

**Board of Education
Darien, Connecticut**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 14, 2022**

**PLACE:
DARIEN HIGH SCHOOL
AUDITORIUM
7:30 P.M.**

AGENDA

- | | | |
|--|--|-----------|
| 1. Call to Order..... | Mr. David Dineen | 7:30 p.m. |
| 2. Superintendent's Award.....
Recipients | Dr. Alan Addley | |
| 3. Chairperson's Report..... | Mr. David Dineen | |
| 4. Public Comment*..... | Mr. David Dineen | |
| 5. Superintendent's Report..... | Dr. Alan Addley | |
| 6. Student Representative Reports... | Dr. Alan Addley | |
| 7. Approval of Minutes..... | Board of Education | |
| 8. Board Committee Reports..... | Mr. David Dineen | |
| 9. Appointment of Director of Facilities... | Dr. Alan Addley | |
| 10. Presentations/Discussions | | |
| a. Darien Public Schools Status...
Update | Dr. Alan Addley | |
| b. Report on High School College..
Acceptances and Awards; Intern-
ships; Profile on High School Class
of 2022 and Post High School Plans | Mrs. Ellen Dunn
Ms. Meghan Emanuelson | |
| c. Report on School Security..... | Dr. Alan Addley | |
| d. Mental Health and Wellness.....
Update | Dr. Alan Addley
Dr. Scott McCarthy | |

**SPECIAL MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 14, 2022**

10. Presentations/Discussions (cont.)

- e. Discussion of Proposed Dates.... Dr. Alan Addley
and Times for High School
Professional Learning
Communities for 2022-2023
School Year
- f. Update on District Strategic Plan.. Dr. Alan Addley
Dr. Christopher Tranberg
- g. First Reading and Discussion.... Mrs. Tara Ochman
on Proposed Revisions to Board Ms Marjorie Cion
of Education Policies – Series 5000,
Students: 5225, Drug and Alcohol Use
by Students; 5230, Illegal Substances
and Tobacco Policy for Student
Athletes and Students Participating
In Extracurricular Activities; 5255,
Search and Seizure; 5265,
Confidentiality and Access to
Education Records; 5325,
Student Privacy; 5270, Pledge of
Allegiance and Flag Displays;
5235, Conduct on School
Buses; 5025, Management Plan
and Guidelines for Students with
Food Allergies and/or Glycogen
Storage Disease; 5340, Physical
Examinations and Screenings;
5320, Health Services and
Requirements; 5330, Health
Records
- h. Further Discussion and Action.. Dr. Alan Addley
on 2023-2024 School Calendar

11. Action Items

- a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations/Retirements

**SPECIAL MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 14, 2022**

- | | |
|--|------------------|
| 12. Public Comment* | Mr. David Dineen |
| 13. Proposed Adjournment to Executive...
Session for the purpose of discussion
of non-affiliated employees' salaries
pursuant to Connecticut General
Statute 1-200(6)(A) | Mr. David Dineen |
| 14. Adjournment..... | Mr. David Dineen |

AA:nv

*** * The Board of Education meeting will be available to the public in person and via Zoom. Wearing of masks is optional and seating is limited by room capacity. Doors open at 7:00 p.m. for the 7:30 p.m. meeting.**

Those members of the community wishing to participate in public comment should join the meeting via Zoom:

<https://darienps.zoom.us/j/93386852400>

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBfFrTWQRuoB6OZA>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom.

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, MAY 10, 2022

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
7:30 P.M.

Board Members Present:

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Present	x	x*	x	x	x		x	x	x
Absent						x			

*Via Zoom

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein, Ms. Cion and Mr. Rudl

Audience: Meeting held in Board of Education office and via You Tube / Zoom

- | | |
|-------------------------|--|
| 1. Call to Order | Mr. David Dineen, Chair
At 7:32 p.m. (0:00) |
| 2. Chairperson's Report | Mr. David Dineen
At 7:33 p.m. (0:01) |
| 3. Public Comment | Mr. David Dineen
At 7:42 p.m. (0:10) |

Albertus Van den Broek	15 Libby Lane
Paul Michalski	371 Middlesex Road
Vaibhava Muchal	369 Middlesex Road
Douglas Lockhart	11 High School Lane
Ryan O'Connor	12 Linda Lane

- | | |
|-----------------------------------|--|
| 4. Superintendent's Report | Dr. Alan Addley
At 7:54 p.m. (0:22) |
| 5. Student Representative Reports | Dr. Alan Addley |

At 7:58 p.m. (0:26)

6. Approval of Minutes

Mr. David Dineen
At 8:00 p.m. (0:28)

Motion to Approve Minutes of the Regular Meeting held on April 26, 2022:

1st Mr. Sini

2ND Mr. Maroney

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

7. Board Committee Reports

Mr. David Dineen
At 8:01 p.m. (0:29)

PRESENTATIONS AND DISCUSSIONS

8. Presentations/Discussions:

- a. Darien Public Schools Status Update

Dr. Alan Addley
At 8:04 p.m. (0:32)

- b. Update and Discussion on Extended School Year Program

Mrs. Shirley Klein
Ms. Kristin O'Reilly
At 8:09 p.m. (0:37)

- c. Presentation and Discussion on Elementary Co-Teaching Self-Study

Mrs. Shirley Klein
Ms. Kristin O'Reilly
At 8:29 p.m. (0:57)

- d. Further Discussion on the Darien High School Stadium Lights and Possible Action On Application to Amend the Darien Zoning Regulations and Special Permit #188-F

Mr. David Dineen
Attorney Joseph Williams
Of Shipman and Goodman
At 8:57 p.m. (1:25)

Motion to Amend the Proposed Application to Remove Any Time Guidelines:

1st Mr. Brown

2ND Mr. Maroney

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes		x			x				
No	x		x	x			x	x	x
Abstain									

RESULT - MOTION FAILED (2-6-0)

Motion to Approve the Proposed Application to Amend the Darien Zoning Regulations and Special Permit #188-F:

1st Mr. Sini

2ND Mr. Maroney

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes		x	x	x	x			x	x
No	x						x		
Abstain									

RESULT - MOTION PASSED (6-2-0)

- e. First Reading and Discussion on Proposed Revisions to Board of Education Policies - Series 5000 – Students: 5100, Physical Restraint and Seclusion of Students and Use Of Exclusionary Time Out; 5110, School Attendance Districts; 5125, Students and Section 504 of the Rehabilitation Act of 1973 And Title II of the Americans with Disabilities Act of 1990; 5130, Student Attendance, Truancy and Chronic Absenteeism; 5140, Continuity of Attendance; 5150, Admission Of Resident, Non-Resident and Exchange Students; 5160, Dismissal Precautions; 5210, Student Government; 5215 Standards Of Conduct; 5220 Student Discipline

Mrs. Tara Ochman
Ms. Marjorie Cion
At 9:47 p.m. (2:15)

9. Action Items

a. Personnel Items

- i. Appointments
- ii. Resignations/Retirements

Ms. Marjorie Cion
At 10:02 p.m.(2:30)

Motion to Approve the Personnel Items as Detailed in the Personnel Action Report

Dated May 10, 2022:

1st Ms. Best

2ND Ms. McCammon

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

10. Public Comment

Mr. David Dineen
At 10:02 p.m. (2:30)

Louise Waylett-Brown 102 Colony Road

10. Adjournment

Mr. Dineen
At 10:05 p.m. (2:33)

MOTION TO ADJOURN:

1st Mr. Sini

2ND Ms. McCammon

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

Meeting adjourned at 10:05 p.m. (2:33)

Respectfully Submitted,

Sara Parent
Secretary

June 14, 2022

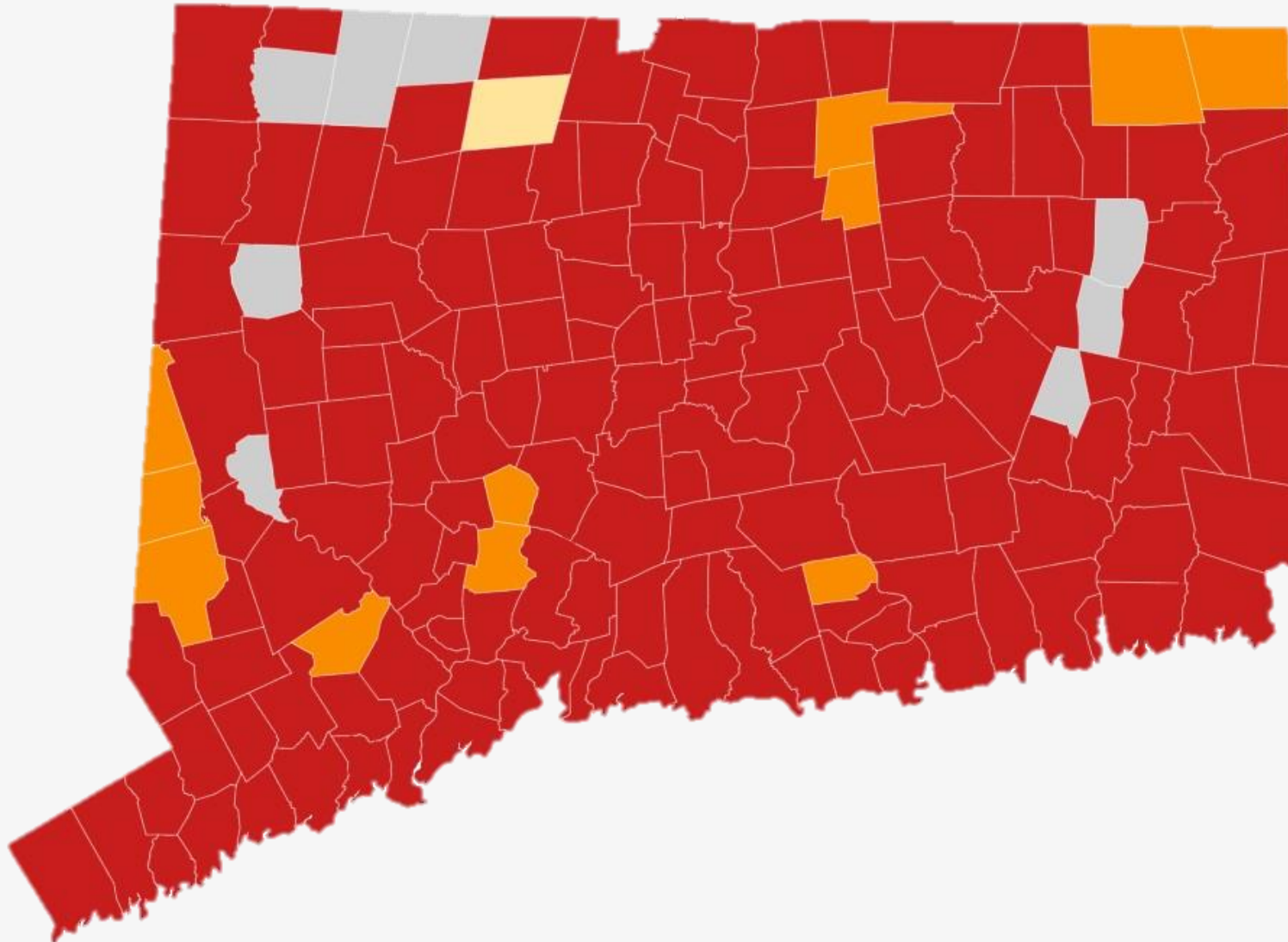
DARIEN PUBLIC SCHOOLS

School Status Update



- COVID Metrics
- CDSE & DPH Summer Summit

Covid Metrics - State Information



Dates Reported:
05/22/22 – 6/04/22

Updated: 06/09/2022

Town of Darien:
Cases: 93

Rate / 100,000: 30.6

Covid Metrics - Darien Public Schools

	DHS/Fitch Academy	MMS	Hindley	Holmes	OxRidge	Royle	Tokeneke	Central Services	Total
Cases reported 6/9/22	0	1	0	0	0	0	0	0	1
Cases reported 6/7/22-6/13/22	7	1	0	0	0	1	0	0	9
Cases reported 5/31/22-6/6/22	7	8	4	7	3	6	1	0	36
Cases reported 5/24/22-5/30/22	7	1	0	2	1	1	4	1	17
Cases reported 5/17/22-5/23/22	39	13	9	0	5	0	4	0	74
Cases reported 5/10/22-5/16/22	22	32	15	13	3	3	9	1	98
Cases reported 5/3/22-5/9/22	12	28	8	4	2	1	14	0	52
Cases reported 4/26/22-5/2/22	14	11	18	3	3	2	9	0	60
Cases reported 4/19/22-4/25/22	9	9	11	5	7	3	8	0	52
Cases reported 4/12/22-4/18/22	11	2	4	1	1	4	5	0	28
Cases reported 4/5/2022-4/11/2022	2	5	3	1	3	1	3	0	18
Cases reported 3/29/22-4/4/2022	2	23	10	4	0	2	4	0	45
Cases reported 3/22/22-3/28/22	5	13	8	1	0	0	0	0	27
Cases reported 3/15/22-3/21/22	7	9	1	0	0	1	1	0	19
Cases reported 3/8/22-3/14/22	5	8	0	4	1	6	8	1	33
Cases reported 3/1/22-3/7/22	0	8	3	2	2	0	6	0	21
Cases reported 2/18/22-2/28/22	0	2	2	2	2	2	0	0	10
Cases reported 2/15/22-2/17/22	3	3	0	3	2	1	0	0	11
Cases reported 2/8/22-2/14/22	4	3	5	3	2	2	3	0	22
Cases reported 2/1/22-2/7/22	13	6	0	0	2	4	5	0	30
Cases reported 1/25/22-1/31/22	11	18	2	4	9	4	10	0	58
Cases reported 1/19/22-1/24/22	11	14	5	5	6	7	5	0	53
Cases reported 1/11/22-1/18/22	18	17	8	9	8	22	13	0	95
Cases reported 1/3/2022-1/10/2022	113	57	23	18	16	25	20	4	276
Cases reported for the 2021-22 School Year	418	387	201	139	159	116	168	9	1597

Covid Metrics - Town of Darien

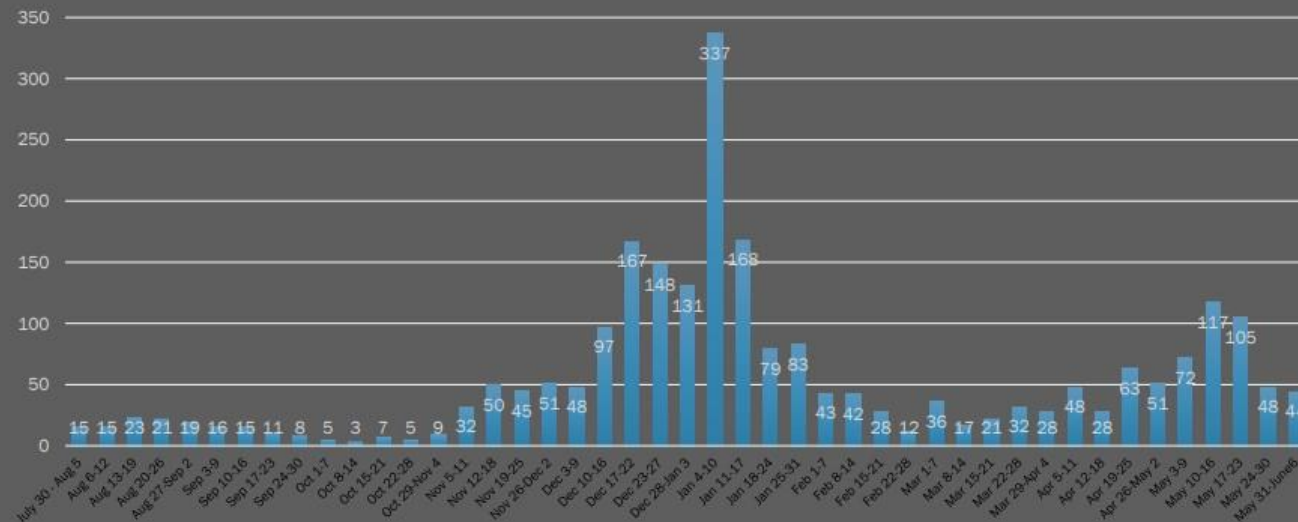
Updated:
May 7, 2022

Weekly



WEEKLY SUMMARY OF COVID-19 POSITIVE CASES: 7/1/21 – 6/06/22

[Link to June 2021 report](#)



Darien Public Schools

MEMO

To: Dr. Alan Addley, Superintendent
From: Meghan Emanuelson, Director of Guidance
Date: June 9, 2022
RE: Status Report of the Graduating Class of 2022

Attached please find the summary report on the post-secondary plans for the graduating class of 2022. When reviewing the information in the packet, please keep in mind that the majority of the data is garnered from student self-reporting or information directly from colleges and universities. As in previous years, the class of 2022 has performed very well and is planning on pursuing their post-secondary education in a variety of settings.

SECTION	REPORT
I	SUMMARY INFORMATION FOR THE CLASS OF 2022
II	COLLEGE APPLICATION ANALYSIS
III	EARLY DECISION ANALYSIS
IV	REGIONAL COLLEGE ANALYSIS
V	MOST APPLICATIONS
VI	MOST OFTEN ATTENDED
VII	HIGHEST/LOWEST ACCEPTANCE RATE
VIII	STATE SCHOOL APPLICATIONS
IX	IVY LEAGUE ANALYSIS
X	STANDARDIZED TEST RESULTS
XI	COLLEGE APPLICATION RESULTS

I - SUMMARY INFORMATION CLASS OF 2022

<u>Future Plans for Graduates</u>	2022		2021		2020		2019	
	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>
4 Year College	331	92.2%	284	89.6%	338	93.6%	306	90.0%
2 Year College	5	1.4%	4	1.3%	8	2.2%	7	2.0%
College Prep School	1	0.3%	5	1.6%	2	0.6%	1	0.3%
Subtotal	337	93.9%	293	92.4%	348	96.4%	314	92.3%
Military								
Employed	1	0.3%	1	0.3%	0	0.0%	0	0.0%
Other/Undecided/Gap	15	4.2%	19	6.0%	10	2.8%	24	7.1%
Unknown	5	1.4%	1	0.3%	0	0.0%	1	0.3%
Career Education/Trade School	1	0.3%	1	0.3%	2	0.6%		
Total	359	100.0%	317	100.0%	361	100.0%	340	100.0%

II - COLLEGE APPLICATION ANALYSIS 2019-2022

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>
Number of applications submitted	3793	3127	3506	3250
Early Decision applications	203	150	203	154
Percent of total	5.4%	4.8%	5.8%	4.7%
Early Action applications	1226	1030	1099	1100
Percent of total	32.3%	32.9%	31.3%	33.8%
Priority applications	8	175	181	22
Percent of total	0.2%	5.6%	5.2%	0.7%
Rolling applications	235	219	141	268
Percent of total	6.2%	7.0%	4.0%	8.2%
Regular applications	2121	1553	1882	1706
Percent of total	55.9%	49.7%	53.7%	52.5%
Number of students per class	359	317	361	340
Average no. of applications per student	10.6	9.9	9.7	9.6
Average no. of acceptances per student	3.7	4.1	3.8	3.9
Number of different colleges applied to	400	407	396	405
Number of Students applying ED	172	135	176	141
Percentage of students applying ED	47.9%	42.6%	48.8%	41.5%
2022				
Applications -	3793			
Withdrawals -	549			
Incompletes -	307			
Total apps (minus W and I) -	2937			
Average # of apps after W and I -	8.2			
** Regular Apps (2121) includes Regular (2054) + Other (67) Applications				

III - EARLY DECISION APPLICATIONS 2019-2022

[illegible]

IV - REGIONAL COLLEGE ANALYSIS
NUMBER OF STUDENTS ATTENDING BY REGION
2019-2022

2022 2021 2020 2019

Great Lakes

Illinois, Indiana
Michigan, Minnesota
Ohio, Wisconsin

TOTAL	37	29	40	35
%	11%	10%	12%	11%

Mid-Atlantic

New Jersey,
New York,
Pennsylvania

TOTAL	79	62	84	77
%	23%	22%	24%	25%

New England

Connecticut,
Massachusetts,
Maine, New Hampshire
Rhode Island
Vermont

TOTAL	99	77	107	86
%	29%	27%	31%	28%

North Central

Iowa, Kansas,
North Dakota, Nebraska,
South Dakota

TOTAL	1	0	0	0
%	0%	0%	0%	0%

Pacific & Mountain

Alaska, California,
Colorado, Hawaii,
Idaho, Montana,
Nevada, Oregon.
Utah, Washington,
Wyoming

TOTAL	32	30	25	23
%	10%	10%	7%	7%

South Atlantic

DC, Delaware,
Florida, Georgia,
Maryland, North Carolina
South Carolina,
Virginia, West Virginia

TOTAL	68	68	70	67
%	20%	24%	20%	21%

South Central

Alabama, Arkansas,
Kentucky, Louisiana,
Missouri, Mississippi,
Tennessee

TOTAL	9	4	8	11
%	3%	1%	2%	4%

Southwest

Arizona, New Mexico,
Oklahoma, Texas

TOTAL	5	10	5	10
%	1%	3%	2%	3%

Non-US

Canada	2	3	3	1
England	0	1	1	1
France	0	1	0	0
Netherlands	0	0	0	0
Scotland/Ireland	5	0	3	2
Wales	0	1		
Spain	0	0	0	0
Switzerland	0	0	0	0
TOTAL	7	6	7	4
%	2%	2%	2%	1%

