

Lisbon Central School

Student & Family Handbook



“Together we will succeed”

2020-2021



SALLY KEATING
Superintendent

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www.lisbonschool.org

BRIAN APPERSON
Principal

September 2020

Dear Families,

Please take time to read the Lisbon Central School parent/student handbook. The Lisbon Board of Education is required by Connecticut General Statutes and federal law to provide you with information regarding specific student related school policies as well as your rights as parents. Consequently, we must have verification that you have access to the Lisbon Central School handbook and have read it. By signing and returning the form, you will provide the documentation necessary for compliance.

You may also contact us at the school for clarification or explanation of any part of this handbook.

We look forward to serving you during this school year.

Sincerely yours,

Sally Keating

Sally Keating
Superintendent

Brian Apperson

Brian Apperson
Principal

EMERGENCY CANCELLATION INFORMATION

Dear Parents/Guardians,

Please read with and discuss this emergency school closing, late opening, or cancellation information with your children.

The following procedures will be followed in the event of cancellation, delayed opening, or early release of school due to **inclement weather** or **other emergency situations**. All decisions will be based on the most current weather forecasts available and observations of road conditions.

If the weather conditions indicate that school will be closed, delayed, or have an early dismissal, announcements will be made on the following radio and TV stations by 6:30 a.m. whenever possible.

AM: WICH – 1310
FM: WCTY – 97.7
TV: WVIT – TV30 WTIC – TV3 WTNH – TV8 Fox - 61

In addition to the radio stations, you may also log on to www.ctweather.com for accurate dismissal information. You may also receive a call from ConnectED. You will only receive a call if the school has your ConnectED number.

In most cases of delayed opening, school will begin two hours later than usual. **Please note that all school transportation will be delayed the same amount of time as the school delay (i.e. 2 hour school delay = 2 hour bus delay).**

If it becomes necessary to delay the starting time by two hours, morning PK classes will be CANCELLED.

It is sometimes necessary to close school earlier than usual because of emergency situations such as storms, loss of heat, etc. Parents should discuss this possibility with their children and make contingency plans. Morning PK students will be dismissed at 11:15 a.m. during their usual dismissal, unless the administration feels the roads are too dangerous for travel. In this case morning PK students will be dismissed at 1:00 p.m. Students will be given a lunch during this time, and parents will be contacted regarding this change.

Please note that it is well advised to validate school cancellations or delays by tuning to a second station. If conflicting information is given, you may contact the bus coordinator's office by calling (860) 886-4194. Please do not utilize the bus coordinator's phone number unless you have attempted to validate the announcement and there is a problem.

Sincerely,

Sally Keating

Sally Keating
Superintendent

Brian Apperson

Brian Apperson
Principal

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INTRODUCTION TO LISBON CENTRAL SCHOOL

PREFACE

The Lisbon Central School (LCS) Handbook is intended as a summary of a significant amount of school related information. Extended explanation of school policies included in this handbook, as well as other school policies, may be found in the Board of Education Policy Manual and on the LCS website. Interested parties are welcome to examine the policy manual in our front office and consult with school administration if further clarification is needed.

PHILOSOPHY AND MISSION STATEMENT OF LISBON PUBLIC SCHOOL SYSTEM

The Lisbon Public School reflects all that is good and positive about life and learning within the Lisbon community and society in general. Learning is nurtured within a warm accepting school environment which facilitates the development of optimum student potential. Individual student differences are respected and creative thinking is fostered. Empathetic guidance and support are provided by a qualified staff of professionals who not only recognize the individual needs of students but also respect and appreciate each student's unique personality and style of learning.

Lisbon's educational goals are indicative of a community of educators who value high academic standards and accompanying student achievement levels. Lisbon's curriculum is based upon planned assessment and evaluation of its students' cognitive and affective development in order to insure relevant content and progressive pedagogy. Accordingly, the State of Connecticut guidelines are also incorporated within the curriculum to insure that basic skills are attained, while moral, ethical, and aesthetic values are cherished and fostered as the foundation for exemplary living and character development.

The Lisbon School System's mission is to enthusiastically accept the challenge of providing excellence in education into the twenty-first century, preparing tomorrow's democratic leaders, whose priority is learning and a sense of community.

SCHOOL OBJECTIVES

1. To provide understanding and mastery of basic skills necessary to function effectively in an increasingly complex and changing society.
2. To create an atmosphere of respect for authority through responsible disciplinary actions and rewards.
3. To provide opportunities for students to develop positive self-image.
4. To foster student growth in recognizing and accepting his/her potential.
5. To develop social and cultural awareness through school sponsored activities.
6. To assist students in forming career goals by using all available resources.
7. To encourage each child in understanding and maintaining a healthy mind and body.
8. To continue to evaluate and update our curriculum.
9. To satisfy the requirements of a growing school population by providing adequate classroom space, equipment, supplies, programs, and transportation.
10. To strive for an effective pupil/teacher ratio which will meet the needs of the students.
11. To enhance all opportunities for good communication between parents and the school.
12. To inculcate awareness of the cooperative responsibility shared by the school, students, parents, and the community.
13. To provide each student with the knowledge needed to use computers and other technologies for learning and problem-solving.
14. To develop the skills necessary for life-long learning.
15. To acquire an appreciation for the mutual dependence of all people in the world.

INSTRUCTIONAL GOALS

1. To increase student achievement through the use of effective instruction.
 - Students will be enabled to meet rigorous standards in all curricular areas.
 - Students will be held to high academic standards.
 - Technology is integrated across all content areas.
2. To provide resources and opportunities for equity and equality in education, reducing racial, ethnic, and economic isolation.
 - Students will engage in learning activities designed around cultural diversity.
 - Students will develop social and cultural awareness through school sponsored activities.

SCHOOL INFORMATION

ATTENDANCE

The school day at LCS for grades K-8 is 8:15 a.m. to 3:00 p.m. Students may be dropped off/arrive at school starting at 8:00 a.m. They will immediately proceed to the cafeteria. Morning PK class is scheduled from 8:25 a.m. to 11:15 a.m. Afternoon PK class is scheduled from 12:15 p.m. to 3:00 p.m.

EXCUSED ABSENCES

State Board of Education policy states: A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. The State Board of Education definitions establish two levels of criteria for an absence to be considered an excused absence (see table below).

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days
1	One through nine	Any reason that the student’s parent or guardian approves.	Parent or guardian note only.
2	10 and above	<ul style="list-style-type: none">• Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence’s length.</i>)• Student’s observance of a religious holiday.• Death in the student’s family or other emergency beyond the control of the student’s family.• Mandated court appearances (additional documentation required).• The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason).• Extraordinary educational opportunities pre-approved by district administrators.	Parent or guardian note and in some cases additional documentation (see details of specific reason).

Parent or guardian note should include the following:

- Date
- First and last name of student
- Grade/teacher
- Date of absence
- Reason
- Signature of Parent/Guardian (**Required**)

UNEXCUSED ABSENCES

A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:

1. the absence meets the definition for an excused absence (including documentation requirements); or
2. the absence meets the definition of a disciplinary absence.

TRUANCY

State Board of Education policy states: "truant" means a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year. Should a student be considered truant, a meeting will be set up with parents in order to review and evaluate the reasons for a student's absences. Continued truancy will lead to coordinating services with and referrals of children to community agencies providing child and family services.

VISITING LISBON CENTRAL SCHOOL

Members of the community and other interested persons are welcome to visit LCS. All visitors must use the intercom at the main entrance to gain entry. Please be sure to bring your driver's license when you plan to visit the school. If you do not have a driver's license, please bring a picture ID and a document that verifies your date of birth. Visits to the school should not hinder or disrupt your child's educational program.

Any person shall be considered loitering on school grounds when he/she remains in or on school building or grounds without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be present. Staff members are alert to the possibility of unauthorized visitors and promptly report any concerns to the principal. Loitering in or about school grounds is considered a Class C misdemeanor. Additionally, shadowing requests are discouraged at LCS. If there are rare circumstances, permission may be granted by administrators.

