/parent/>)
 - b. An opt-out form
 - c. A copy of the parent version of the BSAD screener
 - d. A list of national and community mental health resources. (Link to resources can also be provided in the letter)
2. Each school keeps a record of the families who have opted-out of program.

Each quarter:

1. Newtown Middle School and Newtown High School create the schedule of the classes that will have the SOS program and prepare materials for the program. A school psychologist, social worker, or school counselor and a teacher are assigned to each class for the program implementation. The class materials include:
 - a. A class list for noting absences.
 - b. The SOS instructions appropriate for the grade level (including a link to the video).
 - c. The teacher's SOS script.
 - d. Student screener forms.
 - e. Student response forms (Students can indicate if they would like to talk with someone about themselves or someone else).
 - f. ACT cards for students to take home.
2. A school psychologist, social worker, or school counselor will follow up with any student who:
 - a. Answers yes to question 4 or 5 (have they seriously thought about suicide or have they ever attempted suicide in the past).
 - b. Responds on the half sheet that they would like "speak to someone about myself" or "speak to someone about someone else."
 - c. Answers yes to 3 or more of the depression screening questions
3. A school psychologist, social worker, or school counselor may also connect with students who do name a trusted adult.
4. The school psychologist, social worker, or school counselor will complete the SOS follow-up form and follow the appropriate procedures for intervention according to the assessed risk level.
5. The school buildings will retain the SOS follow-up form and the screener form and send copies to the Director of Pupil Services in Central Office.

SOS Follow-Up Form

Student: _____ Grade: _____ Date: _____

Reason for Follow-Up:

- SOS Screener Responses. Explain: _____
- Student indicated "I want to talk to someone about myself" Another student reported concern about this student

Student Interview Summary (Check all that apply)

- Yes No Student reported history of depression and/or anxiety.
- Yes No Student reported behaviors consistent with depression and/or anxiety.
- Yes No Student reported student is currently meeting with PPS staff in school regarding these concerns
- Yes No Student currently has a Mental Health Provider outside of school. Name: _____
- Yes No Do we have a release with the provider?
- Yes No Student reported self-harm.
- Yes No Student reported thoughts of self-harm.
- Yes No Student reported Suicidal Ideation (thoughts of suicide).
- Yes No Student reported Suicidal Intent (means of committing suicide, plan to commit suicide).
- Yes No Student reported that responses on form were based on situational/short-term experiences .
- No concerns at this time

Explain any "yes" answers: _____

What action followed? (Check all that apply)

- Yes No Contacted School Counselor. Name(s): _____
- Yes No Contacted Additional School Support Staff (i.e., School Psychologist, School Social Worker, Student Assistance Counselor, Crisis Counselor) Name(s): _____
- Yes No Contacted School Administration Name(s): _____
- Yes No Contacted Parent Name(s): _____
- Yes No Provided Parent with Community Mental Health Provider Information
- Yes No Contacted Student's Mental Health Provider
- Yes No Contacted 2-1-1 (Emergency Mobile Psychiatric Services)
- Yes No Contacted School Resource Officer
- Yes No Contacted DCF

Additional notes/parent response: _____

Additional notes : _____

PPS Staff Completing Follow-Up _____ Title: _____

Please keep a copy at school and send a copy to Central Office/Director of Pupil Services.

Appendix 5

Postvention Resources for Administrators

Sample Guidelines for Administrator's Phone Call to the Family

Express sympathy and offer support:

Verify facts:

Status of child (life support, deceased, cause of death, etc.)

Are there siblings or relatives within other Newtown schools?

Who are some of his/her close friends within the schools?

Permission to share information within Newtown Public Schools:

Possible phrasing: "We know this is a sensitive issue, but we find students quickly inform each other, so the best way to assure the safety of the students is to talk openly about this. Certainly, the details will not be discussed."

Parent gives permission to share the following:

Sample Guidance for Student Announcement

To: All Faculty and Staff

From: The Crisis Intervention Team (Names)

Date:

Information and Instructions to All Faculty and Staff

We regret to inform you that (Name), a (Grade) student at (School) took his/her life last night. We are deeply saddened by this news.

The Crisis Intervention Team met (When) to begin the process of offering support to students, staff, and families.

We ask that you read the short statement below to your class at (TIME/CLASS PERIOD) Please do not hesitate to request assistance or support if needed.

Students should be given a **brief period of time** to process the information. Any student who appears emotionally distressed may be referred to (Location).

Statement for Students

May I please have your complete attention. I have some sad and serious news to share.

We regret to inform you that (Name), a (Grade) student at (School) took his/her own life last night. He/she was a good friend to many and will be missed by students and staff. Our thoughts go out to his/her family at this difficult time.