GRAND TOTAL

	337	286	346	313
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V - MOST APPLICATIONS 2019 - 2022

CURRENT YEAR ONLY: 2022		FOUR YEARS DATA: 2019 - 2022	
College	Applications	College	Applications
University of Connecticut	103	University of Connecticut	371
Boston College	62	Boston College	210
Pennsylvania State University	59	Pennsylvania State University	192
University of Michigan-Ann Arbor	55	Miami University, Oxford	191
Villanova University	55	Villanova University	180
University of Virginia-Main Campus	52	University of Vermont	177
Northeastern University	50	Fordham University	170
University of Vermont	50	University of Michigan-Ann Arbor	162
University of Richmond	49	University of Virginia-Main Campus	159
Elon University	48	University of Richmond	153
University of Wisconsin-Madison	45	Boston University	149
Clemson University	44	Elon University	146
Providence College	44	Northeastern University	145
Syracuse University	42	Providence College	140
Boston University	41	Clemson University	137
Wake Forest University	40	Syracuse University	134
Cornell University	39	Cornell University	132
Bucknell University	38	Colgate University	125
Colgate University	36	University of Pennsylvania	123
Miami University, Oxford	36	University of Miami	118
Fordham University	33	Bucknell University	117
University of Miami	32	Wake Forest University	117
Lehigh University	32	University of Colorado Boulder	116
University of Colorado Boulder	31	College of Charleston	116
Indiana University-Bloomington	31	New York University	112
Dartmouth College	31	Santa Clara University	111
New York University	29	University of Wisconsin-Madison	110
Tufts University	28	Indiana University-Bloomington	109
The University of North Carolina at C	27	Tulane University of Louisiana	102
Santa Clara University	27	Dartmouth College	101
College of Charleston	27	Loyola University Maryland	100
University of Pennsylvania	27	University of Rhode Island	97
Tulane University of Louisiana	26	Georgetown University	93
Duke University	26	College of the Holy Cross	86
University of Massachusetts-Amherst	25	Vanderbilt University	86
Gettysburg College	24	Fairfield University	85
Georgetown University	24	Duke University	85
Vanderbilt University	24	Tufts University	84
Yale University	24	University of Southern California	83
University of Denver	23	Yale University	83
Loyola University Maryland	23	University of Massachusetts-Amherst	82
Emory University	22	University of South Carolina-Columbia	81
University of Delaware	22	University of Denver	80
University of Notre Dame	22	Gettysburg College	78
University of Rhode Island	22	Northwestern University	77

VI - MOST OFTEN ATTENDED 2019-2022

<u>College</u>	<u>2022 ONLY</u>
University of Connecticut	13
Providence College	11
Elon University	10
Miami University, Oxford	10
Lehigh University	9
University of Wisconsin-Madison	8
Bucknell University	7
Villanova University	7
Pennsylvania State University	6
Indiana University-Bloomington	6
Loyola University Maryland	6
Santa Clara University	6
Clemson University	5
University of Colorado Boulder	5
Northeastern University	5
University of Richmond	5
Dartmouth College	5
Gettysburg College	4
University of Denver	4
Marist College	4
Virginia Polytechnic Institute and State Univ	4
Wake Forest University	4
Cornell University	4
Georgetown University	4
Tufts University	4
Tulane University of Louisiana	4
University of Vermont	3
University of Delaware	3
Southern Methodist University	3
Boston College	3
College of the Holy Cross	3
George Washington University	3
Rensselaer Polytechnic Institute	3
University of Michigan-Ann Arbor	3
Massachusetts College of Art and Design	3
Keene State College	3
University of Pennsylvania	3
University of California-Berkeley	3
Yale University	3
Harvard University	3
University of St Andrews	3
Berklee College of Music	3
Norwalk Community College	3

<u>College</u>	<u>2019-2022</u>
University of Connecticut	51
Miami University, Oxford	33
Boston College	26
College of Charleston	26
Elon University	25
Villanova University	23
Bucknell University	22
Providence College	21
University of Richmond	21
Georgetown University	19
Santa Clara University	18
Syracuse University	18
University of Colorado Boulder	17
Lehigh University	17
Loyola University Maryland	17
Norwalk Community College	17
Wake Forest University	17
Clemson University	16
University of Michigan-Ann Arbor	16
University of Miami	15
Pennsylvania State University	15
Trinity College	15
Colgate University	14
Dartmouth College	14
Fordham University	14
University of Denver	13
Gettysburg College	13
Indiana University-Bloomington	13
Northeastern University	13
University of Pennsylvania	13
Sacred Heart University	13
University of Vermont	13
Colby College	12
Cornell University	12
University of Wisconsin-Madison	12
Harvard University	11
College of the Holy Cross	11
St. Lawrence University	11
Denison University	10
George Washington University	10
University of Rhode Island	10
Southern Methodist University	10
Texas Christian University	10

VII - HIGHEST AND LOWEST ACCEPTANCE RATES 2019 - 2022
(min of 20 applications)

HIGHEST % ACCEPTED	College	Acceptance %
	James Madison University	96%
	Xavier University	92%
	University of Arizona	86%
	Miami University, Oxford	86%
	University of Maine	86%
	Iona College	85%
	University of Denver	84%
	Loyola University Maryland	83%
	The University of Alabama	82%
	Quinnipiac University	81%
	Bryant University	81%
	University of Connecticut	81%
	Manhattanville College	80%
	Drexel University	79%
	Elon University	79%
	Norwalk Community College	78%
	College of Charleston	75%
	Roger Williams University	75%
	University of New Haven	75%
	Coastal Carolina University	75%
	Pace University, New York City Campus	74%
	Connecticut College	73%
	Michigan State University	73%
	Southern Connecticut State University	73%

LOWEST % ACCEPTED		
	University of California-Los Angeles	16%
	Harvard University	16%
	Emory University	16%
	Middlebury College	16%
	University of California-Berkeley	16%
	Carnegie Mellon University	15%
	Georgia Institute of Technology-Main Campus	15%
	Tufts University	14%
	North Carolina State University at Raleigh	14%
	Vanderbilt University	14%
	University of Pennsylvania	12%
	Massachusetts Institute of Technology	9%
	Northwestern University	9%
	The University of North Carolina at Chapel Hill	9%
	The University of Texas at Austin	9%
	Stanford University	8%
	Duke University	8%
	Yale University	7%
	Columbia University in the City of New York	7%
	Brown University	6%
	Johns Hopkins University	5%
	Princeton University	4%

VIII - STATE SCHOOL APPLICATIONS 2019-2022

	<u>Total State</u>	<u>% of Total</u>							
	<u>School Apps</u>	<u>Applications</u>	<u>Storrs</u>	<u>Eastern</u>	<u>Western</u>	<u>Southern</u>	<u>Central</u>	<u>NCC</u>	<u>Stamford</u>
-									
2022	121	4.1%	101	3	4	4	4	3	0
2021	99	4.1%	71	7	2	8	2	8	1
2020	121	3.5%	97	2	4	8	3	7	0
2019	129	5.5%	77	12	8	18	4	9	1
Attending	2022	2021	2020	2019					
UCONN (Storrs)	12	6	12	11					
Stamford	1	4	0	0					
ECSU	0	0	0	0					
WCSU	0	1	0	0					
SCSU	0	0	2	0					
CCSU	0	0	0	0					
NCC	3	4	1	7					
** Note - Net Applications (minus withdrawals & incompletes)									

IX - IVY LEAGUE SCHOOLS APPLICATION ANALYSIS 2019-2022

COMBINED	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	4 yr Average % of Class attending IVY school
2019-2022	54	55	110	87	65	99	42	74	586	
APPLY										
ADMIT	4	5	22	19	11	15	2	6	84	
% ADMIT	7%	9%	20%	22%	17%	15%	5%	8%	14%	
ENROLL	4	2	12	14	11	13	1	5	62	4.5%

2022	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	17	13	35	28	11	25	9	22	160	
ADMIT	2	2	7	6	3	4	0	3	27	
% ADMIT	12%	15%	20%	21%	27%	16%	0%	14%	17%	
ENROLL	2	0	4	5	3	3	0	3	20	5.6%

* 28 WL/Unknown as of 6/8/22

2021*	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	13	13	26	20	19	29	12	24	156	
ADMIT	1	0	5	2	3	3	0	1	15	
% ADMIT	8%	0%	19%	10%	16%	10%	0%	4%	10%	
ENROLL	1	0	0	1	3	3	0	1	9	2.8%

* 22 WL/Unknown as of 6/16/21

2020	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	12	16	30	22	20	28	13	13	154	
ADMIT	1	1	2	6	3	4	0	0	17	
% ADMIT	8%	6%	7%	27%	15%	14%	0%	0%	11%	
ENROLL	1	1	2	4	3	3	0	0	14	3.9%

2019	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	12	13	19	17	15	17	8	15	116	
ADMIT	0	2	8	5	2	4	2	2	25	
% ADMIT	0%	2%	42%	29%	13%	24%	25%	13%	22%	
ENROLL	0	1	6	4	2	4	1	1	19	5.6%

X - STANDARDIZED TESTING RESULTS 2019-2022

		Average	Average	Average
<u>Class</u>	<u>Students</u>	<u>GPA</u>	<u>SAT 1600</u>	<u>ACT</u>
2022	359	3.543	1288	28
2021	317	3.528	1237	29
2020	361	3.51	1279	29
2019	340	3.397	1260	29

XI - COLLEGE APPLICATION RESULTS 2022

College	Apply	Withdraw	INC	Net Apply	Accept	Deny	Waitlist	Attend
Adelphi University	6	0	0	6	3	3	0	1
The University of Alabama	10	0	1	9	6	0	0	0
University of Alberta	1	0	1	0	0	0	0	0
Alfred University	1	0	0	1	1	0	0	0
American University	19	3	4	12	5	2	5	2
The American University of Paris	2	0	0	2	1	0	0	0
Amherst College	11	2	2	7	1	6	1	1
Amsterdam University College	1	0	0	1	1	0	1	0
Anglo-American University	1	0	0	1	1	0	0	0
Anna Maria College	1	0	0	1	1	0	0	0
Appalachian State University	2	0	0	2	1	1	0	0
Arcadia University	1	0	0	1	1	0	0	0
Arizona State University	5	0	0	5	2	1	0	0
University of Arizona	7	0	1	6	5	0	0	0
University of Arkansas	1	0	0	1	1	0	0	0
Assumption University	1	0	0	1	1	0	0	0
College of the Atlantic	1	0	0	1	1	0	1	0
Auburn University	11	3	1	7	1	4	0	0
Austin College	1	0	0	1	1	0	0	0
Babson College	2	0	1	1	0	0	1	0
Bard College	3	1	0	2	1	0	1	0
Barnard College	3	0	0	3	0	2	1	0
Barry University	1	0	0	1	1	0	0	0
Bates College	6	2	0	4	1	1	3	0
Baylor University	6	0	1	5	4	1	0	0
Belmont University	4	0	0	4	4	0	1	0
Bennington College	2	0	0	2	2	0	0	1
Bentley University	3	0	1	2	2	0	0	0
Berklee College of Music	3	0	0	3	3	0	0	3
Binghamton University	5	1	0	4	3	1	0	1
Boston College	74	12	4	58	8	36	12	3
Boston University	47	6	1	40	6	26	4	1
Bowdoin College	11	2	2	7	1	5	1	0
Brandeis University	4	0	2	2	2	0	0	0
University of Bridgeport	1	0	0	1	1	0	0	0
Brigham Young University-Provo	3	0	0	3	2	1	0	2
Brigham Young University-Hawaii	1	0	0	1	0	1	0	0
University of British Columbia	2	0	0	2	0	2	1	0
Brown University	23	2	4	17	2	14	2	2
Bryant University	6	1	1	4	3	0	0	0
Bryn Mawr College	1	0	0	1	0	0	0	0
Bucknell University	50	12	5	33	17	8	9	7
Butler University	2	0	0	2	2	0	0	0
California Institute of Technology	1	0	0	1	0	1	0	0
California Institute of the Arts	1	0	1	0	0	0	0	0
California State Polytechnic University-Pomona	2	0	0	2	0	2	0	0
California Polytech State University-San Luis Obispo	5	0	1	4	1	3	0	1
University of California-Berkeley	23	5	2	16	4	12	1	3
University of California-Davis	4	1	0	3	2	0	1	0
University of California-Irvine	13	3	2	8	6	0	3	2
University of California-Los Angeles	25	5	1	19	2	13	6	0
University of California-Riverside	1	1	0	0	0	0	0	0
University of California-San Diego	19	6	1	12	2	8	3	0

XI - COLLEGE APPLICATION RESULTS 2022

University of California-Santa Barbara	21	6	2	13	0	7	7	0
University of California-Santa Cruz	4	1	1	2	1	0	1	0
Cardiff University	1	0	0	1	1	0	0	1
Carleton College	3	1	0	2	0	1	2	0
Carleton University	1	0	0	1	1	0	0	0
Carnegie Mellon University	18	1	4	13	1	7	4	1
Carroll College	1	0	0	1	1	0	0	0
Case Western Reserve University	16	5	2	9	4	1	4	2
Castleton University	1	0	0	1	1	0	0	0
The Catholic University of America	4	0	0	4	4	0	0	0
Cedar Crest College	1	0	0	1	1	0	0	0
Central Connecticut State University	4	0	0	4	4	0	1	0
College of Central Florida	1	0	0	1	0	0	0	0
University of Central Florida	2	0	0	2	1	0	0	1
Champlain College	2	0	0	2	2	0	0	0
Chapman University	4	1	0	3	2	1	0	0
College of Charleston	32	5	2	25	17	2	3	2
University of Chicago	11	4	0	7	0	6	3	0
Christopher Newport University	2	0	0	2	0	1	0	0
Citadel Military College of South Carolina	1	0	0	1	1	0	0	0
Claremont McKenna College	1	0	0	1	0	1	0	0
Clark University	3	1	0	2	2	0	0	0
Clarkson University	2	0	0	2	2	0	0	0
Clemson University	63	19	7	37	17	8	11	5
Coastal Carolina University	6	1	0	5	4	0	0	1
Colby College	26	5	1	20	8	6	5	2
Colgate University	57	21	6	30	5	13	25	1
University of Colorado Boulder	41	10	0	31	17	5	4	5
Colorado College	9	2	2	5	1	2	4	1
Colorado School of Mines	1	0	0	1	0	1	0	0
Colorado State University-Fort Collins	4	0	0	4	3	0	0	0
Columbia College Chicago	1	0	0	1	1	0	0	1
Columbia University in the City of New York	16	1	2	13	2	6	3	0
Concordia University - Montreal	1	0	0	1	1	0	0	0
Connecticut College	14	2	1	11	11	0	0	2
University of Connecticut	111	8	2	101	93	2	0	13
University of Connecticut-Stamford	1	1	0	0	0	0	0	0
Cornell University	43	4	4	35	7	21	5	4
Cuesta College	1	0	0	1	1	0	0	1
The City University of New York - CUNY	1	0	0	1	1	0	0	0
Curry College	4	0	0	4	3	0	0	0
Dalhousie University	1	0	0	1	1	0	0	0
Dartmouth College	34	3	3	28	6	18	3	5
Davidson College	6	1	0	5	2	0	3	1
University of Dayton	4	0	0	4	4	0	0	1
Dean College	1	0	0	1	0	0	0	0
University of Delaware	25	3	3	19	13	2	0	3
Denison University	10	3	1	6	5	0	0	2
University of Denver	29	6	0	23	17	1	0	4
DePaul University	2	0	0	2	1	0	1	0
Dickinson College	11	4	3	4	3	1	2	0
Drexel University	12	0	2	10	8	1	0	0
Duke University	30	4	4	22	1	17	1	1
Durham University	1	0	0	1	1	0	0	0

XI - COLLEGE APPLICATION RESULTS 2022

East Carolina University	2	0	0	2	0	0	0	0
East Central University	1	0	0	1	1	0	0	0
Eastern Connecticut State University	3	0	0	3	3	0	0	0
Eckerd College	4	0	0	4	3	1	0	0
Elmira College	1	0	0	1	1	0	0	0
Elon University	59	11	5	43	38	0	2	10
Emerson College	6	0	2	4	3	1	0	0
Emmanuel College	4	0	1	3	2	1	0	1
Emory University	25	3	4	18	5	10	7	2
Endicott College	5	1	0	4	4	0	0	1
The Evergreen State College	1	0	0	1	1	0	0	0
Fairfield University	29	8	1	20	13	2	3	2
Fairleigh Dickinson University-Florham Campus	2	0	0	2	2	0	0	1
Fairleigh Dickinson University-Metropolitan Campus	1	0	0	1	0	0	0	0
Farmingdale State College	1	0	0	1	0	0	0	0
Fashion Institute of Technology	3	0	0	3	2	1	0	0
Flagler College	1	0	0	1	1	0	0	0
Florida Agricultural and Mechanical University	1	0	0	1	1	0	0	0
Florida Institute of Technology	1	0	0	1	0	1	0	0
Florida State University	9	1	0	8	4	3	2	1
University of Florida	17	2	0	15	4	10	0	1
Fordham University	42	9	1	32	21	5	6	1
Franklin and Marshall College	6	0	0	6	4	1	1	1
Furman University	6	1	0	5	5	0	0	0
George Mason University	5	0	0	5	4	1	0	0
George Washington University	18	2	1	15	8	3	3	3
Georgetown University	29	5	3	21	6	13	5	4
Georgia Institute of Technology-Main Campus	9	1	1	7	1	6	0	0
University of Georgia	14	1	0	13	3	8	2	1
Gettysburg College	34	10	2	22	17	2	2	4
Grinnell College	1	1	0	0	0	0	1	0
Hamilton College	15	2	1	12	3	5	5	0
Hampton University	1	0	0	1	1	0	0	0
University of Hartford	5	1	0	4	2	0	0	0
Hartwick College	2	0	0	2	2	0	0	0
Harvard University	13	2	0	11	3	6	1	3
Harvey Mudd College	1	0	0	1	0	1	0	0
Haverford College	1	0	0	1	0	1	0	0
University of Hawaii at Manoa	2	0	0	2	2	0	0	0
Hawaii Pacific University	3	0	0	3	2	1	0	0
High Point University	14	2	1	11	9	2	1	1
Hillsdale College	1	0	0	1	0	0	0	0
Hobart William Smith Colleges	11	1	0	10	8	0	0	2
Hofstra University	10	0	1	9	4	3	0	0
College of the Holy Cross	29	8	2	19	8	1	12	3
Horry-Georgetown Technical College	1	0	0	1	1	0	0	1
University of Houston	3	0	0	3	1	0	0	0
Howard University	1	0	0	1	1	0	0	0
University of Illinois at Urbana-Champaign	9	2	1	6	1	4	1	0
Imperial College London	1	1	0	0	0	0	0	0
Indiana University-Purdue University-Indianapolis	1	0	0	1	1	0	0	0
Indiana University-Bloomington	35	4	4	27	23	3	1	6
Iona College	8	1	0	7	7	0	0	2
Iowa State University	1	0	0	1	0	0	0	0

XI - COLLEGE APPLICATION RESULTS 2022

Ithaca College	13	2	1	10	6	1	0	2
James Madison University	16	3	0	13	12	0	0	0
John Carroll University	1	0	0	1	1	0	0	0
CUNY John Jay College of Criminal Justice	1	0	0	1	1	0	0	0
Johns Hopkins University	15	1	5	9	0	8	1	0
Kansas State University	1	1	0	0	0	0	0	0
University of Kansas	1	1	0	0	0	0	0	0
Keene State College	5	0	0	5	5	0	0	3
Keiser University - Flagship Campus, FL	1	0	0	1	0	0	0	0
University of Kentucky	2	0	0	2	0	1	0	0
Kenyon College	2	1	0	1	1	0	0	0
King's College	2	0	0	2	1	1	0	0
King's College London (Univ of London)	3	0	0	3	3	0	0	0
Kutztown University of Pennsylvania	1	0	0	1	1	0	0	0
Lafayette College	27	6	6	15	8	1	4	2
Lake Forest College	1	0	0	1	1	0	0	0
Landmark College	1	0	1	0	0	0	0	0
Le Moyne College	2	0	0	2	1	0	0	0
Lebanon Valley College	1	0	0	1	1	0	0	0
Lehigh University	41	9	3	29	12	3	13	9
Lesley University	1	0	0	1	1	0	0	0
Lewis & Clark College	2	1	0	1	1	0	0	1
Liberty University	2	0	1	1	1	0	0	0
LIM College	1	0	1	0	0	0	0	0
The London School of Economics & Political Science	1	0	0	1	0	1	0	0
Long Island University	2	0	1	1	1	0	0	0
Louisiana State University	2	0	0	2	2	0	0	0
Loyola Marymount University	4	1	1	2	0	0	1	0
Loyola University Chicago	1	0	0	1	1	0	0	0
Loyola University Maryland	26	3	2	21	18	1	0	6
Lynn University	5	0	2	3	2	0	0	0
Maine College of Art & Design	1	0	0	1	1	0	0	0
University of Maine	2	0	0	2	2	0	0	1
Manhattan College	3	1	0	2	1	1	0	0
Manhattanville College	3	0	0	3	3	0	0	0
Marist College	27	6	2	19	15	0	1	4
Marquette University	1	0	1	0	0	0	0	0
Maryland Institute College of Art	3	0	0	3	2	1	1	0
University of Maryland-Baltimore County	1	0	0	1	0	1	0	0
University of Maryland-College Park	19	0	3	16	1	12	0	0
Marymount Manhattan College	4	1	0	3	3	0	0	0
Massachusetts College of Art and Design	6	0	0	6	5	0	0	3
Massachusetts Institute of Technology	7	1	2	4	1	2	0	1
University of Massachusetts-Amherst	27	2	0	25	14	5	6	1
University of Massachusetts-Boston	2	0	0	2	1	1	0	0
University of Massachusetts-Lowell	1	0	0	1	0	1	0	0
McGill University	7	2	0	5	0	4	2	0
Meredith College	1	0	0	1	1	0	0	0
Merrimack College	4	0	0	4	4	0	0	1
Miami University, Oxford	44	8	0	36	33	0	1	10
University of Miami	44	12	3	29	8	6	17	2
Michigan State University	6	1	0	5	4	0	0	0
University of Michigan-Ann Arbor	69	14	9	46	5	29	16	3
Middle Tennessee State University	1	0	0	1	0	0	0	0