CELL PHONES/ELECTRONIC DEVICES

During instructional time, from the official school start time to end of the day school dismissal, which includes class periods, lunch period, electronic communication devices will be limited as follows:

Grades PreK-4: Cell phones are not permitted on school premises.

Grades 5-8: Cell phones are to be stored in school lockers between 8:15 and 3:00 pm. Students are permitted to use their phones during after-school homeroom (3:00 – 3:10 pm) per teacher's permission (Example – practice cancelled, parent needs to be notified).

GANG INVOLVEMENT/ACTIVITIES

LCS is committed to the safety of all children. It is with this concern that "gangs" and related gang paraphernalia are prohibited on school grounds.

Students will not be permitted to take part in gang activities. Uses of gang names, symbols, dress, or colors are likewise prohibited.

We urge parents to communicate their observations of student behaviors and activities to the school. Administration will notify parents if their child is suspected of involvement in gang activity. Continued evidence of gang activity may result in suspension or additional removal from the school environment.

BUS

Students are assigned regular buses at the beginning of the school year and are expected to take their buses every day. Students are to be outside eight minutes prior to pick up time. Please remain outside for at least eight minutes after your scheduled pickup in the event buses are running late. Due to the implementation of assigned seating, transfers will only be allowed for day care purposes. Notes are required for any of these changes.

Please make certain the child's name, complete address, where they are going, and phone number appears on this note. Proper behavior on the bus and at the bus stop is of the utmost importance. Students must be on time for their bus and wait on the side of the road. Large school projects may not be transported on the bus. Students are to take a seat and stay in the seat until the bus arrives at school. Courtesy to and cooperation with the bus driver is a must in order to insure a safe trip.

The bus driver will report students whose behavior is deemed inappropriate and at the discretion of the Superintendent, a student's bus privileges may be suspended.

BUS RULES

BOARD OF EDUCATION

1. Bus Driver is in FULL CHARGE.
2. Students will sit where the driver instructs them to sit.
3. Students must cross in FRONT of the bus, not to the REAR.
4. Students must wait for signal from driver, before crossing the street.
5. EMERGENCY DOOR shall not be used as an entrance or exit except in the case of an EMERGENCY.
6. Positively NO WALKING AROUND OR STANDING, while the bus is in motion.
7. Students SHALL NOT put their hands out of the windows.
8. Students SHALL NOT throw anything out of the bus windows at any time.
9. NO UNNECESSARY NOISE IS ALLOWED.
10. Students SHALL NOT throw papers or articles on the floor of the bus. Please use disposal basket in the front of the bus.
11. NO GYM BAGS OR INSTRUMENTS to be left in the aisle of the bus or EXIT AND ENTRANCE DOORS.
12. Only regular students are allowed to ride the bus unless an authorized note is presented to the driver – and if room is available.
13. FOOD OR BEVERAGES are not to be consumed on the bus.
14. NO ARTICLES larger than what a student can put on his/her lap are allowed on the bus. ABSOLUTELY NO PETS ALLOWED.
15. Students MUST board and depart their bus at their regular assigned bus stop unless otherwise permitted by the driver or requested by the school principal.

WALKERS/BIKERS

By completing the student dismissal form, students in grades 5-8 may obtain permission to walk or ride their bicycle to school. Students who walk or ride are not to report to school before 8:00 a.m.

Students riding a bicycle will walk the bicycle to the designated parking area near the walker/biker dismissal stairway. At the end of the day, when walkers are called, they are to leave school grounds immediately.

Please be reminded that by law students are required to wear a helmet.

DISMISSAL

At the beginning of the school year, your child will bring home a student dismissal slip. It must be completed by you and returned to the school. You will be given four choices how your child will be dismissed throughout the school year. You must check off one choice, sign and return this form during the first week of school. If you choose to have your child dismissed as a walker each day, your child will be dismissed from the Library wing exit door before all the buses have been dismissed. Parking is available in the senior center parking lot.

DISMISSAL DURING THE SCHOOL DAY

- Students picked up during the school day must be dismissed from the main office. We will not accept calls on a daily basis from parents requesting to have their child waiting in the main office for pickup.
- Parent/Guardian must sign students out of school with the main office personnel. Anyone who is signing out a student must have his/her name on the student's emergency list. Please be prepared to show ID.
- If an emergency arises, and it becomes necessary for someone who is not listed on this list to pick up a student, it must be authorized by the parent in writing or by fax to the main office. No exceptions will be made.
- If a student is sick, he/she will be dismissed from the Nurse's office. No cell phone calls/texts should be made by the student.

CAFETERIA / FREE AND REDUCED LUNCH PROGRAM

LCS serves hot lunch and breakfast daily and participates in the Healthy School Meal Initiative, which follows federal guidelines. Our hot lunch program consists of three complete entrée choices which all meet the nutrition standards based on the federal guidelines.

The hot lunch program will serve a choice of three daily entrees: (1) complete hot lunch, (2) complete salad, or (3) complete deli sandwich.

LCS participates in the federally subsidized free and reduced program. Hard copy applications, with complete guidelines outlining the qualifications, will be sent to all parents with a reminder that if you qualify for free or reduced lunch, you also qualify for free or reduced breakfast. We encourage everyone to take advantage of our lunch and breakfast programs.

It is Lisbon School policy never to let a child go without a meal. If children forget their lunch money, we will issue them a charge and parents will be held responsible for all charges. If a parent chooses not to let his/her child charge for whatever reason, it must be in writing, and it will be kept on file in the Food Service Director's office. Parents should be responsible for balances on their own child's account. Upon withdrawal from LCS, all charges must be paid in full. If charges are not paid, report cards and other end of the year documents may be withheld.

Deposits in any amount may be made to a student's personal account, thus reducing the chance that breakfast and lunch money will be forgotten, lost, or stolen. Another option to make deposits is by going online to payschoolscentral.com. Students will use their PIN (ID#) to debit purchases from their accounts. While students will still have the option of paying as they go through the line, advance payment will speed transactions, allow lines to move more quickly and afford more time for eating.

BASIC INFORMATION ABOUT THE SYSTEM

- An account is provided for each student into which money can be deposited.
- Every student (free, reduced, or full pay) is assigned a PIN to access his or her account.
- Students enter their PIN into a keypad. One lunch or breakfast will be debited from the account.
- No snack item may be purchased from their account.
- Students who pay cash daily may continue to pay cash.
- Parents can pay as much on account as they wish.
- We prefer parents pay by check; however, you may use cash. Your envelope containing check or cash must have the child's name, check written out to "Lisbon School Lunch" and PIN written on it.
- No payments will be made on accounts during lunch. Students, not on free/reduced lunch must pay \$3.25 for lunch and \$2.00 for breakfast, or it will be entered as a charge for the day. When payment is made, it will automatically erase the charge.

PLAYGROUND

Decisions about recess are made on a daily basis, with consideration given to: temperature, wind, precipitation, ground cover, and safety concerns. Grades K-8 are scheduled for a daily mid-day recess. Skateboards, in-line skates, sneaker roller blades, cell phones, playing cards, frisbees, footballs, hardballs, softballs, bats, pagers, radios, electronic games, portable music players, and earphones are not permitted on the playground, except as they may be used, by teacher direction, in connection with gym, music, or academic classes.

Note: During the winter season, outdoor recess will be held when the wind-chill factor is above 20 degrees (f). While teachers can remind students to dress appropriately, it is the responsibility of the parents/guardians to ensure their children arrive at school with appropriate attire.

Public usage of the track is not permissible when students are outside during school hours.

LOCKERS

Students in grades 5 – 8 are provided with a locker near their homeroom. Students will go to their lockers before 1st period and prepare themselves for their morning classes. They may go to their lockers again before lunch and again at the end of the day. Lockers are school property and may be checked at the discretion of the administration. Parents may provide a combination lock.