This is a sad and challenging day for our school community. Thank you for supporting each other during this difficult time. **<Add information about support staff on campus>**

Sample Communication to Parents/Guardians from Principal

Dear Parents/Guardians:

I am writing to inform you about a tragic loss within our school community. We received the sad news that (Name), a student in the (Grade) at (School) took his/her own life on (Date). We would like to express our sympathy and support for the (Name) family.

All students were provided with the essential facts about the loss. We feel that it is important at times like these that students be given as many of the pertinent facts as possible from a single, reliable source in order to limit false information. Misinformation can be devastating to students and to the family members affected by the loss. Today, we had teaching staff read a brief statement about the loss during class time today. Teachers processed the news with students to gauge their reactions and to explain that counseling staff was available to assist them should they wish to seek further support.

Please be aware the children send and receive information via social media without any way of checking the authenticity and without any support should the information be distressing. We ask you to be vigilant in observing your child's response to this unfortunate news, including any information they receive online.

Students were encouraged to return to their school routines as much as possible. School psychologists, social workers, and counselors were available to students throughout the school day. Students in need of support were seen by counseling staff who will continue to be available for the immediate future.

Some students, particularly those close to (Name) or those who have had their own losses may be particularly affected by the news. Should your child appear to be struggling to cope we encourage you to contact the school to speak with one of our support staff. We all need to support one another in times like these.

Sincerely,

School Principal

<Provide list of resources as needed>

Sample Communication to Parents/Guardians from Principal at Sibling's School

Dear Parents/Guardians:

I am writing to inform you about a tragic loss/sudden death of (Name). He/she is the sibling of _____ who is a student in the (Grade) in _____'s class. We would like to express our sympathy and support for the (Name) family.

(If sibling is in 3rd, 4th or 5th grade) The children in Kindergarten, 1st and 2nd grades have not been given any of this information. We thought it should come from parents should they deem it appropriate. Children in grades 3, 4, and 5 have been informed of this news. (Support staff) were present in the classrooms to discuss this with the children, along with their teachers. In an effort to make _____'s transition back to school as easy as possible, teachers and support staff also talked to the children about ways that our community can assist _____ and the family during this difficult time.

When a tragedy of this depth occurs, we need to recognize, respect, and be sensitive to the fact that everyone handles grief in different ways. Please know that we are committed to supporting each child in dealing with this and fully understand that children may respond in an unanticipated manner. Should you feel your child is struggling to cope with this, we encourage you to speak with your child's teacher or (support staff)_____.

News of this nature is never easy to comprehend. It reminds us that life is precious, fragile, and too often inexplicable. It also reminds us that during these moments, it is important to reach out to each other and to help those around us cope with this loss. Please feel free to contact me if you have questions or concerns.

Sincerely,

School Principal

These policies and guidelines were developed by Newtown Public Schools certified staff.

References

Model School District Policy on Suicide Prevention. American Foundation for Suicide Prevention (AFSP), The American School Counselor Association (ASCA), the National Association of School Psychologists (NASP), and the Trevor Project.

Columbia Lighthouse Project. <http://cssrs.columbia.edu/the-columbia-scale-c-ssrs/about-the-scale/>.

Youth Suicide Prevention: A Resource for Simsbury Teachers, Staff & Administrators. Simsbury Public Schools. Revised Fall 2008.

Guidelines for Suicide Prevention: Policy and Procedures (2nd Edition). Connecticut State Department of Education. 2004.

Suicide Prevention Plan 2020. State of Connecticut. Department of Children and Families and Department of Mental Health and Addiction Services.

“Risk and Protective Factors for Suicide.” *Risk and Protective Factors for Suicide | Suicide Prevention Resource Center*, www.sprc.org/about-suicide/risk-protective-factors.

“Warning Signs for Suicide.” *Warning Signs for Suicide | Suicide Prevention Resource Center*, www.sprc.org/about-suicide/warning-signs.

West Hartford Public Schools. Suicide Response Manual: Procedures and Guidelines Grades K-12. Revised 2010.

Newtown Board of Education
3 Primrose Street
Newtown, CT 06470

The following is a list of meetings of the Policy Committee, a subcommittee of the Newtown Board of Education, for 2025. Meetings are held in the BOE Conference Room.

February 4 - 5:30 pm

February 19 - 5:00 pm

March 4 - 5:30 pm

March 18 - 5:00 pm

April 1 - 5:30 pm

April 22 - 5:00 pm

May 6 - 5:30 pm

May 20 - 5:00 pm

June 3 - 5:30 pm

June 17 - 5:00 pm

July 8 - 5:30 pm

August 12 - 5:30 pm

September 3 - 5:30 pm

September 16 - 5:00 pm

October 7 - 5:30 pm

October 21 - 5:00 pm

November 5 - 5:30 pm

November 18 - 5:00 pm

December 2 - 5:30 pm

December 16 - 5:00 pm

January 13, 2026 - 5:30 pm