XI - COLLEGE APPLICATION RESULTS 2022

Middlebury College	21	1	1	19	3	13	3	2
University of Minnesota-Twin Cities	1	0	0	1	0	0	0	0
University of Mississippi	1	0	0	1	1	0	0	0
University of Missouri-Columbia	1	0	0	1	1	0	0	0
Mitchell College	2	0	0	2	2	0	0	0
The University of Montana	1	0	0	1	1	0	0	0
Montclair State University	1	0	0	1	1	0	0	0
Mount Holyoke College	3	0	0	3	1	0	2	1
Mount St. Mary's University	1	0	0	1	1	0	0	0
Muhlenberg College	1	0	1	0	0	0	0	0
University of Nebraska-Lincoln	1	0	0	1	1	0	0	0
New England College	1	0	0	1	1	0	0	0
New England Institute of Technology	3	0	0	3	3	0	0	0
University of New England	1	0	0	1	1	0	0	0
University of New Hampshire-Main Campus	15	0	0	15	9	2	0	2
University of New Haven	9	0	0	9	7	1	0	0
New York University	34	5	3	26	2	18	9	0
University of North Carolina at Asheville	3	0	1	2	2	0	0	1
The University of North Carolina at Chapel Hill	33	6	2	25	1	20	3	1
University of North Carolina at Charlotte	2	0	0	2	2	0	0	0
University of North Carolina Wilmington	2	1	1	0	0	0	0	0
North Carolina State University at Raleigh	8	3	0	5	0	4	2	0
University of North Dakota	1	0	0	1	1	0	0	1
Northeastern University	62	12	0	50	15	28	10	5
Northern Vermont University-Johnson	1	0	0	1	1	0	0	1
Northwestern University	20	1	3	16	1	13	2	0
Norwalk Community College	3	0	0	3	3	0	0	3
University of Notre Dame	24	2	3	19	1	17	2	0
Oberlin College	2	1	1	0	0	0	0	0
Occidental College	3	1	1	1	0	1	0	0
Oklahoma State University-Main Campus	1	0	0	1	1	0	0	0
University of Ottawa	1	0	0	1	1	0	0	1
Pace University, New York City Campus	6	0	0	6	5	0	0	1
Pennsylvania State University- Main Campus	64	5	4	55	38	6	3	6
Pennsylvania College of Technology	2	0	0	2	2	0	0	1
Pennsylvania State University-Penn State Altoona	1	1	0	0	0	0	0	0
University of Pennsylvania	29	2	2	25	4	18	3	3
Pepperdine University	6	0	1	5	1	4	0	0
University of Pittsburgh-Pittsburgh Campus	6	0	1	5	4	1	0	1
Pitzer College	4	0	0	4	0	3	1	0
Plymouth State University	2	0	0	2	2	0	0	0
Point Loma Nazarene University	1	0	1	0	0	0	0	0
Pomona College	3	0	1	2	0	2	0	0
Post University	1	1	0	0	0	0	0	0
Pratt Institute-Main	4	1	0	3	0	2	1	0
Princeton University	12	0	3	9	0	5	1	0
Providence College	55	11	2	42	19	9	16	11
SUNY at Purchase College	2	0	0	2	2	0	1	0
Purdue University-Main Campus	18	3	2	13	5	5	3	1
Queen's University	2	1	0	1	1	0	0	0
Quinnipiac University	7	1	0	6	5	0	0	0
University of Redlands	1	0	1	0	0	0	0	0
Reed College	1	0	0	1	0	0	1	0
Regis University	1	0	0	1	1	0	0	1

XI - COLLEGE APPLICATION RESULTS 2022

Rensselaer Polytechnic Institute	10	1	0	9	7	1	0	3
Rhode Island College	1	0	0	1	1	0	0	0
Rhode Island School of Design	5	0	0	5	0	5	0	0
University of Rhode Island	24	2	1	21	15	1	1	2
Rhodes College	1	0	0	1	1	0	0	0
Rice University	8	1	2	5	2	3	0	0
University of Richmond	68	19	5	44	9	11	27	5
Ringling College of Art and Design	3	0	0	3	1	2	1	0
Roanoke College	1	0	0	1	1	0	0	0
Rochester Institute of Technology	9	1	0	8	2	4	1	1
University of Rochester	15	2	2	11	7	1	2	2
Roger Williams University	14	3	0	11	7	2	0	0
Rollins College	3	0	1	2	2	0	0	0
Rutgers University-New Brunswick	4	0	0	4	2	0	0	0
Sacred Heart University	16	1	1	14	10	3	0	2
Saint Anselm College	1	0	0	1	1	0	0	0
Saint Johns University	1	0	1	0	0	0	0	0
Saint Joseph's University	4	1	0	3	3	0	0	1
Saint Michael's College	1	0	0	1	1	0	0	0
Salem State University	1	0	0	1	1	0	0	0
Salisbury University	2	0	0	2	2	0	0	2
Salve Regina University	6	1	0	5	2	0	0	1
San Diego State University	7	1	0	6	5	0	0	0
University of San Diego	9	2	1	6	2	1	1	1
University of San Francisco	5	0	1	4	3	0	0	1
San Jose State University	1	0	0	1	0	1	0	0
Santa Clara University	32	5	6	21	15	1	3	6
Sarah Lawrence College	1	0	0	1	0	0	1	0
Savannah College of Art & Design - SCAD	5	0	0	5	5	0	1	0
School of the Art Institute of Chicago	4	0	0	4	2	1	2	2
School of Visual Arts	4	0	0	4	3	1	0	1
University of Scranton	5	1	0	4	4	0	0	0
Scripps College	1	0	0	1	0	1	0	0
Seton Hall University	1	0	0	1	1	0	0	0
The University of the South	2	0	0	2	2	0	0	0
Siena College	6	0	1	5	4	0	0	0
Simon Fraser University	1	0	0	1	0	1	0	0
Skidmore College	14	2	1	11	3	5	2	1
Smith College	6	1	1	4	1	3	0	0
The Sophie Davis School of Biomedical Education	1	0	0	1	1	0	0	0
University of South Carolina-Columbia	18	4	0	14	4	7	2	0
University of South Florida-Main Campus	4	0	0	4	2	1	0	0
University of Southern California	22	1	2	19	4	12	1	2
Southern Connecticut State University	4	0	0	4	2	2	0	0
Southern Methodist University	19	5	1	13	11	1	1	3
Southwestern University	1	0	1	0	0	0	0	0
Spelman College	1	0	0	1	1	0	0	0
St. Francis College	1	0	0	1	1	0	0	0
St. John Fisher College	1	0	0	1	1	0	0	0
St. John's University-New York	1	0	0	1	1	0	0	0
St. Lawrence University	20	4	4	12	9	0	0	1
Stanford University	13	1	1	11	0	9	0	0
State University of New York at New Paltz	1	0	0	1	1	0	0	0
Stetson University	1	0	0	1	1	0	0	0

XI - COLLEGE APPLICATION RESULTS 2022

Stevens Institute of Technology	2	0	0	2	2	0	1	0
Stonehill College	6	0	1	5	4	1	1	0
Stony Brook University	8	0	0	8	6	0	0	1
Suffolk University	1	0	0	1	1	0	0	0
SUNY Buffalo State	1	0	0	1	1	0	0	0
SUNY College of Agriculture & Tech at Cobleskill	1	0	0	1	1	0	0	0
Swarthmore College	4	1	2	1	0	1	0	0
Syracuse University	48	6	11	31	18	1	7	2
The University of Tampa	10	1	0	9	3	4	0	0
Temple University	5	0	0	5	3	1	0	1
The University of Tennessee-Knoxville	9	1	1	7	4	1	2	1
Texas A & M University-College Station	4	0	1	3	1	0	0	0
Texas Christian University	19	4	0	15	8	6	1	2
Texas Tech University	1	1	0	0	0	0	0	0
The University of Texas at Austin	13	0	2	11	1	9	0	0
The University of Texas at Dallas	1	0	0	1	0	0	0	0
Culinary Institute of America	1	0	0	1	1	0	0	0
The New School	4	1	1	2	1	1	0	0
Ohio State University-Main Campus	11	1	0	10	3	6	0	0
University of Toronto	4	0	1	3	3	0	0	1
Trinity College	15	1	3	11	8	0	2	2
Tufts University	31	3	2	26	4	21	1	4
Tulane University of Louisiana	32	6	1	25	4	11	8	4
Union College	6	3	1	2	0	1	0	0
United States Air Force Academy	1	0	0	1	0	1	0	0
United States Coast Guard Academy	2	0	0	2	0	2	0	0
United States Military Academy	4	1	0	3	3	0	0	2
United States Naval Academy	6	1	0	5	1	4	0	0
University College London	2	0	0	2	1	1	0	0
University of Birmingham	1	0	0	1	1	0	0	0
University of Bristol	1	0	0	1	1	0	0	0
The University of Edinburgh	4	1	0	3	2	1	0	1
University of Glasgow	2	0	0	2	1	1	0	0
University of Manchester	2	0	0	2	1	1	0	0
University of Oregon	4	0	0	4	3	1	0	1
University of Oxford	2	0	0	2	0	2	0	0
University of St Andrews	11	0	3	8	3	4	0	3
University of the Arts London	2	0	0	2	0	2	0	0
University of York	1	0	0	1	1	0	0	0
Ursinus College	2	0	0	2	2	0	0	0
Utah State University	1	1	0	0	0	0	1	0
University of Utah	7	0	1	6	4	0	0	0
Vanderbilt University	27	3	3	21	2	16	4	2
Vassar College	11	2	1	8	2	4	2	1
Vermont Technical College	2	0	1	1	0	0	0	0
University of Vermont	57	7	4	46	22	4	15	3
University of Victoria	1	0	0	1	0	1	0	0
Villanova University	66	11	0	55	8	37	11	7
Virginia Commonwealth University	1	0	0	1	1	0	1	0
Virginia Polytechnic Institute and State University	18	2	1	15	8	1	7	4
University of Virginia-Main Campus	60	8	6	46	7	34	4	1
Wagner College	1	0	0	1	1	0	0	0
Wake Forest University	47	7	3	37	7	12	22	4
Washington and Lee University	7	1	1	5	2	3	1	2

XI - COLLEGE APPLICATION RESULTS 2022

Washington University in St Louis	22	3	2	17	2	13	3	1
University of Washington-Seattle Campus	6	0	2	4	1	3	0	0
University of Waterloo	1	0	0	1	0	0	0	0
Webb Institute	1	0	0	1	0	1	1	0
Wellesley College	3	1	0	2	0	2	0	0
Wentworth Institute of Technology	2	1	0	1	1	0	0	0
Wesleyan University	11	1	0	10	2	8	0	1
West Chester University of Pennsylvania	1	0	0	1	1	0	0	0
West Virginia University	4	0	1	3	2	0	0	0
West Virginia Wesleyan College	1	0	0	1	1	0	0	0
Western Connecticut State University	5	1	0	4	4	0	0	0
Western University	1	0	0	1	1	0	0	0
Westmont College	2	0	0	2	2	0	0	0
Wheaton College - Massachusetts	2	0	0	2	1	0	0	0
Whitman College	1	0	0	1	1	0	0	0
William & Mary	19	3	2	14	2	6	5	0
Williams College	12	0	1	11	4	7	0	1
University of Wisconsin-Madison	50	5	6	39	16	16	5	8
The College of Wooster	1	0	1	0	0	0	0	0
Worcester Polytechnic Institute	4	1	1	2	2	0	1	0
Xavier University	5	0	0	5	5	0	0	1
Yale University	24	0	2	22	3	17	0	3
Yonsei University-Underwood	1	0	1	0	0	0	0	0
Wheaton College	2	1	1	0	1	1	0	0
Wilfrid Laurier University	1	0	1	1	0	0	0	0
Williams College	11	3	8	0	8	2	5	2
Winthrop University	2	0	2	0	2	1	0	0
Wofford College	1	0	1	0	1	0	1	0
Worcester Polytechnic Institute	3	0	3	1	2	2	0	0
Xavier University	8	0	8	1	7	7	0	0
Yale University	28	2	26	2	24	1	22	1
York University	1	0	1	1	0	0	0	0

Class of 2022 Summary

Narrative Information for Slides and Graphs

Slide 1 (Graph I) - Summary Information

Nearly 94% of the Class of 2022 will be engaged in an educational pursuit next year, with over 92% attending a four year college or university.

- 10 students will be taking a Gap Year/travel
- 2 students will attend Military Academies
- 1 student to career/tech school ; 1 student to work
- Other students are staying with us beyond a 4th year

Slide 2 (Graph II) - Application Analysis

The Class of 2022 submitted 3,793 transcript requests to 400 different institutions. After we remove withdrawn and incomplete applications, there are 2937 completed applications for an average of 8.2 applications per student. Proportionally, this is consistent with past years.

Slide 3 (Graph III) - Early Decision (ED) Applications

Forty-eight percent of the class applied to a school under an Early Decision Plan (EDI and/or II). This is consistent with past years. Forty-nine percent of students were accepted to their ED school.

- 172 students applied under an ED plan.
- There were 203 total ED applications. This reflects EDI & EDII. Students can apply EDII if they have not been accepted to their EDI school or did not apply under an earlier ED plan still pending decision.

Slide 4 & Slide 5 (Graph V and VI) - Most Applications and Most Attending -

There are no big changes or surprises here.

Slide 6 (Graph VIII) - CT State School Applications -

Proportionally, the overall total number of state school applications remained consistent with some typical fluctuations from year to year in terms of which state schools more kids apply to.

Slide 7 (Graph X) - Class Averages -

As you can see, these numbers remain strong and consistent over time.

Additional Graphs:

Graph IV - Regional College Analysis -

This has remained very consistent over time with the greatest proportion of students remaining in New England (29% this year).

Graph VII - Highest and Lowest Acceptance Rates over 4 years (2019-2022)-

While there are no big surprises or changes here, we continue to work closely with our colleagues in higher ed and will reach out to schools where it has been harder for kids to gain admission over time so that we can understand how to best advise students and families.

Graph IX - Ivy League Analysis-

Our students continue to perform well in Ivy admissions. Our acceptance rate at nearly all Ivy's was up this year over the past few years. Please keep in mind that there are still 28 Ivy decisions that are reported to be in waitlist status so those results could change these numbers. 5.6% of the Class of 2022 will be attending an Ivy League school. The four year average of students attending is 4.5%.

Graph XI- College Acceptance Results 2022-

This chart shows the results of each school. Please keep in mind that an application may be listed under waitlist AND either accept/reject so the numbers may not add up perfectly.

SUMMARY INFORMATION

CLASS OF 2022

	2022		2021		2020		2019	
	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>
<u>Future Plans for Graduates</u>								
4 Year College	331	92.2%	284	89.6%	338	93.6%	306	90.0%
2 Year College	5	1.4%	4	1.3%	8	2.2%	7	2.0%
College Prep School	1	0.3%	5	1.6%	2	.6%	1	0.3%
Subtotal	336	93.9%	293	92.4%	348	96.4%	314	92.3%

*359 students in the Class of 2022

COLLEGE APPLICATION ANALYSIS

2019-2022

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>
Number of applications submitted	3793	3127	3506	3250
Number of different colleges receiving applications from DHS students	400	407	397	405

EARLY DECISION APPLICATIONS

2019-2022

	<u>Class of 2022</u>		<u>Class of 2021</u>		<u>Class of 2020</u>		<u>Class of 2019</u>	
# of ED students	172	48%	135	43%	175	48%	141	41%
Accepted	101	49%	84	56%	122	61%	100	65%

MOST APPLICATIONS

CURRENT YEAR ONLY: 2022		FOUR YEARS DATA: 2019 - 2022	
College	Applications	College	Applications
University of Connecticut	103	University of Connecticut	371
Boston College	62	Boston College	210
Penn State University	59	Pennsylvania State University	192
University of Michigan - Ann Arbor	55	Miami University - Oxford	191
Northeastern University	50	Villanova University	180
University of Vermont	50	University of Vermont	177
University of Richmond	49	Fordham University	170
Elon University	48	University of Michigan - Ann Arbor	162
Univ of Wisconsin-Madison	45	University of Virginia	159
Clemson University	44	University of Richmond	153
Providence College	44	Boston University	149
Syracuse University	42	Elon University	146

MOST ATTENDED

CURRENT YEAR ONLY: 2022		FOUR YEARS DATA: 2019 - 2022	
College	Attend	College	Attend
University of Connecticut	13	University of Connecticut	51
Providence College	11	Miami University - Oxford	33
Elon University	10	Boston College	26
Miami University- Oxford	10	College of Charleston	26
Lehigh University	9	Elon University	25
Univ of Wisconsin-Madison	8	Villanova University	23
Bucknell University	7	Bucknell University	22
Villanova University	7	Providence College	21
Penn State University	6	University of Richmond	21
Indiana U-Bloomington	6	Georgetown University	19
Loyola University MD	6	Santa Clara University	18
Santa Clara University	6	Syracuse University	18
Clemson University	5	University of Colorado-Boulder	17

STATE SCHOOL APPLICATIONS 2019-2022

<u>Class of</u>	<u>Total State</u>	<u>% of Total</u>	<u>Storrs</u>	<u>Eastern</u>	<u>Western</u>	<u>Southern</u>	<u>Central</u>	<u>NCC</u>	<u>Stamford</u>
	<u>School Apps</u>	<u>Applications</u>							
2022	121	4.1%	101	3	4	4	4	3	0
2021	99	4.1%	71	7	2	8	2	8	1
2020	121	3.5%	97	2	4	8	3	7	0
2019	129	5.5%	77	12	8	18	4	9	1

Class Averages

		Average	Average	Average
Class	Students	GPA	SAT 1600	ACT
2022	359	3.543	1288	28
2021	317	3.54	1237	29
2020	361	3.5	1279	29
2019	340	3.397	1260	29

Supplemental Information

Class of 2022

Special Programs

31 students reported that they will be participating in/were admitted to a special program.

These programs include the following:

- Honors programs
- Living Learning Communities
- ROTC programs
- Dual degree/accelerated programs
- First year study abroad programs
- Prestigious academic programs by application only

Test Score Submission

- 50.7 % submitted scores to ALL schools they applied to.
- 28.5% submitted to NONE of the schools they applied to.
- 20.9% submitted to some schools but not others.

*Based on 275 responses

Will waitlists change outcomes?

- There are 121 students currently on a waitlist
(at time of survey)
- 26 students WILL change their college of attendance if admitted off of the waitlist.

COVID impact on process

We asked students: "Did the Covid-19 pandemic impact your college process and/or decision?"

18.5% - YES

64.2% - NO

17.2% - SOMEWHAT

Impact of the pandemic

- Not being able to visit schools in person - primary student concern.

Others:

- Test optional worked in some students' favor.
- Others felt scores were devalued.
- Remote learning
- Impact on extracurriculars/resume
- Changes to athletic recruitment process



Memorandum

To: Members of the Darien Board of Education
From: Alan Addley, Ed.D., Superintendent of Schools;
Scott McCarthy, Ph.D., Secondary Program Director of Special Education and Student Services and
Safe School Climate Coordinator
RE: Update on Mental Health Response Efforts
Date: June 10, 2022

This memorandum serves to provide an update on the mental health response of the administration and staff since the devastating loss of another Darien High School (DHS) student during this school year on May 21, 2022.

Supporting Students and Staff

The DHS Crisis Team (a representative group of administrators and mental health professionals) mobilized immediately on May 21, 2022 at Darien High School to (1) Facilitate communications to families and the community, (2) Request the support of Mental Health Crisis Intervention Services/Mobile Crisis Intervention Services (2-1-1), and (3) Develop plans for the school schedule in response to community needs.

Crisis counseling by DHS mental health staff, Mental Health Crisis Intervention Services/Mobile Crisis Intervention Services (2-1-1) providers through Child Guidance of Southern CT, and Family Centers were onsite at DHS through the initial weekend and subsequent weeks. In addition, the Town of Darien Human Services Department offered crisis counseling and family support in coordination with the Town of New Canaan.

The CSDE provided consultation by Scott Newgass, LCSW, formerly with the Yale Child Study Center, who has expertise in school crisis response, and helped guide the DHS Crisis Team's plan for school on Monday and Tuesday of the initial week. A delayed opening of school on Monday allowed for response teams to work with groups of teachers to prepare them for how to facilitate their classes. Opportunities to ask questions and process unique situations with trained mental health professionals were provided to all staff, who were also

provided information about how they can access mental health support themselves. The administration worked with staff to adjust student assessments and final exams to reduce student stress during this time.

During the day on Monday, May 23, small groups of students were invited, by grade, to meet with their school counselors and other support staff, in eight locations around the building. Each group was composed of fewer than 50 students which allowed us to offer guidance, support, and strategies for self care as well as reminders about whom to reach out to with concerns for self and others.