STUDENT HEALTH SERVICES
Hours: 8:15 a.m. – 3:10 p.m.
Office: (860) 376-6716 Fax: (860) 376-1102

Illness: Students who are ill must report directly to the nurse. **Only the school nurse may dismiss a student due to illness.** No student may leave the building on his/her own due to illness, nor may any student remain in a boys' or girls' room if ill. If a student is ill enough to have to go home, the school nurse will make the call.

Medications: All medications needed by students during school hours must be given to the nurse by the parent, unless other arrangements are made between the nurse and the parent/guardian of the child. Connecticut State Law requires authorization on file in the Health Office signed by physician and parent, describing medication, dosage, and possible side effects. All medications must be kept by the nurse and distributed by her at the appropriate times. In the nurse's absence, a school administrator or teacher may administer medications. **DO NOT** send medications of any kind, in any amount, to school with your child with instructions for him/her to "take it on his/her own". The student will not be permitted to assume this responsibility. If your child must receive medication during school hours, please abide by the following:

1. An authorization form from the doctor must be completed and signed by the parent and the prescriber. This must include the name of the medication, the dosage, and length of time to be given. No medication may be given without a written doctor's order.
2. Medications must be in a pharmacy bottle labeled with the student's name, the name of the medication, and what time it is to be given.
3. Medication Orders are renewed each school year.

The regulations have been formulated for the protection of your child. We appreciate your cooperation. If any problem or questions arise, please contact the Health Office.

Injuries: If, at any time during the school year, your child has any physical or other limitations that restrict him/her from participating in school activities, including gym, please provide medical documentation from your child's licensed care provider stating the specific restrictions and the reason for the limitations.

Physicals: A complete physical examination and up-to-date immunizations need to be done prior to entering PK, Kindergarten, and 7th grade. The physical and up-to-date immunizations must be recorded on a State of Connecticut health assessment form. Any student participating in the interscholastic athletic program is required to have a physical health form on file, current within the last 13 months.

NOTE: THERE IS NOT A NURSE ON DUTY AFTER 3:10 P.M.

SUPPORT SERVICES

The Lisbon Board of Education offers a wide range of support services to assist students in developing to their optimum potential. All support services are provided by a qualified staff of professionals who are sensitive to student needs. Because LCS receives Title I funding, parents have the right to request information regarding the professional qualifications of their child's teacher and paraprofessionals. Students are provided services that are developmentally and individually appropriate. Each child's strengths and weaknesses are taken into consideration when determining and recommending support services.

Support services available to Lisbon students include but are not limited to:

1. Guidance services – to provide the necessary support services to students who have academic, social, or emotional problems and to assist eighth grade students to select appropriate high school programs.
2. SRBI Programs – academic assistance in reading, writing, language, and math for students in grades K – 8.
3. Special Education Programs – a continuum of services for students ages 3 – 21 who have been identified according to state and local criteria as requiring special education and/or related services to meet their educational needs.
4. Speech/Language therapy – a variety of programs are available for students who have been identified as having communication difficulties.
5. Psychological Services – evaluation of students who are experiencing academic, behavioral or psychological difficulties in school, and individual or group counseling to assist students in school.
6. Occupational Therapy – to assist students with fine motor, visual motor, and visual perception difficulties.
7. Physical Therapy – to assist students with delays in gross motor skills or who have difficulty negotiating the school environment.

8. LCS is dedicated to meeting the individual needs of its students. If you want to refer your child for an initial evaluation, please contact the Director of Special Education at (860) 376-2403 ext. 270 for procedures/processes.

PERMISSION FOR SCHOOL COUNSELING

There are professional counselors available at LCS throughout the school year. From time to time, situations arise that involve psychological issues that impact the student, the school and/or school day. We reserve the right to speak to your child in the case of suspected risk of injury to self or others for everyone's safety. If the school counselors were ever to speak with your child about harming him/herself or thoughts about hurting someone else, you will be contacted. Our professional counselors work in large group (whole class), small group (lunch bunch style), and on an individual basis. Please keep in mind that for eighth graders, our school counselor facilitates the application/registration process for our high schools. This person will be speaking to your child about high schools in a career/future counseling capacity.

GRADING

The grading policy for LCS is as follows:

A+	=	98-100	B+	=	87-89	C+	=	77-79	D+	=	67-69	F	=	59 and below
A	=	93-97	B	=	83-86	C	=	73-76	D	=	63-66			
A-	=	90-92	B-	=	80-82	C-	=	70-72	D-	=	60-62			

HONOR ROLL CRITERIA

The Honor Roll Criteria for the 6th, 7th, and 8th grades is as follows:

HIGH HONORS WITH DISTINCTION:	3.75 GPA
HIGH HONORS:	3.45 GPA
GENERAL HONORS:	2.95 GPA

No student may have a D or an F in any subject.

The subjects students take daily are weighted as 5, multiplied by 5. Special subjects that students take once a week are weighted as 1. Language Arts is weighted as 10. Grades are then averaged together to get a GPA.

A+	=	4.00	B+	=	3.25	C+	=	2.50	D+	=	1.50	F	=	0
A	=	3.75	B	=	3.00	C	=	2.25	D	=	1.25			
A-	=	3.50	B-	=	2.75	C-	=	2.00	D-	=	1.00			

Example of a student's report card:

Lang. Arts: A-	Lang. Arts	(A-) 3.50 x 10 = 35
Spanish: B+	Spanish	(B+) 3.25 x 5 = 16.25
Math: B	Math	(B) 3.00 x 5 = 15.00
Soc. St.: B+	Soc. St.	(B+) 3.25 x 5 = 16.25
Science: B-	Science	(B-) 2.75 x 5 = 13.75
PE: A+	PE	(A+) 4.00 x 1 = 4.00
Art: A-	Art	(A-) 3.50 x 1 = 3.50
Music: B+	Music	(B+) 3.25 x 1 = 3.25
Computer: A	Computer	(A) 3.75 x 1 = 3.75
Health: B	Health	(B) 3.00 x 1 = 3.00
Library: B-	Library	(B-) 2.75 x 1 = 2.75
Band/Chorus: A	Band/Chorus	(A) 3.75 x 1 = 3.75

Student's GPA is (Total points divided by total weight) (120.25 / 37 = 3.25)
 Student has made general honors.

NATIONAL JUNIOR HONOR SOCIETY

The Lisbon Chapter of the National Junior Honor Society is organized to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, to develop character, and to encourage citizenship. Membership is an honor bestowed upon grades 7 and 8 students who exhibit these characteristics and who are selected by the faculty council. Membership considerations can be found on the school website.

HOMEWORK

The Lisbon Board of Education recognizes that a reasonable amount of study and preparation is necessary for the scholastic growth of students. It is also aware that the amount of preparation should increase as the child progresses through the grades.

Homework assignments should be given to reinforce and augment the lesson taught in the class, providing exercise in the development of self-discipline and conscientious work habits. Homework also provides additional opportunity for parental involvement, especially parents of elementary school children, in the education of their children. Assignments should allow for research, individual projects, and drill in accordance with a pupil's ability level.

The following time values are the Board's recommended guidelines for the assignment of homework in minutes per day, Monday through Thursday:

Minutes/Day	Grade
10	K
15	1
20	2
30	3
45	4
60	5
75	6
90	7
90	8

In order that homework accomplishes the objectives cited above, it is essential that the responsibilities of the students, teachers, and parents be clearly defined.

EXTRA HELP

All teachers are ready to aid students with additional instruction. It is the student's responsibility to make arrangements with his/her teacher for this instruction.

LCS encourages parents to work with the classroom teacher to provide additional help and provide transportation.

STUDENT DEFICIENCY

Parents will be notified if the student is not working up to his/her potential or is deficient in his/her work. Conferences will be held with the parent/guardian as necessary.