In addition, the DHS Mental Health Team, in collaboration with town and local agencies, identified vulnerable students who required additional targeted support. Those supports were provided in collaboration with families.

On June 9, 2022, the Advisory period was used to deliver a video featuring Britton Barthold, a DHS graduate from the Class of 2016. The message of the video surrounds breaking the stigma associated with addressing mental health. It also included important information about resources for our students during the summer when we will not be easily connected to them.

The postvention guidance from mental health experts continues to emphasize that in the immediate wake (i.e., first four months) of a death by suicide cluster, the school and community should focus efforts on developing awareness of the signs of mental health concerns while providing both counseling support and information about where counseling supports can be accessed. At this time, providing a safe, consistent setting that respects and acknowledges the various needs of our students and staff is imperative.

We additionally recognize that the cumulative effect of responding to multiple losses and trauma is difficult for staff. All staff have been provided resources and access to counseling support through the DHS Mental Health Team, Town of Darien, and the Employee Assistance Program (EAP). Staff who themselves are responsible for the provision of crisis counseling or crisis response (e.g., school psychologists and administrators) have worked nights and weekends managing emotionally demanding situations during this time. In order to ensure their wellbeing, we have worked with our community partners to provide them immediate off-site, no-cost counseling support.

Supporting the Community & Community Partnerships

Over the past three weeks, the DHS Crisis Team has partnered with community resources toward addressing both the immediate needs of students, staff, and families, and considering the long-term needs of the entire community. We continue to be grateful for the many individuals and organizations who have committed their time, expertise and resources to the DHS community. Community partners have included the Town of Darien Human Resources Department, local agencies (Child Guidance Center of Southern CT, Family Centers, Kids in Crisis, Sasco River Center, Child and Family Guidance Center, Town of New Canaan Human Resources Department, and Silver Hill Hospital), and State of CT Agencies (Connecticut State Department of Education

(CSDE), The CT Dept. of Mental Health and Addiction Services (DMHAS), and The Department of Children and Families (DCF).

Immediate family and community support has included the crisis counseling and parent guidance supports described above, along with psychoeducational learning opportunities for community stakeholders, including:

- **Recognizing the Signs of Mental Health Struggles in our Children & Supporting Bereavement and Grief** (DHS; May 23, 2022 at 5:30 PM)
 - Presented by Chelsea McGee, LCSW, Director of Mental Health, Family Centers/Center for Hope, Julianne Green, LCSW, Manager of the Den and Grief Support, Family Center/Center for Hope, and Frank Bartolomeo, Ph.D., LCSW, Senior Clinical Advisor/Adolescent Services at Silver Hill Hospital
- **Mental Health Report to the Darien Board of Education** (May 24, 2022 at Regular Board of Education Meeting)
 - Presented by Scott McCarthy, Ph.D., Safe School Climate Coordinator and Program Director for Special Education and Student Services and Jessica Welt, Ph.D., CEO and Clinical Director of Child Guidance Center of Southern CT
- **Supporting Elementary Students & Families Through Challenging Times** (June 8, 2022 at 1:00 PM)
 - Presented by Kate-Lynd Murphy, LCSW and Shari Fanelli from Child Guidance Center of Southern CT
- **Supporting Middle School Students & Families Through Challenging Times** (June 9, 2022 at 5:00 PM)
 - Presented by Jessica Welt, Ph.D., CEO and Clinical Director of Child Guidance Center of Southern CT
- **After a Suicide: What Every Parent Should Know** (DHS; June 13, 2022 at 7:00 PM; Co-sponsored by the Town of Darien Human Services Department)
 - Joanne L. Harpel, M.Phil., CT, JD, President of Coping After Suicide and international authority on suicide postvention

A new Mental Health Resource repository has been developed on the District website and each of these presentations is available for viewing there.

Next Steps

While guidance from mental health professionals continues to promote addressing the immediate needs of students before any significant long-term planning is undertaken, the District has begun partnering with community stakeholders in the development of a mental health taskforce. Multiple groups of stakeholders have convened over the past three weeks to guide the extension of our immediate response actions through the summer, 2022-2023 school year, and beyond.

The first, a District Postvention Planning Meeting, was held May 26, 2022, at 4:00 PM. The purpose of this meeting, chaired by the District, was to engage agency partners in the development of postvention plans that extend beyond the immediate support models in place and to seek guidance and support from experienced mental health experts on the District's postvention planning. Attendees included:

<p>Darien Public Schools Central Services Administration Alan Addley, Ed.D., Superintendent of Schools Shirley Klein, Assistant Superintendent of Special Education and Student Services Scott McCarthy, Ph.D., Program Director of Special Education and Student Services</p> <p>DHS Administration and Crisis Team Members Ellen Dunn, Principal Kate Dimoulas, Assistant Principal Paul Ribiero, Assistant Principal Mark Massone, Assistant Principal Meghan Emanuelson, Director of Guidance Alicia Casucci, APRN, Director of Nursing Services Eileen Whalen, School Psychologist Jenna Kluft, Ph.D., School Psychologist Kate Williamson, Ph.D., School Psychologist Sam Parton, School Social Worker Molly LaFeve, School Nurse</p> <p>Middlesex Middle School Administration Mary Scalise, Assistant Principal</p> <p>Elementary School Administration Julie Droller, Director of Elementary Education</p>	<p>State Agencies Tim Marshall, LCSW and Yvette Cortez, DCF Erika Echevarria, LCSW, DMHAS Scott Newgass, LCSW, CSDE Andrea Iger Duarte, MSW, MPH, LCSW, CT Dept. of Mental Health and Addiction Services Jeff Hodnicki, LCSW, CT Dept. of Mental Health and Addiction Services</p> <p>Local Agencies Jessica Welt, Psy. D., CEO & Clinical Director, Child Guidance Center of Southern CT Madeline Mantilla, LPC, Director of Crisis Services, Child Guidance Center of Southern CT Chelsea McGee, LCSW, Family Centers Ken Lacilla, LCSW, Director of Behavioral Health, Child and Family Guidance Center Michael Patota, MSW, CEO of Child and Family Guidance Center Sylvadra Ellis, LCSW, Director of Mobile Crisis Intervention Services, Child and Family Guidance Center</p>
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The second meeting, a Mental Health Taskforce planning meeting, chaired by the Town of Darien, was held June 1, 2022, at 9:00 AM. The purpose of this meeting was to broaden the scope of the work being done by the District and its partners to the entire Town of Darien community.

As we continue our focus on supporting the immediate needs of our students and the community, these plenary meetings serve important functions of uniting our community response efforts, ensuring consistency in our communications and understanding of postvention, and sharing resources and expertise. The District will therefore continue to work with the Town of Darien and our respective community partners toward the development and implementation of a Mental Health Taskforce to address the ongoing and evolving needs of a community that has suffered from the cumulative impact of unthinkable losses this year.

Immediately following the end of the school year, the administration will be meeting again with leads from the state agencies who work alongside the CSDE during crisis postvention. This timeline was recommended by those agencies to allow immediate efforts to focus on supporting students and the community. The focus of this meeting and subsequent meetings will be to assess system-wide response capabilities and needs and develop possible recommendations for (1) Changes or additions in administrative personnel and or staffing structures, (2) Training and staff development, (3) System-wide mental health support needs.



Darien Public Schools

35 Leroy Avenue · Darien, CT 06820 · (203) 656-7400

Memorandum

DATE: June 10, 2022

TO: Darien Board of Education

FROM: Alan Addley, Ed.D., Superintendent of Schools

SUBJECT: 2022-2023 Proposed Dates & Times for High School Professional Learning Community Days

The 2022-2023 calendar was approved last year. The following are the proposed PLC dates and times for the 2022-2023 calendar presented for the Board's consideration.

The number and times of the PLC days are consistent with this year. There are ten (10) Friday PLC days with a two (2) -hour late arrival (September 16, October 7, October 28, November 18, December 16, February 3, March 17, April 21, June 9); except for Friday, May 12th (date of Prom) which will be an early dismissal. Students and families are accustomed to PLC days being on a Friday. This PLC time is invaluable professional learning time for staff and will support the preparations for pending 2024 decennial accreditation by the New England Association of Schools and Colleges; curriculum work; the Strategic Plan; and, the Vision of the Graduate. The 2-hour delay also allows for a bus run that follows the elementary runs.

Darien Public Schools

To: Members of the Board of Education

From: Dr. Alan Addley, Superintendent of Schools

Date: June 14, 2022

RE: Strategic Plan 2021-2026

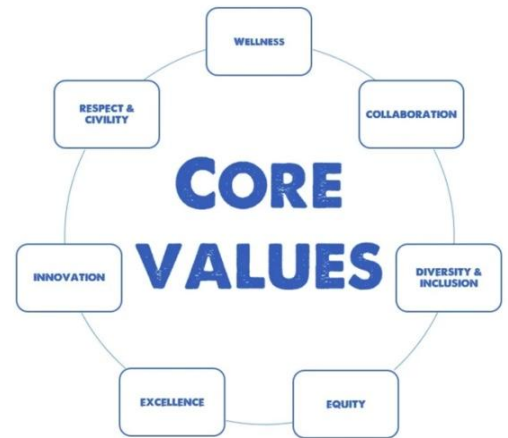
This memorandum describes the strategies and actions for each of the seven goals contained in the Strategic Plan and provides a final progress report on the actions scheduled for year 1 since the October, January and March updates.

Mission

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

Vision

Preparing all students today to thrive in a changing world tomorrow.



Goal #1 - Enhancing Teaching and Learning

(Strategy 1A): Develop a shared vision of teaching and learning.

(Action): Form a collaborative action team to identify and define District principles of teaching and learning. (Year 1)

(Action): Design instruction to address students' individual learning needs. (Years 1-5)

(Strategy 1B): Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs.

(Action): Diversify instruction by developing a template for units of study that incorporates instructional materials representing a range of diverse social, cultural, and racial perspectives. (Years 1- 3)

(Action): Design units of study with differentiated instructional plans that attend to the needs of all learners. (Years 1- 5)

(Strategy 1C): Align job-embedded professional learning opportunities to support growth and development in identified areas.

(Action): Provide job-embedded professional development aligned to teacher, school and District goals. (Years 1-5)

Goal #2 - Fostering a Culture that Promotes Wellness, Diversity, and Inclusion

(Strategy 2A): Create a caring school climate that promotes wellness.

(Action): Identify and incorporate a systematic approach to address social and emotional learning with connections to tiered intervention. (Years 1-3)

(Strategy 2B): Engage stakeholders in the practice of embracing diversity, equity, and inclusion.

(Action): Establish a Diversity and Equity Team to address systemic inequities and make recommendations to inform District policies and practices. (Years 1-2)

Goal #3 - Developing a Balanced Definition of Student Success Through the Portrait of the Graduate

(Strategy 3A): Ensure District values are operationalized across all schools.

(Action): Complete the Portrait of the Graduate Project. (Year 1)

(Strategy 3B): Develop systems to measure, inform, and enhance implementation of the Portrait of the Graduate.

(Action): Study and revise the post-grad survey system currently in place. (Year 1)

Goal #4 - Expanding the Professional Capacity of Staff

(Strategy 4A): Explore ways to improve the District's professional learning culture and practices.

(Action): Improve conditions in order to support teacher retention in Darien Public Schools, with attention to environmental factors and educator wellness. (Years 1-5)

(Strategy 4B): Ensure a professional learning system that promotes continuous growth and support.

(Action): Create conditions for staff to pursue professional learning internally and externally that are aligned to District and individual goals. (Years 1-5)

(Action): Offer differentiated professional learning that allows teachers to balance individual professional learning needs and District initiatives. (Years 1-5)

(Action): Expand opportunities to calibrate evaluation and feedback practices among administrative staff in order to provide consistent feedback to teachers. (Instructional Rounds.) (Years 1-5)

(Strategy 4C): Attract and retain diverse educators.

(Action): Participate in state and regional educational service center (RESC) workshops and programs in order to develop strategies that will support District workforce diversification. (Years 1-2)

(Action): Enhance development of culture that supports teacher retention, workforce diversity, and cultural awareness. (Years 1-5)

(Strategy 4D): Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.

(Action): Provide opportunities for new staff to provide feedback at regular intervals. (Year 1)

Goal #5 - Developing and Enhancing Systems to Promote Effective Communication

(Strategy 5A): Establish effective and open lines of communication among all stakeholders.

(Action): Invite stakeholder feedback regarding preferred forms of communication. (Year 1)

(Action): Audit current communication systems (websites, social media, School Messenger, student information systems, data management systems, newsletters. (Years 1-2)

(Action): Develop a media package that includes logos, templates, and standards for District communications. (Years 1-2)

(Strategy 5B): Align District's guiding documents and communications with its mission, vision and core values to foster coherence.

(Action): Identify core documents of District, and plans for design and distribution. (Years 1-2)

Goal #6 - Improving School Facilities for Student Safety & Access to Learning

(Strategy 6A): Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning student activities.

(Action): Complete architectural study to remove the portables and evaluate the school libraries. (Year 1)

(Action): Support the Ox Ridge Construction Project to ensure adherence to the educational specifications and a smooth transition to the new facility. (Years 1-3)

(Action): Identify the long-term capital needs to support teaching and learning. (Years 1-5)

(Action): Identify improvements for best practices in emergency and safety planning, along with necessary resources. (Years 1-5)

Goal #7 - Improving Technology to Support Teaching & Learning

(Strategy 7A): Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.

(Action): Develop a coherent technology plan that aligns with the District's mission, vision, and core values. (Year 1)

(Action) Update K-1 classrooms with new Viewsonic presentations equipment

(Strategy 7B): Establish and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.

(Action): Establish infrastructure - including network connections, wireless access, necessary hardware and software, and user support - that provides interoperability, mobility, filtering, monitoring, security, and scalability to allow for increased usage by all stakeholders. (Years 1-5)

Goal #1 - Enhancing Teaching and Learning

Strategy 1A: Develop a shared vision of teaching and learning.

June Actions Update

- The District's collaborative action team met throughout the spring to identify guiding teaching & learning principles. Through research, a book study, faculty surveys and focus groups, the teaching and learning principles [provided here](#) have been identified. These principles will serve among our guiding documents as a new teacher evaluation and feedback plan is crafted and we work to operationalize the Vision of the Graduate.

March Actions Update

- Held first meeting of collaborative action team to identify process for determining DPS teaching and learning principles.
- Provided professional development for K-5 Team Leaders to facilitate PLCs on supporting student agency in mathematics.
- Implemented more small group instruction evidenced by formal and informal classroom observations.

January Actions Update

- Scheduled collaborative action team meetings this winter to identify principles of high-quality instruction (HQI).
- Continued to model instructional strategies with teachers within department PD sessions and meetings.
- Identified shared instructional strategies to serve as the basis for PD and departmental activities. (At the elementary level, this includes strategies for differentiation in literacy and mathematics.)
- Created a schedule for PLC-selected SBAC Interim Block Assessments and collaborated on instructional strategies based on them.
- Engaged in learning walks with teachers and administrators across all 5 elementary schools to examine math instruction and identify best practices.

October Actions Update

- Establishing a collaborative action team to identify principles of high-quality instruction (HQI) as a subgroup of the District's Professional Development and Evaluation Committee (PDEC) during their upcoming November 9 meeting.
- Developed scope and sequence, assessment calendars and curriculum guides to prioritize grade level standards as we returned to full, in-person learning for all students across grade levels and content areas.
- Reestablishing procedures for collaborative learning experiences for partner work and small group instruction.
- Modeling high-quality instruction with staff developers to support math and literacy instruction at the elementary level.
- Prioritizing a teaching and learning focus during leadership meetings.
- Creating a shared vision of practices for Professional Learning Communities that focuses on priority outcomes and evidence of student learning.
- Modeling instructional strategies with teachers within department PD sessions and meetings.

Strategy 1B: Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs.

June Actions Update

- Curriculum updates for math, science, social studies, English, world language and music provided to BOE Curriculum Committee this year in addition to a variety of program updates including Gifted Education, RULER and summer curriculum planning.
- Professional training provided for summer 2022 curriculum writers as we embark on EduPlanet21 for more transparent curriculum communication.

<ul style="list-style-type: none"> Through curriculum creation and revision, Eduplanet21 aligns the learning plan and assessments to goals and standards to meet the needs of a wide-range of learners.
<p>March Actions Update</p> <ul style="list-style-type: none"> Continued work with departments during PLCs on creating opportunities for student choice in demonstrating learning (focus of ELA TC work on 2/15) Worked with department chairs and staff on differentiation in the classroom and shared best practices/lessons among departments (MMS) Offered choice assessment and differentiation PD for staff in January led by colleagues in the building (MMS) Implemented fifth grade reading social issues book club unit beginning in early February
<p>January Actions Update</p> <ul style="list-style-type: none"> Discussed approaches to provide access to advanced courses to all students with teachers and administration Provided teachers with professional development to support SRBI practices. Provided teachers with professional development on effective feedback Participated in grade five professional development to co-construct social issues book club unit of study in reading
<p>October Actions Update</p> <ul style="list-style-type: none"> Providing professional development and expert consultancy to support students with learning differences and ELL. Exploring curriculum platforms that will provide a centralized place for all curriculum and supporting documents. Standardizing UbD practices and framework to create units of study with instructional plans that provide space for planned differentiation in relation to learning goals. Creating small group differentiated lessons with TC staff developers and Math in Focus consultant. Refining practices to provide student centered instruction to support diverse learners. Working with a TC staff developer to broaden the range of assessment choices for students to demonstrate mastery of targeted skills.
<p>Strategy 1C: Align job-embedded professional learning opportunities to support growth and development in identified areas.</p>
<p>June Actions Update</p> <ul style="list-style-type: none"> DHS and MMS teachers and administrators provided professional development to fifth grade classroom and special education teachers who will provide a co-teaching model for literacy next school year. PLC time at DHS utilized to support NEASC preparation, create opportunities for peer observation and calibrate instructional practices. The Director of Elementary Education and Coordinator of Elementary Curriculum met with grade level teams at all buildings to solicit feedback to improve professional learning offerings and opportunities within and across schools.
<p>March Actions Update</p> <ul style="list-style-type: none"> Focused MMS PLCs on differentiation, SEL, and student-centered learning Discussed high-quality instruction and feedback with Department Chairs and coordinate focused feedback on observed lessons Offered staff choice PD in January based on needs and wants related to the MMS SIP and District Goals Continued DHS PLC work using the Peer Consult Model to examine model lessons and problems of practice Instituted 6-12 PD department committee to incorporate teacher feedback/input into the PD planning process
<p>January Actions Update</p> <ul style="list-style-type: none"> Created a department PD committee to align PD planning around district goals. Ongoing job-embedded professional learning for all elementary teachers with Teachers College staff developers and

Math Consultant, based on formative assessment data.

- Professional learning for Grade Level Leaders to support teams in using student data to inform instructional plans during PLCs

October Actions Update

- Focus on establishing best-practices for collaborative teams (PLCs).
- Planned opportunities for staff learning in the area of diversity, equity, and inclusion.
- Opportunities for choice between individual and collaborative team learning.
- Balancing building-based and District professional learning.
- Literacy and Math Specialists model lessons and support new teachers or teachers new to a grade level.
- Additional .5 Literacy Specialists allows for increased coaching and support for all teachers across elementary buildings.

Goal #2- Fostering a Culture that Promotes Wellness, Diversity, and Inclusion

Strategy 2A: Create a caring school climate that promotes wellness.

June Actions Update

- District SEL Committee met in late March and May. Sub-committees began work on SEL website, reviewing tools for universal screening, and planning for RULER implementation with students.
- K-5 curriculum work began this spring to plan lessons for students in 2022-2023.
- Developing a professional learning plan for Responsive Classroom and RULER for 2022-2023.
- Ross Greene planned visit to Royle School and designates Royle as model CPS school.
- RULER presentation to BOE Curriculum Committee.
- The foundation of a caring school climate was incorporated into the teaching & learning principles (referenced in Strategy 1A.)

March Actions Update

- Provided series of DBT workshops for parents on the skills of validation, mindfulness, distress tolerance, and emotion regulation
- Completed proficiency training related to identifying lagging skills and solving problems collaboratively (Royle)
- Met as a District SEL Steering Committee to assign roles, responsibilities, and structures
- Created school-based SRBI team to focus on Tier I and Tier II academic, behavioral, and social-emotional supports (DHS)
- Added of Mindful Mondays into the school week and a focus on SEL every Thursday advisory (MMS)
- Continued RULER implementation for staff during all faculty meetings and professional development time
- Celebrated Kindness Week with various activities in the elementary schools
- Completed 6-12 waiver form to provide greater access to advanced classes at DHS
- Integrated RULER concepts into 6-12 English department meetings with emphasis on how its principles align with English instructional practices

January Actions Update

- Continued implementation of RULER using faculty meetings and professional development time.
- Trained new administrators in DBT
- Planning for DBT parent-series, presented by elementary school psychologists and CBC
- Developed District SEL Steering Committee
- Planning for professional learning in Responsive Classroom

October Actions Update

- Implementation of RULER across the District
- Utilization of school psychologists to support all learners
- Building classroom community through Responsive Classroom (Pk-5)
- Identifying areas of challenge and solving problems collaboratively as they arise (Pk-5)
- Building relationships and integrating SEL through FLEX, Guidance Seminar, and Advisory.
- Developing students' skills and strategies with mindfulness, stress tolerance and emotional regulation through DBT (Pk-12).

Strategy 2B: Engage stakeholders in the practice of embracing diversity, equity, and inclusion.

June Actions Update

- The DEI Team convened four times since our last update. The meeting summary memos to team members are linked here for your reference.
 - 02/28/22 [DEI Team Memo](#)
 - 03/28/22 [DEI Team Memo](#)
 - 04/19/22 [DEI Team Memo](#)
 - 05/16/22 [DEI Team Memo](#)
 - 06/06/22 [DEI Team Memo](#)
- The DEI Team is in the process of finalizing the District Equity Statement. The current draft reads as follows: *We seek and embrace diverse human differences of all kinds in effort to support the learning and growth of all students. We will advocate and advance opportunities to support learning for everyone.*
- Through the equity audit process, the team identified the following focus questions to guide our work next year:
 - Why are there differences between subgroups of students in SBAC Data?
 - How are we positioning our students with IEPs for success? How do we respond to their progress or lack-there-of? How can we appropriately measure and share the academic growth of students with IEP, individually and as a group?
 - How can we learn more from the student success to provide more support to all students regarding SAT Performance?
 - Why is there a significant racial disparity in students who have IEPs, as well as those identified as gifted when examining by subgroup?
 - How can we create time and space for ongoing staff development to provide staff with tools for having challenging, anti-bias, anti-racist conversations? What are culturally responsive teaching strategies we should be using? What experts are available to assist with this staff development? Can we create a partnership with community stakeholder around this work? How do we operationalize our mission, vision, and core values to make it sustainable? What do we need to remove from our list of priorities to create the time and space needed?
- Next year the DEI team will work to address these focus questions and make recommendations for District consideration.
- The GSA at the middle school has created and shared affirmational posters displayed around the building. They also created a banner with a rainbow that invites students to show support on June 1 by wearing rainbow colors. The GSA at DHS decorated the building with flags, informative posters and signs recognizing the accomplishments and contributions of members of the LGBTQ+ community. Rainbow pins and stickers were distributed to celebrate PRIDE month so that all had the opportunity to show support for the LGBTQ+ community in the high school. Elementary principals have resources for families upon request.
- The ADL program, “Names Can Really Hurt Us” was run by the DHS Names Team of students and teachers for the ninth grade. The event is student run and educates students about the impact of their words. The student feedback from the event will inform planning for next year.

March Actions Update

- Held first DEI Team Meeting on 2/28/22
- Held professional development for admin team on gender identity and expression
- Continued Student Leadership Forum with consultant to focus on student voice in creating a more welcoming school environment for all students
- Engaged students in an after-school book club sponsored by the MPA and Darien Public Library.
- Introduced Blues and Beyond enrichment program at MMS

January Actions Update

- Provided DEI updates to the Board
- Continued preparations to launch DEI committee
- Provided introductory DEI experiences for staff and students.
- Partnered with Anti Defamation League (ADL) to provide programming for MMS and DHS.
-

October Actions Update

- Partnering with PTO DEI committees
- Enrichment activities focusing on multicultural representation
- Preparing to launch DEI Team in November and provide additional professional learning for staff, student leadership and community partnerships.
- Department activities focused on the relationship between instruction and inclusion, and on the relationship between placement practices and equity.

Goal #3 - Developing a Balanced Definition of Student Success Through the Portrait of the Graduate

Strategy 3A: Ensure District values are operationalized across all schools.

June Actions Update

- Guiding documents including mission, vision, core values and Vision of the Graduate have been regularly included in planning efforts, presentations, and the development of our Teaching and Learning Principles.
- Vision of the Graduate competencies have been added to EduPlanet21 to align units of study. Moving forward assessments will be identified to show these competencies have been met across grade levels.
- Core values incorporated into interview processes and staff discussions when identifying goals.

March Actions Update

- Initiated a review of the DHS Academic Integrity Policy, including students and teachers, to align with the Vision of the Graduate
- Completing the NEASC self-reflection report which is fully aligned with the Vision of the Graduate

January Actions Update

- Discussion of competencies of Vision of the Graduate in advisories (at DHS)
- Publicizing Vision of the Graduate throughout DHS

October Actions Update

- Completed Portrait of the Graduate
- Presented strategic plan, mission, vision, and core values to faculty during opening convocation.
- Shared overview of strategic planning process, mission, vision, and core values during professional development and faculty meetings.
- Continued anchoring of professional learning and meetings with explicit connections made to district mission, vision, and core values
- Initiated process for school and department improvement plans to support the District's strategic plan.
- Implemented communications with students and families about Portrait of the Graduate competencies.
- Began planning for a coalition of students, parents, faculty, and administration to translate the Vision of the Graduate into the daily routines of school.
- Initiated planning for visual representation of the Vision of the Graduate, created by students to capture the competencies, beliefs and values of the Vision of the Graduate, to communicate and embed the Vision of the Graduate in school culture, climate, and curriculum.

Strategy 3B: Develop systems to measure, inform, and enhance implementation of the Portrait of the Graduate.

June Actions Update

- The Vision of the Graduate Committee of DHS teachers and administrators has met regularly this year and has:
 - Participated in a two-day conference led by NEASC on implementation and assessment of districts' Vision of the Graduate
 - Facilitated a faculty meeting to engage DHS faculty in identifying current instructional practices and assessments that embody elements of the Vision of the Graduate
- The Committee is continuing to:
 - Investigate platforms for student collection of artifacts
 - Explore connections between the Advisory program and teaching, monitoring, and assessing the Vision of the Graduate

- Collaborate with a student artist who is developing graphic art to capture each of the six competencies
- Artwork to capture the Vision of the Graduate is being designed by advanced art students at DHS.

March Actions Update

- Members of the Vision of the Graduate Committee at DHS will attend a NEASC workshop in March entitled, "Implementing and Assessing the Vision of the Graduate" to explore a variety of options for students to demonstrate mastery of the competencies identified in the VOG.
- NEASC Self Reflection Report will be completed in March in preparation for the Collaborative Conference Visit

January Actions Update

- Planned and completed first introduction of a Vision of the Graduate attribute through an Advisory lesson plan to the whole school community.
- Began planning subsequent lesson plans and activities introducing remaining attributes.
- Continued implementation of PLC Protocol to enhance instruction towards Vision of the Graduate.
- Began drafting NEASC self-reflection based on evidence and community survey input.
- Invited staff to participate in the Vision of the Graduate Committee.
- Discussed strategies for integrating skills associated with VoG in written curriculum.
- Planned for question review of post graduation survey to be administered this spring.

October Actions Update

- Began identifying ways in which curriculum, instruction, and assessments focus on and develop Portrait of the Graduate competencies.
- Began identifying ways in which school culture and climate support the values of the Vision of the Graduate.
- Formed NEASC Self-Reflection Committee at Darien High School, which will gather evidence to determine alignment with the NEASC Standards; the development and implementation of a Vision of the Graduate is integrated across NEASC Standards.
- Implement PLC protocols that encourage review of lesson design and student work to enhance instruction towards Portrait of the Graduate.
- Support NEASC self-reflection process through PLC work that reflects and provides evidence of the competencies and outcomes of the Vision of the Graduate.
- Initiated conversations regarding the post graduation survey

Goal #4 - Expanding the Professional Capacity of Staff

Strategy 4A: Explore ways to improve the District's professional learning culture and practices.

June Actions Update

- Currently in the planning stages of developing a Leadership Onboarding Program and a Teacher Leadership Academy. The Leader Onboarding Program will support new administrators in the district through mentoring and networking. The Teacher Leadership Academy will provide an opportunity for aspiring school leaders to work with administrators across the District to develop leadership skills.
- The District SEL Committee is reviewing efforts across the District to oversee RULER implementation, develop a District SEL website, and review other opportunities for programmatic improvements.
- Teachers and administrators across the District participated in focus groups to inform the development of the Teaching & Learning Principles.

March Actions Update

- Applied principles of RULER to professional learning sessions
- Convened District's SEL Committee to outline its Steering Committee responsibilities regarding staff PD.
- Offered Responsive Classroom Training to cohort of teachers across 5 elementary schools
- Allocated PLC time at the elementary schools on 2/18 for teachers to design professional learning with their teams.

January Actions Update

- Created a department PD committee to align PD planning around district goals.
- Continued Special Education Study with Dr. Marilyn Friend & supported the professional learning of staff.

October Actions Update

- Provided teacher choice in professional learning (embedded and District PD days)
- Created collaborative tools (goog)
- Reinstated in-person professional meetings.
- Reinstated onsite professional learning with staff developers.

Strategy 4B: Ensure a professional learning system that promotes continuous growth and support.

June Actions Update

- Revised system for centrally communicating PD. Most recent version is linked [here](#) as an example.
- Incorporated teacher feedback in PD offerings throughout the year.
- Piloted Docusign to improve workflow for teacher access to professional learning opportunities.

March Actions Update

- Convened second meeting of PDEC to review teacher professional development feedback, teacher evaluation practices and strategic plan updates (teaching and learning principles and instructional rounds)

January Actions Update

- Continue to provide feedback through Supervision and Evaluation, and among peers during PLCs.
- Provide leadership PD to Grade Level Leaders to build teacher capacity.
- Provided-job embedded professional learning for new assistant principals.

October Actions Update

- Balanced use of internal and outside presenters.
- Provide opportunities for feedback after professional learning sessions.
- Utilization of PDEC to inform professional learning processes and practices.

Strategy 4C: Attract and retain diverse educators.

June Actions Update

- Continued support and advocacy (FY23 Budget) for Teachers in Residence Program; matching day and mentor selection will be completed this month.
- Utilizing exit interview data for decision making
- Continued work on minority teacher recruitment plan

March Actions Update

- Continued support and advocacy (FY23 Budget) for Teachers in Residence Program
- Utilizing exit interview data for decision making
- Continued work on minority teacher recruitment plan

January Actions Update

- Continue support for Teachers in Residence; Planning has begun for new Teachers in Residence for the 2022-2023 school year.
- Continue work on minority teacher recruitment plan; Area HR Directors collaborating on legal issues; Policy audit identified needed changes to Board Policy.
- Conducting exit interviews for staff resigning mid-year.

October Actions Update

- Continued support and training for Teachers in Residence, mentors and building principals.
- Continued participation in diversity workshops through the RESC's.
- In process of developing state-required minority teacher recruitment plan.

Strategy 4D: Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.

June Actions Update

- Proposal developed for revised new teacher orientation based on feedback from new teacher focus groups
- Discussing structure of informal teacher mentor program

March Actions Update

- Discussed plans and timelines to fill vacancies for FY 23 to plan onboarding
- Formalizing informal teacher mentoring program

January Actions Update

- Continue discussions with DEA regarding:
 - Informal Mentors
 - Restructuring New Teacher Orientation
 - Check-ins with new teachers throughout their first year (DEA and HR)
- Benchmarking District onboarding plan with those of nearby districts

October Actions Update

- Initiated discussions with DEA regarding:
 - Informal Mentors
 - Restructuring New Teacher Orientation
 - Check-ins with new teachers throughout their first year (DEA and HR)

Goal #5 - Developing and Enhancing Systems to Promote Effective Communication

Strategy 5A: Establish effective and open lines of communication among all stakeholders.

June Actions Update

- Offered parent information sessions regarding mental health and added a section to the District website as a resource for students and families.
- Offered parent information sessions regarding parenting in the digital age as well as a technology newsletter and library media newsletter.
- Added a BYOD transition hub to the DHS website under the “parents’ tab.
- Updated the curriculum section of the DHS website.

March Actions Update

- Updated Special Education and Student Services Department website with clear access to each building to streamline communication
- BOE communication to the State advocating for local decision making in schools regarding COVID mitigation practices
- Submitted written testimony to the Appropriations Committee on Special Education funding
- Conducted budget informational meetings with school PTOs

January Actions Update

- Provided access to parent COVID-19 webinar hosted by the CDSE and CT Children’s Hospital
- Continued weekly communication from Central Services to community regarding COVID and community updates
- Offered parent technology workshops to support safe and healthy use of technology at home

October Actions Update

- Provision for community participation in Board meetings in remote settings.
- Continue to provide weekly community communications from Central Services and schools throughout the pandemic.
- Weekly meetings with our local health professionals (Medical Advisor, Health Director & Compliance Liaison Officer).
- Revised website for ADA compliance
- Strengthening communication between District and building-level leaders and teachers through collaborative meeting structures, shared notes from meetings, use of Google Classroom, professional learning, and celebrations of best practices.

Strategy 5B: Align District’s guiding documents and communications with its mission, vision and core values to foster coherence.

June Actions Update

- FY23 Approved Budget directly supports the goals in the Strategic Plan.
- Continue to utilize strategic plan in school and department improvement plan reflections and goal setting for FY 23.
- Updated District’s Future Ready Technology plan in alignment with strategic plan.

March Actions Update

- FY23 BOE Approved Budget directly supports the goals in the Strategic Plan.
- Reformatted professional development overview to include District Mission and Vision
- Provided parent communication on each component of the the DPS Strategic Plan

January Actions Update

- Strategic Plan goals included in Superintendent's weekly communication
- FY23 Budget aligned to the Strategic Plan
- Utilized school and department improvement plans to discuss and monitor efforts to support the strategic plan
- Incorporated mission, vision and core values of strategic plan in District presentations and communications

October Actions Update

- Established school and department improvement plans to support the District's strategic plan.
- Published electronic version of strategic plan.
- Created space for strategic plan on District's website.
- Began incorporating tenets of strategic plan in guiding documents (school improvement plans, teach plan, website).

Goal #6 - Improving School Facilities for Student Safety & Access to Learning

Strategy 6A: Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning student activities.

June Actions Update

- HHR Building Committee selected the Architectural firm of KG&D for the project, work has already begun.
- The Alertus Lockdown system will go online the first week of July.
- Safety audit to be conducted in the fall.

March Actions Update

- Hindley, Holmes, Royle Elementary Building Committee established with its first meeting held on February 17th and a Chairperson elected
- Continued Board discussion on the expanded use of Darien High School stadium lights
- Board consideration of District solar project at Hindley, Holmes, Royle and Ox Ridge
- Submitted Grant Application for the Royle Roof replacement to the State of Connecticut
- Board approved FY23 Capital Projects
- The Alertus lockdown system is nearing completion
- Discussion of Library Reimaged Project at DHS, MMS, and Tokeneke continue with solicitation of potential architectural evaluations sought

January Actions Update

- Appointed building committee chairperson by town. We have met with her to give an overview of the Education Specifications and the process needed to get state grant funding for the project.
- Ox Ridge construction continues with Phase 1, we still expect to move in during the last weeks of July.
- Presented Capital Budget to the Board of Education
- The Alertus lockdown system is being tested at the schools starting this week.

October Actions Update

- Northeast Collaborative has completed its architectural evaluation to remove the portables at Hindley, Holmes and Ox Ridge. The Board of Education has approved the Ed Specs for each project and the Board of Selectmen has approved the formation of a building committee to move forward with the project.
- Ox Ridge construction continues with the first phase of opening this summer.
- The FY2023 capital budget will provide long-term capital needs outside of the work being recommended in the Hindley, Holmes and Royle projects to remove the portables which factored in long-range capital needs outside of the removal of the portables.
- Implementation of Alertus, the schools new emergency mass notification and lock down system is underway.

Goal #7 - Improving Technology to Support Teaching & Learning

Strategy 7A: Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.

June Actions Update

- Created Web Hub to assist students and parents in transition to BYOD next year.
- Implemented new video software at DHS to deliver on demand educational videos directly to classrooms
- Collected Senior iPads
- Provided continuous support to faculty through ongoing professional learning in key core applications.
- Reviewed district software for usage and alignment to curriculum
- Collaborated with Robotics Clubs across district to run a Grade 3-8 Intramural Robotics Tournament with DHS Robotics team members serving as judges/referees.

March Actions Update

- Reviewed district software for usage and alignment to curriculum
- New App Development class to DHS to increase learning opportunities for students
- Created parent K-12 library newsletter
- Created student-facing page for DHS students on DPS Tech Wave page
- Provided continuous support to faculty through ongoing professional learning in key core applications.
- Collaborated with DHS Science & Tech Ed to provide DHS student run STEM experience for elementary

January Actions Update

- Distributed laptops to elementary teachers to both replace desktop computers and to provide mobile computing devices to faculty
- Transitioned the last SmartBoards to Viewsonics in kindergarten and first grade.
- Established a podcasting studio at DHS Library for students and teachers
- Created a robotics extracurricular program K-8
- Provided continuous support to faculty through ongoing professional learning in key core applications.

October Actions Update

- Developed a comprehensive and future facing District Future Ready Technology Plan which was presented to the Board of Education and faculty. The District plan aligns with the mission, vision, and core values.
- Established a collaborative District Technology Council composed of faculty and administration representatives with four subcommittees focused on: Teaching & Learning (software/hardware), Policies, Equity & Procedures, Communication and Professional Learning to ensure implementation of Future Ready goals..
- Transitioned to Chrome tablets for Kindergarten through 2nd grade as a more appropriate tool for young learners to use with the Seesaw platform.
- Provided continuous support to faculty through ongoing professional learning in key core applications.

Strategy 7B: Establish and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.

June Actions Update

- Began transition to nationwide wireless network that will allow students and staff to have wireless access on

any educational campus nationwide

- Began transition to multi factor authentication for staff to keep administrative systems safe and secure
- Began cybersecurity audit of the technology system to determine any security or safety deficiencies

March Actions Update

- Planning for BYOD 1-1 model at DHS
- Completed elementary teacher laptop distribution

January Actions Update

- Distributed laptops to elementary teachers to replace outdated desktop computers
- Replaced outdated smartboard and projector systems with new Viewsonic LCD display systems
- Implemented new management system of the Viewsonic LCD displays, creating a more efficient management system for the district

October Actions Update

- Increased the number of devices available to the students. Grades K-12 are now 1:1 with one device for every student in our district.
- All outdated elementary chromebooks were replaced with new ones that will provide an age appropriate learning platform for the next 5 years.
- The wireless network was upgraded to provide faster and more secure wireless access for both school-owned and personal devices throughout all buildings in the district.
- Network switches were upgraded to provide faster and more robust access for all wired and wireless devices at the elementary and middle school levels.
- Internet access and security were moved to the cloud, providing faster, safer, and more reliable access to the internet.

Memorandum

To: Board of Education

From: Policy Committee

Date: June 14, 2022

Re: Revisions to Policies 5225, 5230, 5255, 5265, 5325, 5270, 5340, 5320, 5330, and 5025;
Repeal of Policy 5235

The Policy Committee is recommending changes to the following policies:

Board Policy 5225, Drug and Alcohol Use by Students: Revisions to this Policy clarify that the Policy regulates a student's unlawful use of drugs, since some students may have prescription covered substances which permit the possession and use of such drugs. Additional revisions reflect a change in Connecticut Law that permits students to possess and self-administer medication under certain circumstances. The Policy now also reflects the change in Connecticut Law concerning the use, sale or possession of alcohol or controlled drugs by students on school property. Board Policies shall not result in a student facing greater discipline for the use, sale or possession of cannabis than they would face for the use, sale or possession of alcohol.

Policy 5230, Illegal Substances and Tobacco Policy for Student Athletes and Students Participating in Extracurricular Activities: Revisions to this Policy clarify that a student's lawful possession and/or use of controlled substances and drugs will not subject the student to the penalties or consequences described in this Policy. A minor revision to this Policy incorporates a change in the law, which provides that qualifying patients under the age of 18 maybe prescribed marijuana in certain situations and subject to restrictions,

Policy 5255, Search and Seizure: Revisions to this Policy include stylistic and legal citations recommended by Shipman and Goodwin. In addition, the Policy clarifies that the use of drug-detection dogs, metal detectors or similar devices as well as breathalyzers and other passive alcohol screening devices may only be used with the express authorization of the Superintendent.

Policy 5265 Confidentiality and Access to Education Records: The revisions to this Policy are so extensive that we are recommending that we repeal the old Policy and replace it with the attached Policy. The extent of the revisions made it nearly impossible to read the text of the Policy. The District already complies with all provisions of this updated Policy. Revisions to this Policy include provisions related to the disclosure of records pursuant to the federal school lunch program and to the Department of Children and Families. Additional changes relate to the expunging of student expulsion records and a revised timeline for providing records to parents. A substantial number of revisions reflect the requirements of Public Act 16-189, Student Data Privacy, which includes a variety of requirements relative to the release of student data to third party consultants and operators of websites and mobile applications. The Policy now also addresses education records of transgender and gender non-

confirming students, in accordance with guidance from the Office of Civil Rights and Department of Justice. Further revisions to the Policy reflect new legislation that provides that unaccompanied youth may have access to their education records and that incarcerated parents must be allowed access to their children's records except under certain circumstances. Attorneys who have been appointed to represent children during commitment hearings involving abuse, neglect or lack of care must also be provided with immediate access to a number of education records. Certain contact information has also been updated.

Policy 5325, Student Privacy: This Policy has been revised to mirror the definition of "personally identifiable information" included in federal law. Contact information for the Family Policy Compliance Office has also been updated. The Policy has also been revised to clarify when the administration must obtain prior written consent before administering a student survey related to certain topics and when the administration must provide notice and an opportunity to opt out of participation. Additional minor changes have been made to reflect statutory language.

Policy 5270, Pledge of Allegiance and Flag Displays: This Policy has been updated to more accurately reflect the language of the relevant Connecticut Statutes. The statutory references have also been updated.

Policy 5235, Conduct on School Buses: Repeal this Policy. Conduct on school buses is now explicitly covered by Policy 5220, Student Discipline.