STUDENT'S RESPONSIBILITIES

1. To verify the directions and requirements of the assignment.
2. To be responsible for determining and making up work when absent.
3. To meet deadlines and understand penalties.
4. To understand that the content, structure, and appearance of all homework assignments are important elements in the grading process.
5. To assume responsibility for obtaining the proper resources and materials.
6. To budget his or her time realistically.
7. To understand that there is never a time when a student does not have homework. He/she may review, preview, or improve his/her present assignment.

TEACHER'S RESPONSIBILITIES

1. To explain to students at the beginning of the school year and subsequently, if necessary, the homework policy and how it will be carried out in their respective classes.
2. To assign homework on a regular basis.
3. To assist students in understanding what to do and how to do it.
4. To insure that every homework assignment is properly evaluated, recorded, and returned to the student within as short a time as possible after its completion.

5. To include homework grades as a portion of the student's overall grade.
6. To communicate with parents when children are falling behind in completing homework assignments.

PARENT'S RESPONSIBILITIES

1. To arrange for a quiet, suitable place, with adequate work space, for the student to work.
2. To encourage their child to complete homework assignments on time and to the best of their ability.
3. To communicate to the teacher when there is a valid reason for homework not being completed on time.
4. To understand that there is never a time when a student does not have homework. He/she may read a book, practice math facts, etc.

GENERAL DISCIPLINARY/BEHAVIOR GUIDELINES

- A. LCS encourages and expects good citizenship and appropriate social behavior at all times.
- B. Inappropriate behavior infringes upon the rights of other students and the teacher and disrupts the learning process and classroom environment.
- C. Each teacher has the authority to remove a child from class when the child causes a disruption of the education process to others within the classroom.

We have adopted PBIS (Positive Behavioral Interventions and Supports). PBIS is about improving student academic and behavior outcomes and is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention or practice, but IS a **decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.**

The Cougar Pride Code of Conduct

BE SAFE: Do my actions keep me and others free from harm or danger?

BE RESPECTFUL: Do my actions show concern and consideration for myself and others?

BE RESPONSIBLE: Do I care for myself and others? Am I a dependable member of the community?

BE TRUSTWORTHY: Do my words and actions demonstrate that I am an honest and reliable member of the school community?

Examples of offenses for which a student might be disciplined include, but are not limited to, disrespect, disruption, aggression, inappropriate language, and technology violation.

FIELD TRIPS

Field trips are planned throughout the school year for individual classes. Field trips are directly connected to the curriculum, and all students are expected to attend and participate. A letter will be sent home prior to each trip with an attached permission slip that must be signed by the parent or guardian and returned to the school. Checks can be made payable to "LCS Student Activity Account." Chaperone parking for all field trips will be in the Meadows parking lot.

Transportation to and from field trips will be by bus unless a permission slip including a waiver of liability (Attachment A: Policy 6153) is signed by the student's parent or guardian. This permission slip should be given to the teacher at least one day in advance of the trip.

EIGHTH GRADE CLASS TRIP

The eighth grade class trip is a culminating activity for graduating students as well as a reward for their efforts. With this in mind, the opportunity for students to participate with classmates should be seen as a privilege earned by exhibiting characteristics indicative of successful performance in the areas of academic and school citizenship.

It is our expectation that all students will qualify for the trip, but there are also certain circumstances that may deny a student the opportunity to take part.

The following behavior will initiate a review and may jeopardize attendance on the class trip:

1. One or more school suspensions

2. Four or more conduct-related detentions/consequences
3. Excessive tardiness or absenteeism
4. Parental discretion

Any student who loses the privilege of the trip will be required to attend school.

MOVIE PERMISSION SLIPS

The Lisbon Board of Education has requested that each parent/guardian sign a permission form each school year, to allow their children to view videos, which are selected by the Lisbon teaching staff to enhance their curriculum. In most circumstances, movies are only shown as part of the approved curriculum. All movies are reviewed and are age appropriate for school use.

Your child will bring home this permission slip at the beginning of the year, and it must be completed by you and returned during the first week of school or your child will not be allowed to view movies.

LIBRARY/MEDIA RESOURCES

Recognizing the movement of our society from the Industrial Age through the Electronic Age, and having emerged into today's Information Age, the school Library Media Center is recognized as a critical component in the education of our students. It is managed by a certified Library Media Specialist, a recognized key component in promoting literacy.

Technology, common in the workplace, is now in the classroom, and instruction is necessary to help students develop lifelong skills necessary to locate, evaluate, and use information available on the internet and age-appropriate information from subscribed resources. Through cooperative planning with teachers on projects and the librarian's delivery of instructional units, the resources of the Library Media Center are utilized, and the center is both a support and an extension of the classroom.

A variety of materials facilitates the learning process. Resources include:

- . . . a well-developed collection of book and ebooks, many of which are available from home and in the summer at any time
- . . . access to the most updated databases on Science and Social Studies as well as an online encyclopedia, available to students at school and at their homes at any time
- . . . access to the internet via iPads and an adjacent computer room
- . . . access through the State Library to magazines, journals and periodicals
- . . . an electronic card catalog and circulation system to locate holdings. Students may access this catalog from their homes at any time.
- . . . extensive use of inter-library loans
- . . . a video and audiobook collection

The Library Media Center at LCS is committed to assisting students in reading and interpreting the written word. The Library Media Specialist also acts as a Media Specialist, instructing students in the use of the most up-to-date digital hardware and software, and in using these to create alternate assessments such as digital book reports.

Students in grades K-4 may borrow one book at a time, while those in grades 5-8 are allowed two. A book must be returned to borrow another, and students are responsible for properly maintaining all school property in their possession. Lost or damaged books must be paid for by the student, in order for the Library to buy a replacement copy, before another book may be borrowed. Failure to do so may result in the holding of students' report cards.

TEXTBOOKS/STUDENT MATERIALS

Students may be required to use textbooks and/or other materials to enhance their learning. Lost or damaged textbooks and other student materials must be paid for by the student. Failure to do so may result in the holding of students' report cards.

EXTRACURRICULAR ACTIVITIES

LCS is pleased to offer a variety of extracurricular opportunities to its student body. There are many athletic, academic and social activities, and programs that are available to students throughout the year.

Extracurricular activities that enhance the educational process at LCS include service learning, cheerleading, soccer, basketball, track, cross country, baseball, and softball. Offerings may vary due to student interests/participation. Participation in most of these programs is limited to students in grades 6 - 8 whose academic and behavioral effort indicates that they will be a good representative of LCS. A grade of 'F' in one subject or 2 'D's in any two subjects on a progress report or report card will lead to a student being placed on probation for a minimum of ten days. The student will be allowed to resume participation if they no longer have an 'F' or 2 'D's in any two subjects at this point. Students whose behavior is contrary to guidelines established by LCS will not be allowed to participate, and students who are absent from school on the day of a given event (game, dance, etc.) will not be permitted to participate. In no case shall a student on suspension be allowed to participate in any extracurricular activity on the day of the suspension. This includes the weekend for a Friday suspension.

Each student who chooses to participate in an interscholastic athletic program is required to have, on file in the office of the athletic director, a certificate of consent for each sport which is signed by the parent or legal guardian. Prior to try-out, each student athlete must have a physical health form on file, current within the last 13 months. The original copy of the medical exam will be kept in the school nurse's office.

Board of Education Policy #3514 requires the replacement of damaged or lost athletic uniforms.

Many after-school events are held during the school year. Attendance at these events is strictly voluntary but requires parent permission. Students in grades 6 – 8 are invited to attend any after school activity but must have a written note allowing attendance at each individual event.

The school does not provide supervision for students voluntarily attending an after-school activity, such as basketball, softball, baseball games, etc. Parents are responsible for their child's behavior. Some of these events may occur across the street at the Lisbon Meadows sports facility. Parents are advised that attendance at some of these events may include crossing Route 169 unsupervised. All students attending any after school event must follow the approved rules and regulations for the school or risk removal from the activity.