Policy 5025, Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease: This Policy has been revised in accordance with feedback provided by the Office of Civil Rights. The revisions include adding students with diabetes to the protections provided to students with life-threatening food allergies and glycogen storage disease. The revisions also clarify that students with life-threatening food allergies and diabetes are virtually always students with disabilities under Section 504 of the Rehabilitation Act of 1973 and should be referred to a Section 504 team. Certain other minor technical revisions have been made based on guidance from the State Department of Education.

Policy 5340, Physical Examinations and Screenings: Repeal this Policy and replace it with Shipman's Model Policy. Alicia Casucci has reviewed the model policy and confirms that it represents current laws and regulations as well as District practice.

Policy 5320, Health Services and Requirements: Repeal this Policy. The district maintains a job description for school nurses that complies with the relevant State Statutes. Tests and screenings are covered in Policy 5340.

Policy 5330, Health Records: Repeal this Policy. Provisions regarding health records are covered in Policy 5265. Student emergency cards are developed and revised, as needed by the administration.

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5200
Rights and Responsibilities**

Policy 5225

DRUG AND ALCOHOL USE BY STUDENTS

The Darien Board of Education (the “Board”) is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Connecticut General Statutes Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
- (3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the

course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).

- (4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).
- (5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing ~~controlled drugs or any~~ controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, ~~crack~~ cocaine vials, ~~tobacco rolling papers~~, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled ~~drugs or controlled~~ substances. C.G.S. Section 21a-240(20)(A).

Procedures

(1) Emergencies

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

(2) Prescribed Medications.

~~The parent or guardian of any student who is required to take any prescribed medication during the school day shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student under the supervision of the school nurse or designee in accordance with C.G.S. Section 10-212a and the applicable regulations and in accordance with any Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school. Board policies and regulations concerning medication administration.~~

Students taking improper amounts of a prescribed medication, or otherwise taking ~~a prescribed medication without proper notification and supervision of the school nurse or designee medication contrary to the provisions of the Board's policy on the administration of medication~~ will be subject to the procedures for improper drug or alcohol use outlined in this policy.

(3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

- (a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).
- (b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student must be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).
- (c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.
- (d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student from a source other than the student's confidential disclosure, that the student, on or off school grounds or at a school sponsored activity, is under the influence of or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or

alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

- (a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.
- (b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.
- (c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report ~~his/her~~ such suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if ~~he/she~~ the administrator or designee has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

- (5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.
 - (a) Any student in the Darien Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes Sec. 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student

discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

- (b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.
- (c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stats. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with Conn. Gen. Stat. § 10-233d(a)(2) and the Board's student discipline policy.
- (d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
- (e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- (f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References:

Connecticut General Statutes:

June Special Session Public Act No 21-1 An Act Concerning the Responsible and Equitable Regulation of Adult Use of Cannabis

Sections 10-233a through 10-233f

Section 10-212a

Section 21 a-240

Section 10-221

Section 21 a-243

Section 21 a-408a through 408q

APPROVED: June 9, 2009

REVISED:

DRAFT

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5200
Rights and Responsibilities**

Policy 5230

**ILLEGAL SUBSTANCES AND TOBACCO POLICY FOR STUDENT ATHLETES AND
STUDENTS PARTICIPATING IN EXTRACURRICULAR ACTIVITIES**

Policy Statement

The Board participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school sponsored activity, whether occurring on or off school property, including but not limited to athletic activities. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by Darien High School student athletes and Darien High School students participating in extracurricular activities involving the possession, distribution, sale or use of substances that affect behavior, including performance enhancing substances. The Board further prohibits Darien High School student athletes and Darien High School students participating in extracurricular activities from using any form of tobacco including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor products. This policy applies to all Darien High School student athletes participating in school sponsored athletics, whether or not such athletes are participating in CIAC controlled activities, and to all Darien High School students participating in extracurricular activities.

Definitions

- (1) **Controlled Drugs**: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to Connecticut General Statutes Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. ~~Connecticut General Statutes Section 21a-240(8).~~
- (2) **Controlled Substances**: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted

pursuant to Connecticut General Statutes Sections 21a-243 and 21a-240(9).

- (3) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in Connecticut General Statutes Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. ~~Connecticut General Statutes Section 21a-240(20)(A).~~
- (4) 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.
- (5) Performance Enhancing Substances: means any anabolic steroid, hormone or analogue, diuretic or other substance designed to enhance a student's performance in athletic competition, including creatine, androstenedione, ephedrine or other performance enhancing nutritional supplements as defined by the World Anti-Doping Agency (WADA www.wada-ama.org), except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.
- (6) Professional Communication: means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. Connecticut General Statutes Section 10-154a(a)(4).
- (7) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." Connecticut General Statutes Section 10-154a(a)(2).
- (8) Student Athlete: means any student participating in an extracurricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student athletes who are participating in CIAC controlled activities.
- (9) Extracurricular Activity: means any activity that occurs outside the regular school day at Darien High School that cannot be used to attain credit toward graduation.
- (10) 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.

Procedures

(1) Discretionary Nature of Student Athletics and Extracurricular Activities

The Board sponsors athletic programs and other activities as part of its extracurricular program. The opportunity to participate in extracurricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities and any other extracurricular activity in its discretion.

All student athletes, students participating in athletics and extracurricular activities and their parent(s)/guardian(s) must acknowledge electronically that they have read the Darien High School handbook, which contains this Policy and rules and regulations concerning participation in athletic and other extracurricular activities.

(2) Emergencies-

If an emergency situation results from the use of drugs, performance enhancing substances or alcohol, the student athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

(3) Prescribed Medications-

The parent or guardian of any student athlete or student participating in extracurricular activities who is required to take any prescribed medication during student athletic or extracurricular activities shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student under the supervision of the school nurse or designee in accordance with Connecticut General Statute Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes or students participating in extracurricular activities taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student athletes or students participating in extracurricular activities with a documented medical history demonstrating the need for regular use of ~~using~~ performance enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student athlete in accordance Connecticut General Statute Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes §Sections 21a-408a through 408q. Under no circumstances shall the school nurse or designee administer to the student, or permit the palliative use of marijuana by the student, on a school bus, school grounds or property,

in public places or in the presence of persons under the age of eighteen.

(4) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral)-

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

- (a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. Connecticut General Statutes Section 10-154a(b).
- (b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student athlete from whom the evidence was obtained. Connecticut General Statutes Section 10-154a(b).
- (c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.
- (d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(5) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs or extracurricular activities, obtains information related to a student athlete or student participating in extracurricular activities from a source other than the student's confidential disclosure, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply:

- (a) The staff member, coach or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention

and counseling.

- (b) Any physical evidence (for example, alcohol, drugs, drug paraphernalia or performance enhancing substances) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(b). The name of the student must be disclosed to the building administrator or designee.
- (c) Search and Seizure of Students and/or Possessions: A staff member, coach or volunteer who reasonably suspects that a student athlete or student participating in extracurricular activities is violating a state/federal law, school substance abuse policy or this chemical health policy must **immediately** report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations, if he/she has reasonable suspicion from the inception of the search that the student has violated or is violating either the law, a school substance abuse policy, or this chemical health policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

- (6) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia, Performance Enhancing Substances, Alcohol or Tobacco (including smoking using an electronic nicotine delivery system or vapor products)
 - (a) Any Darien High School student athlete or Darien High School student participating in extracurricular activities using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, tobacco, including electronic nicotine delivery systems or vapor products, performance enhancing substances or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes Sections 21a – 408a, is subject to discipline up to and including expulsion pursuant to the Board's Student Discipline Policy.
 - (b) In addition to discipline in accordance with the Student Discipline Policy, the administration may restrict participation in athletics and/or extracurricular activities of a Darien High School student if a student is found in violation of this Policy. Restriction from athletics and/or extracurricular activities will be issued only for violations of this Policy that occur on school grounds or at a

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school-sponsored activity, except as related to use of performance enhancing substances in accordance with Subsection 8(d) below. Restrictions shall be determined by consideration of all the relevant facts and circumstances of the particular situation and are at the discretion of school administrators, but shall include as a minimum the following penalties:

- (1) First offense in a school year for any extracurricular activity or athletic season: The student will be suspended from membership and participation in all activities related to that extracurricular or athletic team (including team practice) for fourteen (14) calendar days. The student will also be required to meet with a drug and alcohol counselor prior to re-entry into the activity or team from which he/she was suspended.
 - (2) Second offense in a school year for any extracurricular activity or athletic season:
 - (i) For athletics, if the second offense occurs within the same season as the first offense, the student will be suspended for the remainder of that season and is required to meet with a drug and alcohol counselor weekly for the rest of the season.
 - (ii) For athletics, if the second offense occurs in a different season than the first offense, the student will be suspended from participation in any athletics or extracurricular activities (including practice) for twenty-eight (28) calendar days and will be required to meet with a drug and alcohol counselor weekly during the twenty-eight (28) day suspension.
 - (iii) For extracurricular activities, no matter when the second offense occurs, the student will be suspended from all extracurricular activities for twenty-eight (28) calendar days and will be required to meet with a drug and alcohol counselor weekly during the twenty-eight (28) day suspension.
 - (3) Third offense during a school year for any extracurricular activity or athletic season: The student will be suspended from all extracurricular and athletic participation for the remainder of the school year.
- (c) If a student violates this Policy during a time period when the student is not actively participating in athletics or an extracurricular activity, such Policy violation will be considered an "offense" for purposes of Paragraph (b) above.
 - (d) A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) days. The Board shall report the violation to the CIAC.
 - (e) The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

(7) Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches or Volunteers-

- (a) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student athlete except under the supervision of the school nurse or designee in accordance with Connecticut General Statute- Sections 10-212a and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.
- (b) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.
- (c) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.

A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student athletes and/or state and local authorities.

- (d) The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student athletes and/or state and local authorities.

(8) Publication of Illegal Substance and Tobacco Policy for Athletics and Extracurricular Activities to School Staff Members, Coaches, Volunteers and Student Athletes

- (a) The Board shall publish this Policy to all school staff members, coaches and volunteers responsible for or involved in student athletic programs.
- (b) The Board shall publish this Policy to all Darien High School students and their parents/guardians.

Legal References:

Connecticut General Statutes:

Section 10-154a

Section 10-212a

Section 10-221

Section 21a-240

Section 21a-243

Sections 21a-408a
through 408q

ADOPTED: June 9, 2009

REVISED: August 22, 2017

REVISED:

DRAFT

Darien Public Schools
Darien, Connecticut

POLICY

Series 5200
Rights and Responsibilities

Policy 5255

SEARCH AND SEIZURE

1. Search of a Student and ~~His/Her~~the Student's Effects
 - A. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."
2. Search of a Locker, Desk and Other Storage Area
 - A. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education (the "Board") authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
 - B. If the school administration reasonably suspects that a ~~pupil-student~~ is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

- C. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.
3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

4. Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only on the express authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.

Legal References:

Connecticut General Statutes:

Section 10-221, Boards of Education to prescribe rules

Conn. Gen. Stat section 10-221 Board of Education to prescribe rules, policies and procedures

Conn. Gen. Stat Section 54-33n, Searches Search of school locker and property

New Jersey v. T.L.O.; 469 U.S. 325 (1985)

ADOPTED: June 9, 2009

REVISED:

ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE

1. Search of a Student and His/Her Effects
 - A. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or vice principal, in the presence of a witness.
 - B. A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.
 - C. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Both metal detectors and breathalyzers may be used to conduct searches to the extent authorized by Board policy.
 - D. Strip searches are prohibited except when there are reasonable grounds for suspecting that such a search will produce evidence of conduct that places students, staff or school property in immediate danger. Such searches may be conducted at the request of the school principal, generally by a member of the police department. During such searches, a member of the school staff shall be present at all times as a witness, and both the police officer conducting the search and the witness shall be of the same sex as the student searched.
 - E. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police

department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.

2. Search of a Locker, Desk and Other Storage Area

- A. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.
- B. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.
- C. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.
- D. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).
- E. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy 5145, Section 2(A).
- F. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

Legal References:

Connecticut General Statutes:

Section 10-221, Boards of education to prescribe rules

Section 54-33n, Searches

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New Jersey v. T.L.O., 469 U.S. 325 (1985)

ADOPTED: June 9, 2009

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DRAFT

DARIEN PUBLIC SCHOOLS
Darien, CT

Series 5000
Students

Policy 5265

CONFIDENTIALITY AND ACCESS TO EDUCATION RECORDS

I. POLICY

The Board of Education (“Board”) complies with the state and federal laws and regulations regarding confidentiality, access to and amendment of education records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

II. DEFINITIONS

- A. Access is defined as the right to inspect or review a student’s education records or any part thereof. Access may include the right to receive copies of records under limited circumstances.
- B. Authorized representative means any entity or individual designated by the Board, a State educational authority, or an agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), to conduct -- with respect to Federal- or State-supported education programs -- any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
- C. Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence; facial characteristics and handwriting.
- D. De-identified education records means education records or information from education records from which all personally identifiable information has been removed, and for which the district has made a reasonable determination that a student’s identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.
- E. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the parent’s name, address and/or e-mail address; the student’s name, address, telephone number, e-mail address, photographic, computer

and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended, and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

- F. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.
- G. Disclosure means to permit access to or to release, transfer, or other communication of personally identifiable information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.
- H. Education Records
 - 1. Education records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche) and that is maintained by the school system or persons acting for the school system.
 - 2. Education records do not include:
 - a) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";
 - b) records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement;
 - c) employment records used only in relation to the student's employment by the school district that are 1) made and

maintained in the normal course of business, 2) relate exclusively to the student's capacity as an employee, and 3) are not made available for any other purpose;

- d) records on an eligible student (i.e. over 18 or attending a postsecondary educational institution) that are considered "treatment records" as they meet the following criteria: 1) the records are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, 2) the records are made in connection with the treatment of the student and 3) the records are disclosed only to individuals providing such treatment (treatment does not include remedial educational activities or activities that are part of the program or instruction of the school district); however, the school district must, upon request, permit an eligible student to have a physician or other appropriate professional of the student's choice review his/her treatment records;
- e) records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and
- f) grades on peer-graded papers before they are collected and recorded by a teacher.

I. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

[J. *If the district maintains a law enforcement unit, the district should include this definition within the policy.*

Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.]

K. Legitimate Educational Interest means the need for a school official to review an education record in order to fulfill his or her professional responsibilities.

- L. Parent is defined as a parent or parents of a student, including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer to an eligible student; however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1986 is entitled to access to the student's education records without the eligible student's consent.
- M. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or his/her family; a personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.
- N. 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 Board of Education; a volunteer, contractor or consultant or other party who performs an institutional service or function for the District (such as an attorney, auditor, medical consultant, therapist, or school resource officer); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.
- O. Signed and Dated Written Consent to disclose personally identifiable student information from a student's education records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. ANNUAL NOTIFICATION OF RIGHTS / RELEASE OF DIRECTORY INFORMATION

- A. On an annual basis, the school district will notify parents and/or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the school district and will also be published in the school district's guide to Pupil Personnel **[or Special Education]** Services and will be

published in any other manner “reasonably likely” to inform such parents and eligible students of their rights. The school district will take steps to ensure that parents or eligible students whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student’s education records.

- B. On an annual basis, the school district will also notify parents and/or eligible students currently in attendance of any categories of information designated as **directory information**. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.
- C. In the annual notification, the school district will also provide notice to parents and/or eligible students that the district is legally obligated to provide military recruiters, institutions of higher education, or school choice programs, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

IV. CONFIDENTIALITY OF EDUCATION RECORDS

- A. All school officials are directed to maintain the confidentiality of personally identifiable information contained in a student’s education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and administrative regulations and in a manner consistent with state and federal law.
- B. Education records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.
- C. The school district shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.
- D. The district shall use reasonable methods to identify and authenticate the identity of parents, students, school officials and other parties to whom the

district discloses personally identifiable information from education records.

- E. The district shall require contractors and other outside agencies with access to education records to certify their compliance with the confidentiality requirements of this policy, as well as applicable state and federal law.

V. ACCESS TO EDUCATION RECORDS

- A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Article XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to education records must be in writing.
- B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The school district will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.
- C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent or eligible student.
- D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.
- E. For the records of regular education students, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
- F. For students requiring special education, the Board will comply with a request to review and inspect the child's education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing or resolution session held in accordance with the IDEA; otherwise, the Board will comply with such request not later than ten (10) school days of such request.
- G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive one free copy of

their child's (his/her) education records. The request for the free copy must be in writing and the Board will comply with the written request within ten (10) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information and the Board shall respond to reasonable requests from the parent or eligible student for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.

- H. Aside from a parent or eligible student, staff members, school employees and other school officials may access a student's education records **only if** they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Article VII, below.
- I. Pursuant to the procedures set forth in Article VI, below, the district maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.

J. Non-custodial Parents:

1. Divorced Parents

A parent does not lose his or her right to access to education records upon divorce. Non-custodial parents retain their rights to review their child's education records unless the school district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

2. Incarcerated Parents

Nothing in this policy shall be construed to limit a parent who is incarcerated from being entitled to knowledge of and access to all educational, medical, or similar records maintained in the cumulative record of any minor student of such incarcerated parent, except that such incarcerated parent shall not be entitled to such records if:

- (a) such information is considered privileged under Conn. Gen. Stat. § 10-154a, regarding a communication made privately and in confidence by a student to a professional employee in the course of the professional employee's employment concerning alcohol or drug abuse or any alcoholic or drug problem of such student;
- (b) such incarcerated parent has been convicted in Connecticut or any other state of sexual assault in violation of Conn. Gen. Stat. §§ 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b, or 53a-73a; or
- (c) such incarcerated parent is prohibited from knowledge of or access to such student's cumulative record pursuant to a court order.

K. Unaccompanied Youth:

Notwithstanding anything in this policy to the contrary, an unaccompanied youth shall be entitled to knowledge of and have access to all educational, medical or similar records in the cumulative record of such unaccompanied youth maintained by the school district. For the purposes of this provision, the term "unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

L. Copies of Education Records/Fees:

1. The school district cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' (or eligible student's) right to inspect and review the child's records shall include the right to receive **one free copy** of those records. The request for the free copy shall be made in writing. The Board shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed **[50¢]** per page. ***[Please note that the district may or may not charge for copies, provided such fee is consistent with its policy for charging for copies of records for regular education]***

students and provided that such fee does not effectively prohibit the parent/student from exercising their rights to access records].

2. In addition to the provision above regarding special education students, if circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall:
 - a. provide the parent or eligible student with a copy of the records requested, or
 - b. make other arrangements for the parent or eligible student to inspect and review the requested records.

[As noted above, a school district may charge a fee for all other copies of education records, provided that the imposition of a fee does not effectively prevent a parent and/or eligible student from exercising their rights to access records. If the district elects to charge a fee for copies beyond the one free copy of special education records, we suggest the following provision:

3. *The Board reserves the right to charge for copies of a student's education records. Such charge will not exceed 50¢ per page.]*

VI. RECORD KEEPING REQUIREMENTS/DOCUMENTATION OF ACCESS TO EDUCATION RECORDS

- A. The school district will appoint an individual to be responsible for the care and upkeep of all education records. Education records are kept by categories, each of which encompasses a specific type of data collected during a student's educational career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.
- B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks. The record log shall contain:
 1. the name of any individual, agency, or organization that requested or obtained access to the student's records;
 2. the date of the request for access;
 3. whether access was given;

4. the purpose for which the party was granted access to the records;
 5. the names of additional parties to whom the receiving party may disclose the information on behalf of the school district; and
 6. the legitimate educational interest in obtaining the information.
- C. The record (log) requirement does not apply to requests from, or disclosure to:
1. a parent or eligible student;
 2. a party seeking directory information;
 3. a party who has a signed and dated written consent from the parent and/or eligible student;
 4. school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the student's record; or
 5. persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be redisclosed).
- D. The record (log) is a permanent part of the student's education records and must be available to the parent or eligible student upon request.
- E. If the district makes a release of education records without consent in **a health and safety emergency**, the district must record:
1. the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
 2. the parties to whom the district disclosed the information.

VII. THE RELEASE OF RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

- A. The school system or its designated agent(s) may not permit release of education records or any information from such records that contain personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents or

eligible student, except as indicated in Article VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, video or audio recorded, person-to-person, statement over the telephone, on computer disk, e-mailed or electronic message, etc.) to any person other than those listed below, unless prior written consent has been obtained.

- B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- C. Personally identifiable information may be released **without consent** of the parents, or the eligible student, only if the disclosure meets one of the criteria set forth below:

1. School Officials:

- a) The disclosure is to other school officials within the district, including teachers, who have been determined by the school district to have legitimate educational interests in the education records.
- b) A contractor, consultant, volunteer, or other party to whom the district has outsourced institutional services or functions, provided that the party:
 - 1) performs an institutional service or function for which the district would otherwise use employees;
 - 2) is under the direct control of the district with respect to the use and maintenance of education records; and
 - 3) is subject to the requirements of FERPA with respect to the use and redisclosure of personally identifiable information from education records.
- c) The Board shall comply with the below Section I of this Article VII prior to the provision of student records, student information or student-generated content to any school official who is a consultant or operator, as those terms are defined in Section I.