SERVICE LEARNING

The Lisbon Central School Board of Education desires that all students:

- Understand that learning can occur beyond the classroom walls.
- Demonstrate responsibility and dependability.
- Explore potential career interests.
- Develop self-confidence.
- Understand their obligations as citizens.
- Understand the value of justice and compassion.
- Hold and meet high personal expectations.
- Understand the importance of quality work.
- Understand the relevance of school work to the real world.

The Board believes that service learning can serve as a vehicle through which these virtues can occur. The Board also understands that service learning is also a vehicle for delivering curriculum and meeting state standards. Therefore, the Board supports and encourages the use of service learning as a teaching strategy PK – 8.

STUDENT ACCIDENT INSURANCE

Student accident insurance is offered through the school at a very reasonable cost. Bollinger Insurance Solutions offers various options. Plans can be purchased only online at www.bollingerschools.com throughout the school year.

POLICIES

Please be sure to review the following policies on our website. These particular policies incorporate rules and procedures with which students are expected to conform and of which parents/guardians need to be aware. If you have questions, please contact Superintendent Sally Keating.

Policy # 5118.1	Students	Homeless Students
Policy # 6172.4	Instruction	Title I Parent Involvement
Policy # 4111/4211	Personnel	Recruitment and Selection
Policy # 5121	Students	Examination / Grading / Rating
Policy # 6146.1	Instruction	Grading / Assessment Systems
Policy # 5145.14	Student	On-Campus Recruitment
Policy # 6162.51	Instruction	Surveys of Students (Student Privacy)
Policy # 6172.4	Instruction	Title I Parent Involvement
Policy # 5125	Students	Student Records - Confidentiality
Policy # 5145.15	Students	Directory Information
Policy # 3542.43	Business and Non-Instructional Operations	Food Service
Policy # 6142.101	Instruction	Student Nutrition and Physical Activity (Student Wellness Policy)
Policy # 5145.4	Students	Nondiscrimination Americans with Disabilities Act
Policy # 4118.14/4218.14	Personnel	Nondiscrimination on the Basis of Disabilities
Policy # 5145.42	Students	Nondiscrimination
Policy # 6171	Instruction	Special Education
Policy # 6159	Instruction	Individualized Education Program/Special Education Program
Policy # 4112.61	Personnel	Use and Disclosure of Employee Medical Information (HIPAA)
Policy # 5131.81	Students	Electronic Devices
Policy # 6141.321	Instruction	Computers: Acceptable Use of the Internet
Policy # 1331	Community Relations	Smoke-Free Environment
Policy # 6164.11	Instruction	Drugs, Tobacco, Alcohol
Policy # 4152.6/4252.6	Personnel	Personal Leaves
Policy # 0521	Mission-Goals-Objectives	Nondiscrimination
Policy # 6121	Instruction	Nondiscrimination in the Instructional Program
Policy #5113	Students	Attendance and Excuses
Policy #5113.2	Students	Truancy
Policy #5114	Students	Suspension and Expulsion/Due Process
Policy #5131	Students	Conduct at School and Activities
Policy #5131.6	Students	Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances)
Policy # 5121	Students	Examination/Grading/Rating
Policy # 1110.1	Community Relations	Communication with the Public
Policy # 3524.1	Business	Pesticide Application on School Property
Policy # 3541.5	Business and Non-Instructional Operations	Safety Complaints/Records and Reports
Policy # 5141	Students	Student Health Services
Policy # 5141.21	Students	Administering Medication (a)
Policy # 5141.4	Students	Reporting of Child Abuse and Neglect
Policy # 5141.5	Students	Suicide Prevention Policy
Policy # 5145.14	Students	On-Campus Recruitment

Policy # 6154	Instruction	Homework/Make-Up Assignments
Policy # 6164.12	Instruction	Acquired Immune Deficiency Syndrome (AIDS)
Policy # 5131.911	Students	Hazing/Bullying
Policy # 5123	Students	Promotion/Acceleration/Retention
Policy # 6115	Instruction	Ceremonies and Observances
Policy # 5141.231		
4118.231	Students/Personnel	Psychotropic Drug Use
Policy # 5141.25	Students	Students with Special Health Care Needs
Policy # 5112	Students	Ages of Attendance
Policy # 5141.7	Students	Student Sports - Concussions
Policy # 5145.511	Students	Exploitations: Sexual Harassment, Sexual Abuse Prevention and Education
Policy # 5144.1	Students	Use of Physical Force
Policy # 6172	Instruction	Alternative Education Programs
Policy # 6172.1	Instruction	Gifted Children Program
Policy # 4118.112/ 4218.112	Personnel	Sexual Harassment

NONDISCRIMINATION POLICY # 4118.11

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American with Disabilities Act, the Lisbon Board of Education adopts Equal Employment Opportunity and Equal Education Opportunity Policies. Lisbon's Nondiscrimination Policy can be viewed on the LCS website or in the Board of Education Policy Book located in the LCS front office.

504 POLICY # 5145

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Board of Education's policies and the administrator's regulations.

Each child of each parent shall be given equal opportunity. However, children vary widely in capacities, interests, and social and economic background. Therefore, no two can be treated exactly alike if the fullest development of each is to be achieved.

The Board of Education will attempt to erase any limitations of facilities and means that stand in the way of our school's availability for all who wish to learn.

Discrimination among students attending our schools with respect to race, color, religious creed, age, marital status, national origin, sex or physical disability is prohibited. The Title IX officer for the Lisbon School System is Mr. Brian Apperson. The 504 Coordinator is Ms. Kathy Snyder. If anyone feels that he/she has been discriminated, please immediately contact Ms. Snyder or Mr. Apperson for complaint procedures.

Legal Reference: Title IX of the Education Amendments of 1972
Section 504, U.S. Rehabilitation Act. 1973
Connecticut General Statutes
10 – 15 Discrimination in public schools prohibited

Student Policy (5145) Adopted: September 20, 2010
Amended: March 17, 2014

ATTENDANCE POLICY # 5113

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent. Students who are absent from school on the day of a given event (game, dance, etc.) will not be permitted to participate, unless pre-approved.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Excuses

Note: The use of the state approved definitions of "excused" and "unexcused" absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);

5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);

6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or

2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section [27-103](#), and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.

2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.

3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent

children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. [5142](#) - Student Safety)

(cf. [5113.2](#) - Truancy)

(cf. 6113 - Released Time)

Legal Reference: Connecticut General Statutes

[10-184](#) Duties of parents (as amended by PA 98-243 and PA 00-157)

[10-185](#) Penalty

[10-198a](#) Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

[45a-8c](#) Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-25)

PA 15-225 An Act Concerning Chronic Absenteeism

[10-199](#) through [10-202](#) Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define "attendance."

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy Adopted – 08/16/93 – Lisbon Board of Education

Policy Amended – 12/20/10 – Lisbon Board of Education

Policy Amended – 02/23/15 – Lisbon Board of Education

Policy Adopted as Amended – 08/21/17 – Lisbon Board of Education

TRUANCY POLICY # 5113.2

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally

shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused", "unexcused" and "disciplinary" absences.

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
- (b) a requirement to complete a summer school program successfully before being promoted to the next grade.

8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.

9. Provide coordination of services and refer "truants" to community agencies which provide child and family services.

10. If in existence, refer the child to the children's probate court truancy clinic.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. Parents or other persons having control of each child shall be notified of such truancy model. *(Note: The SDE is required to identify these effective truancy intervention models by 8/15/17.)*

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Legal Reference: Connecticut General Statutes

[10](#) 184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

[10](#)-198a Policies and procedures concerning truants (as amended by PA 00-157, P.A. 11-

136 and PA 16-147)

[10](#) 199 through [10](#) 202 Attendance, truancy in general. (Revised, 1995, PA 95-304) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

[10](#)-220(c) Duties of boards of education (as amended by PA 15-225)

[10](#) 202e f Policy on dropout prevention and grant program.

[10](#) 221(b) Board of education to prescribe rules. Campbell v New Milford, 193 Conn 93 (1984).

Action taken by the State Board of Education on January 2, 2008, to define "attendance."

Action taken by the State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

PA 15-225 An Act Concerning Chronic Absenteeism

Policy adopted – 08/21/17

STUDENT DRESS CODE POLICY # 5132

Dress and Grooming 5th through 8th Grade

It is the belief of The Lisbon Board of Education that reasonable regulation of school attire is essential to furthering important educational interests. In the establishment of Standards of Acceptable Dress, it is the intent to create an appropriate, serious environment for learning that prepares students for similar expectations in high school. Parents and guardians are asked to ensure that their children's dress conforms to the Standards of Acceptable Dress requirements. A student's dress and appearance must not present a danger to the student's health or safety or be disruptive to the educational process as determined by the faculty, staff, or administration.

No restrictions on freedom of dress and adornment will be imposed which

1. are discriminatory;
2. enforce particular codes of morality or religious tenets;
3. attempt to dictate or adjudicate style or taste;
4. do not fall within the direct or implied powers of the Board of Education.

The Board believes the student dress code should allow students to wear religious attire without fear of discipline or discrimination and to wear clothing of their choice that is comfortable and that expresses their self-identified gender.

Standards of Acceptable Dress

All garments must be in compliance with the dress code for the duration of the school day.

Sheer or see through clothing is unacceptable.

Any suspected inappropriate clothing not covered in this policy shall be addressed at the staff and administration discretion.

Pants

- Jeans, dress, cargo and athletic styles
- Pants cannot hang below the waist
- Official LCS flannel pants will be accepted

Shorts

- Jeans, dress, cargo and athletic styles
- Must not be shorter than mid thigh length and cannot hang below the waist.

Dresses and Skirts

- Must not be shorter than a hand width above the knee.
- Dresses must completely cover shoulders and not expose cleavage.

Leggings

- Leggings may be worn only along with shorts, dresses and skirts of appropriate length or with shirts that extend to mid thigh length.

Shirts, Blouses, Tops

- Collared shirts — any color and/or pattern
- T-shirts
- Knit tops and blouses – any color and/or pattern
- All tops must completely cover shoulders and not expose any cleavage or midriff.

Sweaters, Hoodies, and Sweatshirts

- Crew neck sweaters, V-neck sweaters, and pullover sweatshirts/hoodies, and zip-up sweatshirts / hoodies

Outerwear

- Jackets, coats, blazers, suit jackets and vests

Footwear

- Footwear must be worn at all times.
- Shoes, sandals, flats, boots, flip-flops, and sneakers
- Sneakers must be worn for participation in gym class

Head Coverings

- All students must remove head coverings upon entering the school building (with exceptions as listed above).

Clothing, jewelry, and personal items such as gym bags and backpacks with pictures and/or wording depicting alcoholic beverages, tobacco products, weapons, drug culture, gang affiliation, violence, obscene/questionable language, and sexually harassing material are not allowed. Clothing and personal items adorned with chains are also not allowed.

School staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Enforcement of the dress code shall be gender neutral.

Consequences for violation of the Standard of Dress are as follows:

Parents/guardians will be notified of each violation and students will be required to change into more appropriate clothing.

If at any time a student cannot or will not change into acceptable clothing, the consequences may be modified by the Principal or administrator present, including but not limited to, immediate placement into In-School Suspension. Multiple violations may result in a parent conference. Appropriate dress for school functions may be indicated by the advisor for those functions.

Policy adopted: 06/18/12 – Lisbon Board of Education
Policy amended: 08/20/12 – Lisbon Board of Education
Policy amended: 09/17/12 – Lisbon Board of Education
Policy amended: 02/25/19 – Lisbon Board of Education
Policy amended: 04/22/19 - Lisbon Board of Education

SEXUAL HARASSMENT POLICY # 5145.5

Exploitation/Sexual Harassment

General

Sexual harassment will not be tolerated among students of the school district, and any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools. Students shall exhibit conduct which is respectful and courteous to employees, to fellow students, and to the public.

Definition

Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to:

1. Insulting or degrading sexual remarks or conduct;
2. Threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student;
3. Conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment – such as the display in the educational setting of sexually suggestive objects or pictures.

Complaints Procedures

The Board of Education encourages victims of sexual harassment to report such claims promptly to the Superintendent of Schools or Title IX officer, Mr. Brian Apperson. Complaints shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality shall be maintained and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment.

The district shall provide staff development for district administrators and other staff and annually shall distribute this policy to staff and students.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2 (a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on
Current Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 34 CFR Section 106.
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited
Constitution of the State of Connecticut, Article I, Section 20

Policy Adopted – 11/29/10 – Lisbon Board of Education

STATE DEPARTMENT OF EDUCATION COMPLAINT RESOLUTION PROCEDURE

The State Department of Education Resolution Procedure will be sent home at the beginning of the school year. If you have any questions, please contact the Superintendent at (860) 376-2403.

BULLYING POLICY # 5131.911

The Lisbon Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive which:

- A. causes physical or emotional harm to an individual,
- B. places an individual in reasonable fear of physical or emotional harm, or
- C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life based on students', parents', guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Examples of bullying include, but are not limited to:

1. Physical violence and attacks
2. Verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions
5. Exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Lisbon Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Lisbon Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District’s program: *(Also outlined in the section pertaining to the “Safe School Climate Plan.”)*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents

or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying in student codes of conduct and in all student handbooks;

7. Provides for the inclusion of language in student codes of conduct concerning bullying;

8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, that such parents/guardians may refer to the plan language explanation of the rights and remedies posted on the district's website (available under CGS 10-4a and 10-4b);

9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;

10. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying and teen dating violence;

11. Establishes a procedure to document and maintain records relating to reports and investigations of bullying and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

12. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

14. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying or teen dating violence;

15. Requires the principal or the principal's designee, to notify the appropriate local law enforcement agency when the principal or the principal's designee believes that any acts of bullying constitute criminal conduct;

16. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

18. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to noncertified school employees.

19. Requires students and the parents/guardians of students to be notified at the beginning of the school year of the process by which they may make reports of bullying or teen dating violence;

20. As required, the Lisbon Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014; and

21. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's the school's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through grade eight.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, "interventions with the bullied child" includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator. The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence at Lisbon Central School;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education;
4. Respond to bullying and teen dating violence at Lisbon Central School;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school. The Specialist in the school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying and teen dating among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.
4. Review and suggest amendment to school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;

6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

Safe School Climate Plan

As part of this policy, the Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its school. Such plan shall establish deadlines for reporting investigating, and notifying parents and guardians about bullying and teen dating incidents; prohibit retaliation against those who report bullying and/or teen dating violence; and require school officials to notify law enforcement officials when it is believed that bullying or teen dating conduct constitutes a crime.

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including uniform surveys that collect information about students' perspectives and opinions about school climate at the school and allow students to complete and submit such surveys anonymously, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments and submit them to the Department of Education.

Note: *The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.*

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools' information, training opportunities and resource materials to improve school climate to diminish bullying.

The Board of Education shall, by July 1, 2021, publish on the District's website the plain language of the rights and remedies available under C.G.S. 10-4a and C.G.S. 10-4b.