3. Transfer Students:

- a) The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Article X.
 - b) When a student enrolls in a new public school district (including a public charter school), the receiving school district must send written notice of such enrollment to the school the student previously attended not later than two (2) business days after the student enrolls. Not later than ten (10) days after receipt of such notice, the sending school shall transfer the student's records to the new school district.
 - c) Upon notification by the Department of Children and Families ("DCF") of a decision to change the school placement for a student attending district schools who is placed in out-of-home care by DCF pursuant to an order of temporary custody or an order of commitment, in accordance with Section 46b-129 of the Connecticut General Statutes, the Board shall transmit to the receiving school, not later than one (1) business day after receipt of such notification from DCF, all essential education records for the student, including, but not limited to, the student's individualized education program ("IEP") and behavioral intervention plan, if any, and all documents necessary for the receiving school to determine appropriate class placement and to provide educational services. The Board shall transfer nonessential records to the receiving school in accordance with subsection b above.
4. The disclosure is to authorized representatives of the U.S. Comptroller, the U.S. Attorney General, the U.S. Secretary of Education, or State or local educational authorities. Disclosures of this nature may be made only in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with the Federal legal requirements that related to these programs. These entities may make further disclosures of personally identifiable information that

are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.

5. The disclosure is made in connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.
6. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the school district that (a) the information is required by the court, and (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under state law. Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's IEP and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own recommendation concerning the conditions of the student's probation.
7. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as:
 - a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization,
 - b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and
 - c) the Board enters into a written agreement with the organization conducting the study that satisfies the requirements of 34 C.F.R. § 99.31(a)(6).
8. The disclosure is to accrediting organizations in order to carry out their accrediting functions.

9. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
10. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such disclosure is in compliance with
 - a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
 - b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or
 - c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in 18 U.S.C. §§ 2331 and 2332b(g)(5)(B).
11. If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.
12. If a parent or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.
13. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, the district may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the district reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it

may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the district record such disclosure in accordance with Article VI.D, above.

14. The disclosure is to the parent of a student who is under 18 years of age or to the student.
15. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the district under 42 U.S.C. § 14071 and applicable federal guidelines.
16. The disclosure is to the Secretary of Agriculture or an authorized representative from the Food and Nutrition Service, or contractors acting on its behalf, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more federal meal or nutrition programs in order to report aggregate results that do not identify any individual. Such disclosures may only be made if:
 - a) the data collected will be protected to prevent the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture, and
 - b) any personally identifiable data will be destroyed when they are no longer needed for program monitoring, evaluations, and performance measurements.
17. The disclosure is to an agency caseworker or other representative of the DCF or other child welfare agency or tribal organization who has the right to access a student's case plan when the agency or organization is legally responsible for the care and protection of the student. The agency or organization may not disclose the education records or personally identifiable information contained in such records, except to an individual or entity engaged in addressing the student's educational needs and authorized by the agency or organization to receive such disclosure. Any disclosures made by the agency or organization must comply with applicable confidentiality laws for student education records.

D. Directory Information

The school district will notify parents (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

1. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.
2. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.
3. The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.
4. An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.
5. The school district will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. De-identified Records and Information

1. The school district may release education records or information from education records without the consent of a parent or eligible

student after the removal of all personally identifiable information, provided that the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

2. The school district may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:
 - a) the district does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;
 - b) the record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
 - c) the record code is not based on a student's social security number or other personal information.

F. Disciplinary Records:

Nothing in this policy shall prevent the school district from:

1. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

- G. In accordance with state and federal law, the district will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends or is instructed to enroll.

H. Records of the Department of Children and Families (“DCF”)

1. Documents related to any DCF child abuse and/or neglect investigations that are maintained by the Board are considered education records under the FERPA. As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records, including records of allegations, investigations and reports made to DCF, should be kept in a confidential and central location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.
 2. In addition, the district shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.
- I. Except as set forth in Subsection I.5, below, the Board shall enter into a written contract with a consultant or operator any time the Board shares or provides access to student information, student records, or student-generated content with such consultant or operator.
1. The provisions of said contract shall comply with the requirements of Conn. Gen. Stat. §§ 10-234aa to 10-234dd.
 2. The district shall maintain and update an Internet web site with information relating to all contracts entered into pursuant to Subsection I, above. On or before September 1st of each school year, the Board shall electronically notify students and the parents or legal guardians of students of the address of such Internet website. Not later than five (5) business days after executing a contract pursuant to this subsection, the Board shall post notice of such contract on the Board’s website. The notice shall:
 - a. State that the contract has been executed and the date that such contract was executed;

- b. Provide a brief description of the contract and the purpose of the contract; and
 - c. State what student information, student records or student-generated content may be collected as a result of the contract.
- 3. For purposes of this subsection, upon receipt of notice of a breach of security that results in the unauthorized release, disclosure or acquisition of directory information, student information, student records or student-generated content, the Board shall electronically notify, not later than two business days after receipt of such notice, the student and the parents or guardians of the student whose information is involved in such breach. The Board shall thereafter post notice of such breach on the Board's Internet web site. The Internet posting shall comply with the requirements of FERPA. All questions and concerns relative to breach of security shall be referred to ***[Insert Name and Contact Information]***.
- 4. For purposes of this subsection, the following definitions are applicable:
 - a. Consultant means a professional who provides noninstructional services, including but not limited to, administrative, planning, analysis, statistical or research services, to the Board pursuant to a contract with the Board.
 - b. Operator means any person who (a) operates an Internet web site, online service or mobile application with actual knowledge that such Internet web site, online service or mobile application is used for school purposes and was designed and marketed for school purposes, to the extent it is engaged in the operation of such Internet web site, online service or mobile application, and (b) collects, maintains or uses student information.
 - c. School Purposes means purposes that customarily take place at the direction of a teacher or the Board, or aid in the administration of school activities, including but not limited to instruction in the classroom, administrative activities and collaboration among students, school personnel or parents or legal guardians of students.
 - d. Student means a person who is a resident of the state and (a) enrolled in a preschool program participating in the state-wide public school information system, pursuant to Conn. Gen. Stat. § 10-10a; (b) enrolled in grades kindergarten to twelve, inclusive, in a school under the jurisdiction of the Board; (c)

receiving special education and related services under an individualized education program; or (d) otherwise the responsibility of the Board.

e. Student Information means personally identifiable information or material of a student in any media or format that is not publicly available and is any of the following:

- 1) Created or provided by a student or the parent or legal guardian of a student, to the operator in the course of the student, parent or legal guardian using the operator's Internet web site, online service or mobile application for school purposes;
- 2) Created or provided by an employee or agent of the Board to an operator for school purposes;
- 3) Gathered by an operator through the operation of the operator's Internet web site, online service or mobile application and identifies a student, including but not limited to, information in the student's records or electronic mail account, first or last name, home address, telephone number, date of birth, electronic mail address, discipline records, test results, grades, evaluations, criminal records, medical records, health records, Social Security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious affiliations, text messages, documents, student identifiers, search activity, photographs, voice recordings, survey responses or behavioral assessments.

f. Student Record means any information directly related to a student that is maintained by the Board or any information acquired from a student through the use of educational software assigned to the student by a teacher or employee of the Board, except student record does not include de-identified student information allowed under the contract to be used by the consultant or operator to:

- 1) Improve educational products for adaptive learning purposes and customize student learning;
- 2) Demonstrate the effectiveness of the contractor's products in the marketing of such products; and

- 3) Develop and improve the consultant's or operator's products and services.
5. Notwithstanding anything in this Subsection to the contrary, the Board may use an operator's or consultant's services without entering into a contract as described above, if the use of an Internet web site, online service or mobile application operated by a consultant or an operator is unique and necessary to implement a child's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 and such Internet website, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb, provided:
 - a. Such Internet web site, online service or mobile application complies with FERPA and the Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, as amended from time to time;
 - b. The Board can provide evidence that it has made a reasonable effort to:
 - 1) enter into a contract with such consultant or operator to use such Internet web site, online service or mobile application, in accordance with the provisions of Conn. Gen. Stat. § 10-234bb; and
 - 2) find an equivalent Internet web site, online service or mobile application operated by a consultant or an operator that complies with the provisions of Conn. Gen. Stat. § 10-234bb;
 - c. The consultant or operator complies with the provisions of Conn. Gen. Stat. § 10-234cc for such use; and
 - d. The parent or legal guardian of such child, and, in the case of a child with an individualized education program, a member of the planning and placement team, signs an agreement that:
 - 1) acknowledges such parent or legal guardian is aware that such Internet web site, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb; and
 - 2) authorizes the use of such Internet web site, online service or mobile application.

- e. The Board shall, upon the request of a parent or legal guardian of a child, provide the evidence described in Subsection 5.b, above.

VIII. REDISCLOSURE OF EDUCATION RECORDS

- A. The school district may disclose personally identifiable information from an education record only on the conditions that:
 - 1. the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent or eligible student, and
 - 2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made.
- B. Notwithstanding the provisions of Section A above, the school district may disclose personally identifiable information from an education record with the understanding that the information may be redisclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C above, and at least one of the following conditions is met.
 - 1. The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.
 - 2. The original disclosure was to a state or local educational authority or federal official or agency as set forth in Article VII, Section C, and such state or local educational authority or federal official or agency has complied with the requirements of 34 C.F.R. § 99.32(b)(2).
 - 3. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the district has made a reasonable effort to notify the parent or eligible student in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C (10)).
 - 4. Disclosure is made to a parent, an eligible student, or the parent of an eligible student.
 - 5. The information is considered directory information.
- C. In the event that the Student Privacy Policy Office determines that a third party outside of the school district has improperly redisclosed personally identifiable

information from education records in violation of FERPA, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

IX. AMENDMENT OF EDUCATION RECORDS

- A. If a parent or an eligible student believes that information in the student's education records is inaccurate, misleading or in violation of the student's right to privacy, he/she is entitled to:
 - 1. Request in writing that the school district amend the records;
 - 2. Receive within a reasonable period of time a decision from the school district with respect to its decision on the amendment(s) requested by the parent or eligible student.
- B. If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent or eligible student of the amendment.
- C. If the school district decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent or eligible student and advise him/her of the right to a hearing pursuant to this policy.

X. HEARING RIGHTS AND PROCEDURES

- A. Rights
 - 1. Upon written request of a parent or eligible student to the Superintendent of Schools, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
 - 2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent or eligible student shall be informed in writing.
 - 3. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to

place in the student's education records a statement commenting on the contested information or stating why he or she disagrees with the district's decision, or both.

- a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
- b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents and/or eligible student shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent or eligible student requests a delay.
2. The parent or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.
3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.
4. The parent or eligible student and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.
5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. WAIVER OF RIGHTS

- A. A student who is an applicant for admission to an institution of post-secondary education, or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:

1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
 2. The letters or statements are used only for the purpose for which they were originally intended.
 3. The waiver is not required by the district as a condition of admission to or receipt of any other service or benefit from the district.
 4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.
- B. A waiver may be revoked with respect to any actions occurring after the revocation.
- C. Revocation of a waiver must be in writing.

XII. SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

- A. The following definitions shall apply to Article XII of this policy:
1. Confidential HIV-Related Information

“Confidential HIV-related information” means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual’s partners.
 2. Health Care Provider

“Health Care Provider” means any physician, dentist, nurse, provider of services for the mentally ill or persons with intellectual disabilities, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.
 3. Protected Individual

“Protected individual” means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

“Release of confidential HIV-related information” means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual, if an eligible student, or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

5. School Medical Personnel

“School medical personnel” means an employee of the Board who is a school nurse or the school district medical adviser.

B. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.
2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:

- a) the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;
- b) any person who secures a release of confidential HIV-related information;
- c) a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
- d) a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;
- e) a medical examiner to assist in determining cause of death; or
- f) any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual, who is also a student, from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.
2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.

3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian, shall keep such information confidential and shall not disclose such information.
4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.
6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."
2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.
3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. CHILD ABUSE REPORTING

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy [reference policy number]

XIV. RIGHT TO FILE A COMPLAINT

FERPA affords parents and eligible students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 *et seq.*
Conn. Gen. Stat. § 10-220h
Conn. Gen. Stat. § 10-15b
Conn. Gen. Stat. § 10-233d
Conn. Gen. Stat. § 10-234aa
Conn. Gen. Stat. § 10-234bb
Conn. Gen. Stat. § 10-234cc
Conn. Gen. Stat. § 10-234dd
Conn. Gen. Stat. § 10-234ff
Conn. Gen. Stat. § 10-234gg
Conn. Gen. Stat. § 10-220d
Conn. Gen. Stat. § 10-253
Conn. Gen. Stat. § 17-16a
Conn. Gen. Stat. § 17a-28
Conn. Gen. Stat. § 17a-101k
Conn. Gen. Stat. § 19a-581 *et seq.*
Conn. Gen. Stat. § 46b-134

Regs. Conn. State Agencies § 10-76d-18

State Department of Education, Guidance on Civil Rights Protections and Supports for Transgender Students, June 2017

State Department of Education, Guidance on Civil Rights Protections and Supports for Transgender Students: Frequently Asked Questions, June 2017

State Department of Education memorandum dated December 21, 2010,
on school choice recruitment

Office of the Public Records Administrator, Retention Schedule M8-
Education Records, Revised 2/2005, available at
<http://ctstatelibrary.org/wp-content/uploads/2015/07/M8.pdf>

Federal Law:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g

USA Patriot Act of 2001, Pub. L. No. 107-56

Every Student Succeeds Act, Pub. L. No. 114-95

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§
11431 *et seq.*, as amended by Every Student Succeeds Act, Pub. L. No.
114-95.

34 C.F.R. §§ 99.1 - 99.67

34 C.F.R. § 106.45

34 C.F.R. §§ 300.560 - 300.576

Balancing Student Privacy and School Safety: A Guide to the Family
Educational Rights and Privacy Act for Elementary and Secondary
Schools, U.S. Department of Education (October 2007), available at
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/>.

ADOPTED: _____

DARIEN PUBLIC SCHOOLS
Darien, CT

***Optional Addition to Confidentiality Policy:** The School District may opt for dividing Student Records into the following categories and including these classifications in the Confidentiality Policy. **Note:** The following section is not required by statute, but may be included if desired by the School District.*

**ADMINISTRATIVE REGULATIONS REGARDING
CLASSIFICATION OF EDUCATION RECORDS**

The _____ Public Schools (the “District”) will appoint a Custodian of Records who will ensure that student education records are kept as follows:

A. CATEGORY “A” RECORDS:

1. Category A includes official administrative records that constitute the minimum personal data necessary for the operation of the educational system.
2. Category A records shall be maintained for at least fifty (50) years after the student leaves the school district or graduates.
3. All Category A records created by the district shall include the student’s state-assigned student identifier (SASID).
4. Notice of a student’s suspension or expulsion shall be expunged from the student’s cumulative education record if the student graduates from high school, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon.
5. *In cases where a student is suspended or expelled for the first time, and the Administration or the Board, respectively, has shortened or waived the period of suspension or expulsion in accordance with the Board’s disciplinary policy relating to first time offenses, the Administration or the Board, respectively, may choose to expunge such notice of suspension or expulsion from the student’s cumulative record at the time the student completes the specified program and any other conditions imposed by the Administration/Board, rather than upon graduation. The Board may choose to expunge an expulsion notice from a student’s cumulative record prior to graduation if such student has demonstrated to the Board that the student’s conduct and behavior in the years following such expulsion warrants an expungement. Should the notice be expunged in accordance with one of these provisions, a record of the fact that the student had been suspended or expelled shall be maintained apart from the student’s cumulative record, for the limited purpose of determining whether any subsequent offenses by the student would constitute the student’s first suspension or expulsion.

6. Category A records shall include, at a minimum, the following:

<u>RECORD</u>	<u>LOCATION</u>
a. Basic biographical information	Cumulative/Health File
b. Academic achievement (grades/transcripts)	Cumulative File
c. Date of high school graduation or equivalent	Cumulative File
d. Records of immunizations	Cumulative/Health/Pupil Personnel File
e. Attendance records (days absent/present/tardy)	Cumulative File
f. *Notice of Expulsion for Firearm or Deadly Weapon (C.G.S. §§ 10-233c(e), 10-233d(f))	Cumulative File

B. CATEGORY “B” RECORDS

1. This includes verified information for the formulation of education programs for all students, but not absolutely necessary over an indefinite period of time.
2. Data in Category B must be accurate, clearly understood, and verified before becoming part of any continuing record. There should be no anonymous entries in a student’s education record.
3. Category B records must be maintained for at least six (6) years after the student leaves the school district or graduates from high school.
4. Notice of a student’s suspension or expulsion shall be expunged from the student’s cumulative education record if the student graduates from high school, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon.
5. *In cases where a student is suspended or expelled for the first time, and the Administration or the Board, respectively, has shortened or waived the period of suspension or expulsion in accordance with the Board’s disciplinary policy relating to first time offenses, the Administration or the Board, respectively, may choose to expunge such notice of suspension or expulsion from the student’s cumulative record at the time the student completes the specified program and any other conditions imposed by the Administration/Board, rather than upon graduation. The Board may choose to expunge an expulsion notice from a student’s cumulative record prior to graduation if such student

has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. Should the notice be expunged in accordance with one of these provisions, a record of the fact that the student had been suspended or expelled shall be maintained apart from the student's cumulative record, for the limited purpose of determining whether any subsequent offenses by the student would constitute the student's first suspension or expulsion.

6. Records containing information pertaining to child abuse/neglect referrals or reports, or containing confidential HIV-related information, should be kept separate from the student's cumulative folder, in confidential files.
7. Confidential HIV-related information contained in the confidential file should only be disclosed pursuant to district policy.
8. Information contained in documents related to any Department of Children and Families ("DCF") child abuse and/or neglect investigation, or any such investigation conducted by local law enforcement officials, shall be kept confidential in a central location. Such records shall only be disclosed in accordance with the Board's policy regarding Confidentiality and Access to Education Records.
9. Category B records shall include the following (if applicable):

<u>RECORD</u>	<u>LOCATION</u>
a. Child-Study Team Records / Student Assistance Team Records	Cumulative/Pupil Personnel File
b. Standardized group test scores (CAPT, CMT etc.)	Cumulative/Pupil Personnel File
c. Diagnostic reading/math test results (not special education)	Cumulative File
d. Educational and/or vocational interest	Cumulative File
e. Speech/language and hearing evaluations (not special education)	Cumulative/Health File
f. Comprehensive health records	Cumulative/Health/Pupil Personnel File
g. Correspondence relating to the student	Cumulative/Health/Pupil Personnel File

<u>RECORD</u>	<u>LOCATION</u>
h. Suspensions/expulsions, and the Individualized Learning Plan implemented for an expelled student, which shall include the student's state-assigned student identifier (SASID)	Cumulative File*
i. Parent/eligible student's signed release forms	Cumulative/Health/Pupil Personnel File
j. Truancy Records (including record of parent conferences and referrals)	Cumulative File
k. Child Abuse/Neglect Forms	CONFIDENTIAL FILE IN CENTRAL LOCATION
l. Reports Containing Confidential HIV-Related Information	CONFIDENTIAL FILE
m. Awards	Cumulative File
n. Diagnostic test results (non special education)	Cumulative File/Pupil Personnel File
o. Extracurricular Activities	Cumulative File
p. Letters of Recommendation	Cumulative File
q. Parent's/Eligible Student's signed release forms (permitting disclosure of records)	Cumulative File/Health/Pupil Personnel File
r. Diploma (if not picked up by student)	Cumulative File
s. Accident Reports	Cumulative File
t. Basic school entrance health histories	Cumulative/Health File
u. Cumulative Health Record (CHR-1, original or copy)	Health File (*copy remains with district/original follows student)
v. Individualized Health Care Plans / Emergency Care Plans	Cumulative/Health/Pupil Personnel File
w. Health Assessment Records (HAR-3)	Health File

<u>RECORD</u>	<u>LOCATION</u>
x. Incident Reports	Cumulative File
y. Medication administration records (*6 yrs OR until superseded by yearly summary on CHR-1), which shall include the student's state-assigned student identifier (SASID)	Health File
z. Parent authorization for medications/treatments	Health File
aa. Physician's orders for medications treatments	Health File
bb. Referral forms for services based on results of mandated screenings	Health/Pupil Personnel File
cc. Sports histories and physical-examination reports	Health File
dd. Nursing Records (Health assessment data; Nursing process notes; 3 rd party health records)	Health File
ee. Correspondence to parents related to verified acts of bullying; intervention plans and safety plans, as may be required under state law	Cumulative File

C. CATEGORY "C" RECORDS – SPECIAL EDUCATION

1. Category C includes verified information necessary for the formulation of prescriptive educational plans designed to meet the unique needs of selected students.
2. Category C information should be kept separate from the student's cumulative folder, in the Pupil Personnel File.
3. Category C records must be maintained for at least six (6) years after the student leaves the school district or graduates from high school.
4. Prior to the destruction of Category C information, notification to parents and/or eligible students via media will be made and opportunity provided to copy said records.