The Board of Education, in consultation with the State Department of Education (SDE) and the social and emotional learning and school climate advisory collaborative, shall provide on the SBE's website training materials to school administrators regarding bullying prevention and intervention.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. This policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. 0521 – Nondiscrimination)

(cf. 4131 – Staff Development)

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

(cf. 5131 – Conduct) (cf. 5131.21 – Violent and Aggressive Behavior)

(cf. 5131.8 – Out-of-School Misconduct)

- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160, PA 11-232, PA 14-172 and PA 18-15 and PA 19-166

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

PA 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

PA 14-234 An Act Concerning Domestic Violence and Sexual Assault

PA 19-166 An Act Concerning School Climate

- Policy Adopted – 01/27/03 – Lisbon Board of Education
- Policy Amended – 12/20/10 – Lisbon Board of Education
- Policy Amended – 12/19/11 – Lisbon Board of Education
- Policy Amended – 05/21/2018 - Lisbon Board of Education
- Policy Amended – 06/17/2019 – Lisbon Board of Education
- Policy Amended – 07/20/20 – Lisbon Board of Education

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence and retaliation on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

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

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

- A. Safe School Climate Coordinator
For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator").
The Coordinator shall:
 1. be responsible for implementing the district's Safe School Climate Plan;
 2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
 3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
 4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.
- B. Safe School Climate Specialist
For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited

to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

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

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

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

student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a **student safety support plan** for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A **specific written intervention plan** shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. **Notice to Law Enforcement**
If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

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

- i. Non-disciplinary interventions

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

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

- ii. Disciplinary interventions

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

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

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

iii. Interventions for bullied students

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

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and
- f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

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

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

X. Improving School Climate

Consistent with the requirements under state law, the Lisbon Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, our Safe School Climate Plan:

- A. enables students to anonymously report acts of bullying to school employees and requires students and the parents/guardians/caregivers of students to be notified annually of the process by which students may make such reports;
- B. enables/assists the parents/guardians/caregivers of students to file written reports of suspected bullying;
- C. requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- D. requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- E. includes a prevention and intervention strategy for school employees to deal with bullying;
- F. provides for the inclusion of language in student codes of conduct concerning bullying;
- G. requires each school to notify the parents/guardians/caregivers of students who commit any verified acts of bullying and the parents/guardians/caregivers of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- H. requires a school administrator to invite the parents/guardians/caregivers of a student who commits any verified act of bullying and the parents / guardians / caregivers of the student against whom such act was directed to separate meetings to communicate to such parents/guardians/caregivers the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- I. establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- J. directs the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- K. prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- L. directs the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- M. requires the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- N. prohibits bullying

- i. on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education; and
 - ii. outside of the school setting if such bullying;
 - a. creates a hostile environment at school for the student against whom such bullying was directed;
 - b. infringes on the rights of the student against whom such bullying was directed at school;
 - c. substantially disrupts the education process or the orderly operation of a school;
- O. requires, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- P. requires that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

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

The Lisbon Board of Education approved the Safe School Climate Plan developed pursuant to this policy and submitted such plan to the Department of Education. The Board has made such plan available on the Board's and each individual school in the school district's web site and will ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

XI. Annual Notice and Training

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

XII. School Climate Assessments

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

Legal References:

- Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws
- Conn. Gen. Stat. § 10-222d
- Conn. Gen. Stat. §§ 10-233a through 10-233f
- Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

AIDS/HIV CURRICULUM

In accordance with Connecticut General Statute 10-19, the LCS Health Curriculum addresses HIV and AIDS. The purpose of this component of our curriculum is to provide students with information to prevent contact with and understanding of HIV and AIDS. Parents may request that their child be excluded from this portion of the curriculum, but it is strongly recommended that parents requesting exclusion arrange to meet with the administration to discuss the state requirement. Please contact the school regarding further explanation of this curriculum policy.

DRUG USE AND ABUSE POLICY # 5131.6

It is the intent of LCS to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances.

The administration shall practice the following procedures relative to student drug use and abuse on school property.

1. No internal medicine is to be administered by school personnel except as prescribed by a doctor.
2. If students must ingest medicine prescribed by a doctor on school property, the parent must bring the prescribed medication in the original container and the doctor's order to the school nurse. The medication will be kept and dispensed by the nurse.
3. Possession or use of cigarettes will lead to suspension from school until a conference with child, parent, and school administrator is held.
4. Please note our policy regarding drug abuse.

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances)

Pursuant to the goal of the Board of Education to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, stimulants, street drugs, including but not limited to marijuana, heroin, cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including sub substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential between student and professional, except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team (SST), and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.

Notification of Policy

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

The Principal shall include statements, appropriate to student maturity, in the school handbook and on the District website to the effect that:

1. The unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco, including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. Compliance with the standards of conduct stated in the handbook is mandatory;
3. A violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution: and
4. CIAC controlled activities at the middle school level sponsored by the District/school are included in this policy and accompanying administrative regulations.
5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary

action, and that any disciplinary actions imposed for similar violations are treated consistently. The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall refer the matter to the Principal or his/her designee. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

Drug-Free Awareness Program

The Superintendent shall assure that the school District provides a drug-free awareness program for students including the following topics:

- Health and safety-related dangers of drug abuse;
- Review of the Board of Education's policy of maintaining drug-free schools;
- Notification of the availability of drug counseling and rehabilitation programs; and
- Official penalties for drug abuse violations in schools.

Drugs and Alcohol

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in the school found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a schoolsponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances at the middle school level where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

Inhalant Abuse

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide – Laughing Gas, Whippets, CO₂ Cartridge
Amyl Nitrite – “Locker Room,” “Rush,” “Poppers,” “Snappers”
Butyl Nitrite – “Bullet,” “Climax”
Chlorohydrocarbons – Aerosol Paint Cans, Cleaning Fluids
Hydrocarbons – Aerosol Propellants, Gasoline, Glue, Butane

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in the school found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

Performance-Enhancing Drugs (including food supplement)

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that District schools, as members of the Connecticut Interscholastic Athletic Association (CIAC), require all athletes playing in CIAC-controlled sports to be chemical free.

Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in the school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.

(cf. 5114 - Suspension/Expulsion)
(cf. 5131 - Conduct)
(cf. 5131.61 - Inhalant Abuse)
(cf. 5131.62 - Steroid Use)
(cf. 5131.612 - Surrender of Physical Evidence Obtained from Students)
(cf. 5131.8 - Out of School Grounds Misconduct)
(cf. 5131.92 - Corporal Punishment)
(cf. 5144 - Discipline/Punishment)
(cf. 5145.12 - Search and Seizure)
(cf. 5145.121 - Vehicle Searches on School Grounds)
(cf. 5145.122 - Use of Dogs to Search School Property)
(cf. 5145.124 - Breathalyzer Testing)
(cf. 5145.125 - Drug Testing-Extracurricular Activities)
(cf. 6164.11 - Drugs, Alcohol, Tobacco)

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.
P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.
P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products
Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.
PL 114-95 Every Student Succeeds Act, Section 8573
Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation 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 – 04/25/94 – Lisbon Board of Education
Policy Amended – 12/20/10 – Lisbon Board of Education
Policy Amended – 05/18/20 – Lisbon Board of Education

PROMOTION / ACCELERATION / RETENTION POLICY # 5123

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance on the statewide testing program and on other standardized tests, meeting the statewide reading standards in the primary grades, maturity, academic potential and student aptitude. A student shall not be promoted based upon age or any other social reason not related to academic performance. The district shall provide alternatives to promotion such as, but not limited to transitional programs and may require students whose academic performance jeopardizes their promotion or graduation to attend after-school, summer school or other programs the district offers that are designed to help them. The administration shall determine remedial assistance for a student who is not promoted.

Legal Reference: Connecticut General Statutes

P.A. 99-288 An Act Concerning Education Accountability

10-221(b) Boards of Education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

10-265l Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption (as amended by PA 99-288, PA 01-173, PA 03-174 and PA 06-135)

Policy Adopted – 11/29/10 – Lisbon Board of Education

Legal Reference Update- 07/16/20 –Lisbon Board of Education (statutory update, no vote taken)

STUDENT SUSPENSION/EXPULSION/DUE PROCESS POLICY # 5114

A copy of the Board of Education Policy #5114, Student Suspension/Expulsion/Due Process, will be sent home to students and parents/guardians on an annual basis at the beginning of each school year. This policy can also be viewed on the LCS website or in the Board of Education Policy Book located in the LCS front office. Questions may be directed to the Principal or Superintendent of schools.

STUDENTS RECORDS/CONFIDENTIALITY POLICY # 5125

Educational records will be kept for each student and will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process.

The Family Educational Rights and Privacy Act of 1974 (the federal law known as the "Buckley Amendment") grants you the right to inspect your child's school records and to request correction of any information in the records which is inaccurate, misleading, or a violation of the child's right to privacy or other right. The law also guarantees the confidentiality of school records.

Upon written request, schools will make an appointment for you to inspect and discuss your child's school records and may provide one free copy of each document in your child's school record. Please refer to Policy #5125 Student Records/Confidentiality for more details which can be viewed on the LCS website or in the Board of Education Policy Book located in the LCS front office.

Legal Reference: Connecticut General Statutes Section 10-15b
Family Educational Rights and Privacy Act of 1974.

DIRECTORY INFORMATION POLICY # 5145.15

The District may disclose any of the items listed as “Directory Information” without prior written consent, unless notified in writing to the contrary, as specified in this policy. This policy is applicable to the Lisbon Central School only. Students attending schools outside of the Lisbon School District are covered under the policies of that school/district.

“**Directory information**” means one or more of the following items of student information:

- Name
- Address
- Telephone number
- Date of birth
- Participation in officially recognized activities and sports
- Grade levels
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received, including honor roll publication
- The most recent previous public or private school attended by the student

Directory information may be released to the following:

- Federal, state and local governmental agencies
- Representatives of the news media
- Employers or prospective employers
- Nonprofit youth organizations

A student’s Social Security Number or student ID number is prohibited from designation as directory information. However, student ID numbers, user ID, or other electronic personal identifiers used by a student to access or communicate in electronic systems may be disclosed only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user’s identity such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

No information may be released to a private for-profit entity other than employers, prospective employers and representatives of the news media.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Public Notice

The District will give annual public notice to parents/guardians of students in attendance and students eighteen years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District’s option to release such information and the requirement that the District must, by law, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents/guardians or eligible students request the District withhold this information. Such notice will be given prior to the release of directory information.

A student ID number or other unique personal identifier that is displayed on a student ID badge may be considered as directory information only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Exclusions

Exclusions from all directory categories named as directory information or release of information to institutions of higher education must be submitted in writing to the Principal by the parent/guardian, student of eighteen years of age or emancipated student within fifteen days of the distribution of the annual handbook.

(cf. [5125](#) - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
1-210 (11) Access to public records. Exempt records.
10-221b Boards of education to establish written uniform policy re treatment of recruiters.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g and Final Rule 34 CFR Part 99, December 9, 2008 and December 2, 2011.)
P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001.
P.L. 107-110 "No Child Left Behind Act" Title IX, Sec. 9528.
Policy Adopted: 04/25/16 – Lisbon Board of Education

PROOF OF RESIDENCY/ATTENDANCE TO LISBON CENTRAL SCHOOL

Students who are not residents of the town of Lisbon are not eligible to attend Lisbon Central School. In some instances the Board of Education may make exception to this policy. Exceptions include but are not limited to:

- 1) Relocating after a portion of the school year has been completed.
- 2) Currently building a home or relocating to Lisbon.

In all non-resident situations, tuition payments may be required. All allowances for non-resident attendance are subject to approval by the Lisbon Board of Education. The Board of Education additionally reserves the right to cease allowance of non-resident attendance when it deems appropriate.

Please see **Policy #5111 Residency Requirements** which can be viewed on the LCS website or in the Board of Education Policy Book located in the LCS front office.

TUITION POLICY # 5117.1– DESIGNATED HIGH SCHOOL

Please note that the Tuition Policy – Designated High School will be sent home during the winter break. It is posted on the district's website. It is essential that parents review this policy. Please be advised that first year high school students and students new to the district enrolling for the first time shall make that election of a high school with the understanding that they shall not be permitted to transfer after October 1st of the current school year.

The Board of Education shall not be responsible for the tuition or transportation of any eligible Lisbon student who transfers out of one designated high school to another after October 1st unless granted late acceptance into a charter or magnet school. Any currently enrolled student wishing to transfer from one high school to another must notify the Lisbon School Superintendent of this possibility by February 1st of the preceding school year in order for tuition to be correctly budgeted. If there are any questions, please contact the Principal or Superintendent.

POLICY ON STUDENTS WITH SPECIAL HEALTH CARE NEEDS AND PROCEDURES REGARDING HEALTHY FOOD CHOICES

Please note that the students with special health care needs **Policy #5141.25** will be sent home. A summary of each of these important, possibly life-saving procedures includes the following:

- There is a management plan and guidelines for the management of food allergies and glycogen storage disease.
- Allergy awareness zones have been created within the school.
- Some rooms have been established to be designated as allergen-free. Before entering any such areas, hand washing practices must be observed.

- Parents are encouraged to follow the allergy awareness guideline regarding bringing outside food/snacks into the building.
- Individual teacher permission is required to allow outside food stuff to be brought into school.
- Parents are requested to follow the Healthy Schools Initiative with regard to nutritionally appropriate lunches and snacks.
- All attempts to keep LCS a healthy and safe environment for all students will be enforced.

These policies/procedures are available to be viewed on the LCS website or in the Board of Education Policy Book located in the LCS front office.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. These rights are detailed in **Policy #5125 Student Records/Confidentiality**, which can be viewed on the LCS website or in the Board of Education Policy Book located in the LCS front office.

- (1) The right to inspect and review the student's education records within 45 days from the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal is responsible regarding arrangements for access and notifying the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Lisbon District to amend a record that they believe is inaccurate or misleading. They should write the school administration, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, as long as a reasonable attempt is made to notify the parent/student of the records request.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202-8520

Pesticide Management

As of July 1, 2000, the Lisbon School District is required by Public Act 99-165 to issue a statement of policy regarding the application of pesticides at our school and on our grounds. This statement of policy shall be made available to all of our staff and to all parents or guardians of students enrolled in school under the control of the Lisbon Central School. This statement will be made annually at the beginning of the school year.

An Integrated Pest Management is in place for the Lisbon School system. This plan requires that alternative methods be employed prior to using a pesticide. Whenever it is deemed necessary to apply a pesticide, it will be done so during a period when school is not in session and there are no planned activities on school grounds. All individuals applying pesticides will hold proper State of Connecticut Certificates.

Parents or guardians of children in school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

Please review the **Policy #3524.1** Pesticide Application on School Property on the LCS website or in the Board of Education Policy Book located in the LCS front office.

Green Cleaning Products

No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize, or disinfect. **For information concerning the district's green cleaning program, please contact:**

Mr. Brian McGlew
Director of Buildings and Grounds
15 Newent Road
Lisbon, CT 06351
(860) 376-2403 x 205

NOTIFICATION OF ASBESTOS MANAGEMENT PLAN AVAILABILITY

Date: August 2020

To: Parents, Teachers, Employees, Guardians, and other Personnel at Lisbon Central School.

From: Lisbon Board of Education
Sally Keating, Superintendent of Schools

Re: Lisbon Central School - Asbestos Management Plan
15 Newent Road, Lisbon, CT 06351 Phone # (860) 376-2403

Federal and state asbestos-in-schools regulations require that written notice be made annually to the occupants of Lisbon Central School that it has an Asbestos Management Plan (AMP) for the safe control and maintenance of asbestos-containing building materials (ACBM) known to exist in the building. This plan is available for review by anyone at the administrative offices during normal business hours.

Inspections by licensed personnel of the known ACBM take place twice each year in April and November to check for changes in its condition. Additionally, the entire building is re-inspected every three years. The next re-inspection will be performed August 2020.

All known ACBM is identified in the AMP. There are no plans to remove any ACBM during the current school year.

Any questions regarding ACBM can be directed to the Director of Buildings & Grounds, Mr. Brian McGlew, at the above phone number.