Category C shall include (where applicable):

<u>RECORD</u>	<u>LOCATIONS</u>
a. PPT referral forms	Pupil Personnel File
b. School counselor case records	Cumulative/ Pupil Personnel File
c. School psychologists case records	Cumulative/Pupil Personnel File
d. School social-work case records	Cumulative/Pupil Personnel File
e. School speech/language pathology case records	Cumulative/Pupil Personnel File
f. Section 504 Records	Cumulative/Pupil Personnel File
g. Special Education assessment/evaluation reports	Pupil Personnel File
h. Due process records (including complaints, mediations, and hearings)	Pupil Personnel File
i. Individual Transition Plan	Pupil Personnel File
j. Individualized Education Program (“IEP”) Records	Pupil Personnel File
k. Planning and Placement Team (“PPT”) records (including notices, meetings, consent forms)	Pupil Personnel File
l. Individualized Family Service Plans (“IFSPs”)	Pupil Personnel File
m. Incident Reports of Seclusion	Pupil Personnel File
n. Incident Reports of Physical Restraint	Pupil Personnel File

D. CATEGORY “D” RECORDS

1. Category D records must be maintained for minimum retention period specified below.

Category “D” shall include (if applicable):

<u>RECORD</u>	<u>MINIMUM RETENTION REQUIRED</u>	<u>LOCATION</u>
a. Sports Contract/Student Contract (including signature sheet for student handbook)	End of school year in which signed	Cumulative File
b. Permission slips / waivers	3 years	Cumulative File
c. Free/reduced meal application and documentation	3 years	Cumulative File
d. Annual Notification to Parents (Student behavior and Discipline, Bus Conduct, Electronic Communications Systems, and the National School Lunch Program)	1 year	Cumulative File
e. Adult education Registration Records	3 years or until audited, whichever comes first	Cumulative File
f. After school program registration records	1 year	Cumulative File
g. Pesticide application notification registration form	5 years	Cumulative File
h. School registration records including residency documentation	3 years or until audited, whichever comes later	Cumulative File
i. Student portfolio work (student produced work for grading assessment)	End of year in which student received grade	May be Maintained by Individual Teachers
j. Tardy slips from parents/guardians	End of school year	Cumulative File
k. Physician’s Standing orders	Permanent; revise as required. Keep old copy separately.	Health File
l. Student’s emergency information card	Until superseded or student leaves school district	Cumulative/Health File

m. Test Protocols	Discretion of district	Cumulative/Pupil Personnel File
n. Surveillance videotapes made on school bus (if maintained by district)	2 weeks	N/A
o. Log of access to education records	Maintained for same retention period as required for the record	Cumulative/Health/Pupil Personnel
p. Title IX records and documentation	7 years from date of creation	Cumulative/Other File as Designated by the Administration

E. DURATION OF EDUCATION RECORDS

1. Records shall be destroyed in accordance with district policy and the Records Retention Schedule of the Public Records Administrator.
2. Records may be maintained for longer periods of time whenever valid cause for the retention of records is shown to the custodian of records.
3. Notwithstanding the applicable retention schedule, the school district shall not destroy any education record if a parent or eligible student has an outstanding request to inspect and review the education record.

F. MAINTENANCE OF EDUCATION RECORDS OF TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

1. The Administration shall comply with all processes and procedures relative to the amendment of education records when presented with a request to change a student's name, gender, or any other information contained in education records.
2. If the Administration changes the name and/or gender in a transgender or gender non-conforming student's education record, all education records containing the student's birth name and gender shall be maintained, if so required under federal and/or state law and regulations, separately from other education records and in a strictly confidential location and manner.

G. RESPONSIBILITY FOR MAINTENANCE OF EDUCATION RECORDS

1. The Director of Pupil Personnel **[or Special Education]** is the Custodian of Records.

2. In addition, the following personnel are designated as the guardians of records for each of the schools:
 - a) Categories A, B & D: Principal at each school.
 - b) Category C: Case Manager at each school.
 - c) With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the guardian of the records.
 - d) With respect to child abuse and neglect investigation material, the Superintendent of Schools or designee shall be the guardian of the records.
 - e) With respect to Title IX records and documentation, the District's Title IX Coordinator shall be the guardian of the records.
3. The chief custodian of records will annually list for public inspection the names and positions of the custodians of records in each of the schools.
4. Each of the custodians of records shall supply parents, on request, a list of the types and locations of education records collected, maintained, or used within the [] Public Schools.
5. The custodians of records is responsible for ensuring compliance with the confidentiality and access provisions of this Board policy and these administrative regulations.

ADOPTED: _____

REVISED: _____

11/22/2020

**Model Notification of Rights
Under FERPA for Elementary and Secondary Institutions**

[NOTE: Under the procedures outlined in the policy, the following information will be disclosed on an annual basis to parents of students currently in attendance, or eligible students currently in attendance.]

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of 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 **[or appropriate school official]** will make arrangements for access and notify the parents 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 parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal **[or appropriate school official]**, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents 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 parents or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate 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 Board of Education; a person or company with whom the District has outsourced services or

functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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 a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

(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:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

[Note: In addition, a school district may want to include a directory information public notice, as required by the regulations, 34 CFR § 99.37, with its annual notification of rights under FERPA. The following two paragraphs are recommended for inclusion and must be included in the annual notification if the school district wants to be able to disclose "Directory Information" under II.B of the Student Records Policy:]

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a

student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

8/28/17
Tech. Rev. 7/6/2021

Model Notification of Data Sharing Agreements Under Conn. Gen. Stat § 10-234bb(g)

[NOTE: This notice must be sent on or before September 1 of each school year]

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the **[Insert Board of education]** (the “Board”) maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, “student data”). The address of the Internet website is **[insert address]**. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

RELEASE OF CONFIDENTIAL HIV-RELATED INFORMATION

I hereby authorize _____ [name of individual who holds the information] _____, to release confidential HIV-related information, as defined in Conn. Gen. Stat. § 19a-581, concerning _____ [name of protected individual] _____, to the following personnel:

- _____ 1) School Nurse
- _____ 2) School Administrator(s)
 - a) _____
 - b) _____
- _____ 3) Student's Teacher(s)
 - a) _____
 - b) _____
- _____ 4) Paraprofessional(s)
- _____ 5) Director of Pupil Personnel Services
- _____ 6) Other(s)
 - a) _____
 - b) _____

This authorization shall be valid for

- _____ 1) The student's stay at _____ School.
- _____ 2) The current school year.
- _____ 3) Other _____
specify period

I provide this information based on my responsibility to consent for the health care of _____. I understand that such information shall be held confidential by the persons

authorized here to receive such information, except as otherwise provided by law.

[Name]

[Relationship to Student]

[Date]

8/28/17

DRAFT

TRANSFER OF CONFIDENTIAL STUDENT INFORMATION

Date: _____

Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), I hereby authorize the [_____] Public Schools to **release** and/or **obtain** (please circle) the following confidential records regarding my child for the purpose of _____:

Name of Child: _____

Address: _____

DOB: _____

Parent(s)/Guardian(s): _____

School: _____

(Please check all that apply)

	<u>Obtain</u>	<u>Release</u>
All Records	<input type="checkbox"/>	<input type="checkbox"/>
Cumulative File	<input type="checkbox"/>	<input type="checkbox"/>
Pupil Personnel/Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Disciplinary	<input type="checkbox"/>	<input type="checkbox"/>
Health/Medical*	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

To/From: _____

Name

Address: _____

Street

Town

State/Zip Code

Telephone: (_____) _____ Fax: (_____) _____

I understand that the information to be disclosed is protected as an "education record" under FERPA, and that such information shall not be redisclosed unless permitted under FERPA. I further understand that the officers, employees, and agents of any party that receives protected information under FERPA may use such information only for purposes for which the disclosure is made.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

If this authorization is being used to obtain Protected Health Information from a child's physician or other covered entity under HIPAA, the following section must also be completed:

I, the undersigned, specifically authorize _____ to disclose my child's
Name of Physician

medical information, as specified above, to my child's school, _____,
Name of School

at the above address for the purposes described below (i.e. health assessment for school entry, special education evaluation etc.):

By signing below, I agree that a photocopy of this authorization will be valid as the original. This authorization will be valid for a period of one year from the date below. I understand that I may revoke this authorization at any time by notifying the physician's office in writing, but if I do, it will not have any effect on actions taken by the Physician prior to receiving such revocation.

I understand that under applicable law, the information disclosed under this authorization may be subject to further disclosure by the recipient and thus, may no longer be protected by federal privacy regulations.

I understand that my child's treatment or continued treatment with any health care provider or enrollment or eligibility for benefits with any health plan may not be conditioned upon whether or not I sign this authorization and that I may refuse to sign it.

Any information received by the school pursuant to this authorization is subject to all applicable state and federal confidentiality laws governing further use and disclosure of such information.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

8/28/17

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

SERIES 5000: STUDENTS
POLICY 5325

STUDENT PRIVACY

In accordance with federal law, the Board of Education (the “Board”) adopts, in consultation with parents, the following provisions related to student privacy.

I. Definitions

- A. *"Invasive physical examination"* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- B. *"Parent"* includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
- C. *"Personally identifiable information"* includes, but is not limited to, ~~the name and address of the student, student's parent, or other family member, the student's personal identifier, such as social security number or student identification number, or a list of characteristics or other information that would make the student's identity easily traceable.~~
1. The student's name
 2. The name of the student's parent or other family members
 3. The address of the student or student's family
 4. A personal identifier, such as the student's social security number, student number, or biometric record
 5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
 6. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates
- D. *"Personal information"* means individually identifiable information including:
1. a student's or parent's first and last name;
 2. a home or other physical address (including a street name and the name of a city or town);

3. a telephone number; or
 4. a Social Security identification number.
- E. "Survey" includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. Student Surveys

A. *Surveys Funded in Whole or in Part by the U.S. Department of Education:*

1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.
2. The administration shall obtain the prior written consent of the parent or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's ~~family~~parent;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. religious practices, affiliations, or beliefs of the student or of the student's parent; or
 - h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

3. If a student is *not required* to submit to a survey, analysis, or evaluation that reveals information concerning any of the topics in Section II.A.2 above, the administration shall provide parents with notice of the district's intent to distribute such survey and, upon written request, shall permit the parent or student (if an adult or emancipated minor) to opt out of participation

B. *Surveys Funded by Sources Other than the U.S. Department of Education:*

1. Third Party Surveys

- a. Prior to distributing any third party survey, the administration shall give notice to parents of the district's intent to distribute a survey on behalf of a third party.
- b. Upon request, the administration shall permit parents to inspect any third party survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the survey within a reasonable period of time after a parental request is received.
- c. Student responses to third party surveys that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.

2. Confidential Topic Surveys

- a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):
 - i) political affiliations or beliefs of the student or the student's parent,
 - ii) mental or psychological problems of the student or the student's family, parent,
 - iii) sex behavior or attitudes,
 - iv) illegal, anti-social, self-incriminating, or demeaning behavior,

- v) critical appraisals of other individuals with whom respondents have close family relationships,
 - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
 - vii) religious practices, affiliations, or beliefs of the student or of the student's parent,
 - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).
- b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.
- c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered, distributed or used by a school to or with a student. The administration shall grant reasonable access to the Confidential Topic Survey within a reasonable period of time after a parental request is received.
- d. Student responses to any Confidential Topic Survey that contains personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
- e. Upon written request, the administration shall permit the parent or student (if an adult or emancipated minor) to opt out of participation in any Confidential Topic Survey described in this subparagraph.

III. Collection of Personal Information

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose.

- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.
- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. Upon written request, the administration shall permit parents (or students aged eighteen (18) or older or emancipated minors) to opt out of participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.
- E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
1. college or other post-secondary education recruitment, or military recruitment*;
 2. book clubs, magazines, and programs providing access to low-cost literary products;
 3. curriculum and instructional materials used by elementary schools and secondary schools;
 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
 5. the sale by students of products or services to raise funds for school-related or education-related activities;
 6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. Non-Emergency Invasive Physical Examinations and Screenings:

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
 - 1. they are required as a condition of attendance;
 - 2. they are administered by the school and scheduled by the school in advance;
 - 3. they are not necessary to protect the immediate health and safety of the students; and
 - 4. they are not required by state law.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/ screening(s) described above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s) / screening(s).
- C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

V. Complaint Procedure

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

~~Student Privacy Family Policy Compliance Office~~
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-~~4605~~5920

Legal References:

~~Federal Law:~~

Family Educational Rights and Privacy Act (FERPA), ~~20~~ U.S.C. §§ 1232g
~~et seq.~~ 34 CFR Part 99
Protection of Pupil Rights Amendment, ~~Public Law 107-110, § 1061,~~
~~codified at~~ 20 U.S.C. § 1232h.

UNITED STATES DEPARTMENT OF EDUCATION, STUDENT
PRIVACY POLICY OFFICE, Protection of Pupil Rights Amendment
(PPRA), SPPO-21-01 (issued November 24, 2020), available at
https://studentprivacy.ed.gov/sites/default/files/resource_document/file/20-0379.PPRA_508_0.pdf.

APPROVED BY THE BOARD OF EDUCATION: January 13, 2015
REVISED:

Model Notification of Rights Under the Protection of Pupil Rights Amendment (“PPRA”)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student’s parent;
 - b. mental or psychological problems of the student or the student’s family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student’s parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
- ~~3.~~ the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
- ~~4.~~ the right of a parent or eligible student to receive notice and opt out of a student’s participation in a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;
- ~~3.~~
- ~~4-5.~~ the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
- ~~5-6.~~ the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that

purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;

8

7. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h)) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled in advance and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities; and
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Darien Public School district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

| Family-student Privacy Policy ~~Compliance~~ Office
U.S. Department of Education
400 Maryland Avenue, SW
| Washington, D.C. 20202-~~4605~~5920

DRAFT

Darien Public Schools
Darien, Connecticut

POLICY

Series 5200
Rights and Responsibilities

Policy 5270

PLEDGE OF ALLEGIANCE AND FLAG DISPLAYS

~~In accordance with Conn. Gen. Stat. Section 10-230(c) The the administration of each school in the district~~ Board of Education shall ensure that a period of time is set aside each school day to allow those students who wish to do so the opportunity shall set aside time each school day for students to recite the Pledge of Allegiance. ~~The recitation of the Pledge of Allegiance shall be voluntary for each individual, and the provisions of t~~ This policy ~~will shall~~ not be construed to require any person to recite the Pledge of Allegiance, ~~should he or she choose not to do so.~~

The national flag will be displayed in classrooms and on school grounds in accordance with Connecticut ~~State Statutes~~ Gen. Stat. Section 10-230 (a).

Legal Reference:

Connecticut General Statutes, Section 10-230, subsections (a) and (c).
Public Act No. 02-119

APPROVED: September 10, 2002
REVISED: June 9, 2009
REVISED: November 10, 2009
REVISED:

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5200
Rights and Responsibilities**

Policy 5235

CONDUCT ON SCHOOL BUSES

While the law requires the school district to furnish transportation, it does not relieve the parents of students from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

The Board shall require children to conduct themselves on a bus and at the bus stop in a manner consistent with established standards for classroom behavior.

In cases when students do not conduct themselves properly on a bus or at the bus stop, such instances are to be brought to the attention of the principal by the bus driver. Students are subject to discipline, in accordance with the Darien Board of Education Student Discipline Policy, for acts of misconduct that occur on the school bus or at the bus stop, and may have their riding privileges suspended for acts of misconduct that occur on the school bus or at the bus stop that endanger persons or property or violate a publicized policy of the Darien Board of Education.

APPROVED: November 22, 1977

REVISED: June 9, 2009

DARIEN PUBLIC SCHOOLS

Darien, Connecticut

SERIES 5000: STUDENTS
POLICY 5025

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

The Darien Public Schools (~~the “District”~~) recognize that food allergies and glycogen storage disease ~~and diabetes~~ may be life threatening. For this reason, the ~~District~~ District is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a ~~child-student~~ suffer an allergic reaction while at school. The ~~district~~ District is also committed to appropriately managing and supporting students with glycogen storage disease. The ~~district~~ District further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of ~~his/her~~ the student’s food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the ~~District~~ Darien Public Schools adopts the following guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in ~~district~~ District schools.

I. Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease ~~(GSD)~~ is important. The ~~district~~ District therefore encourages parents/guardians of ~~children-students~~ and adult students with a life-threatening food allergies ~~sy~~ to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The ~~district~~ District also encourages parents/guardians of ~~children-students~~ with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD, nature of the disease, and current treatment of the student.

Life-threatening food allergies and diabetes virtually always render students with such conditions eligible for services as students with disabilities under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Students with disabilities should be referred to a Section 504 team, which will make a final determination concerning the eligibility for services under Section 504. The Section 504 team may determine that the only services needed are in the student’s Individualized Health Care Plan (IHCP) and/or Emergency Care Plan (ECP); in that case, the IHCP and/or ECP will also serve as the student’s Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

II. Individualized Health Care Plans and Emergency Care Plans

—— If the ~~district~~District obtains medical documentation that a ~~child~~student has a life-threatening food allergy, ~~diabetes~~ or GSD, the ~~district~~District shall develop an individualized health care plan (IHCP) for the ~~child~~student. Each IHCP should contain information relevant to the ~~child~~student's participation in school activities, ~~and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.~~

2. 2. The IHCP ~~should~~shall be developed by a group of individuals, which shall include the parents, ~~the adult student, if applicable,~~and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

~~3.~~ 3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the ~~child~~student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with ~~life-threatening food allergies,~~ GSD ~~or diabetes,~~ the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include ~~such~~considerations such as:

- a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
- b. cafeteria safety;
- c. participation in school nutrition programs;
- d. snacks, birthdays and other celebrations;
- e. alternatives to food rewards or incentives;
- f. hand-washing;
- g. location of emergency medication;
- h. who will provide emergency and routine care in school;
- i. risk management during lunch and recess times;
- j. special events;
- k. field trips, fire drills and lockdowns;
- l. extracurricular activities;
- m. school transportation;
- n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
- o. staff notification, including substitutes, and training; and
- p. transitions to new classrooms, grades and/or buildings.

~~4.~~ 4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan ("ECP"), changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

~~5.~~ 5. For a student with a life-threatening food allergy, GSD or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy. GSD or diabetes on school grounds during the school day.

~~6.~~ 6. In addition to the IHCP, the ~~district~~District shall also develop an ~~Emergency Care Plan (ECP)~~ for each ~~child~~student identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

- ~~a.~~q. The ~~child~~student's name and other identifying information, such as date of birth, grade and photo;
- ~~b.~~r. The ~~child~~student's specific allergy;
- ~~c.~~s. The ~~child~~student's signs and symptoms of an allergic reaction;
- ~~d.~~t. The medication, if any, or other treatment to be administered in the event of exposure;
- ~~e.~~u. The location and storage of the medication;
- ~~f.~~v. Who will administer the medication (including self-administration options, as appropriate);

- ~~g-w.~~ Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- ~~h-x.~~ Recommendations for what to do if the ~~child~~student continues to experience symptoms after the administration of medication; and
- ~~i-y.~~ Emergency contact information for the parents/family and medical provider.

~~7.~~ 7. In addition to the IHCP, the ~~district~~District shall also develop an ECP for each ~~child~~student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information as may be appropriate:

- ~~a-z.~~ The ~~child~~student's name and other identifying information, such as date of birth, grade and photo;
- ~~b-aa.~~ Information about the disease or disease specific information (i.e. type of GSD or diabetes);
- ~~e-bb.~~ The ~~child~~student's signs and symptoms of an adverse reaction (such as hypoglycemia);
- ~~d-cc.~~ The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glycogen or insulin)
- ~~e-dd.~~ The location and storage of the medication;
- ~~f-ee.~~ Who will administer the medication (including self-administration options, as appropriate);
- ~~g-ff.~~ Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- ~~h-gg.~~ Recommendations for what to do if the ~~child~~student continues to experience symptoms after the administration of medication; and
- ~~i-hh.~~ Emergency contact information for the parents/family and medical provider.

~~8.~~ 8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the ~~child~~student's health care providers to clarify medical needs, emergency medical protocols s and medication orders.

~~9.~~ 9. A student identified as having a life-threatening food allergy or GSD or diabetes is entitled to an IHCP and an ECP, regardless of his/her status as a ~~child~~student with a disability, as that term is understood under Section 504 ~~of the Rehabilitation Act of 1973 ("Section 504")~~, or the Individuals with Disabilities Education Act ("IDEA").

~~10.~~ 10. The ~~district~~District shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP

comply with the ~~district~~District's policies and procedures regarding the administration of medications to students.

~~11. Whenever appropriate, a student with a life-threatening food allergy and/or GSD should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or GSD should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.~~

~~13.~~ 11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The ~~district~~District shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies, ~~and~~ GSD ~~and~~ diabetes. Such training may include an overview of life-threatening food allergies, ~~and~~ GSD ~~and~~ diabetes; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD ~~and~~ diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD ~~and~~ diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the Director of Nursing Services. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.
2. Each school within the ~~district~~District shall also provide age-appropriate information to students about food allergies, ~~and~~ GSD ~~and~~ diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

Each school within the ~~district~~District will develop appropriate practices to minimize the risk of exposure to life threatening allergens ~~as well as~~ and the risks associated with GSD ~~and~~ diabetes. Practices that may be considered ~~may~~ include, but are not limited to:

1. Encouraging hand washing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia;
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition, ~~and/or~~ GSD and/or diabetes. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The ~~district~~District shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their ~~child~~student's classroom or school.
4. All ~~district~~District staff are expected to follow ~~district~~District policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The ~~district~~District shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease and/or Diabetes available on the Board's website or the website of each school under the Board's jurisdiction.
6. The ~~district~~District shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the ~~District~~District's Plan and Procedures

The ~~district~~District should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, ~~and/or~~ Glycogen Storage Disease and/or diabetes. Such assessments should occur at least annually and after each emergency event involving the

administration of medication to a student with a life-threatening food allergy ~~or~~ GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the ~~District~~ District is implementing the Management Plan and Guidelines for Students with Food Allergies, ~~and/or~~ Glycogen Storage Disease and/or Diabetes.

Legal References:

State Law/Regulations/Guidance

Conn. Gen. Stat. § 10-212a	Administration of m Medications in s Schools, <u>at athletic events and to children in school readiness programs</u>
Conn. Gen. Stat. § 10-212c	Life-threatening food allergies: Guidelines; district plans and glycogen storage disease <u>Guidelines, district plans</u>
Conn. Gen. Stat. § 10-220i	Transportation of students carrying cartridge injectors
Conn. Gen. Stat. § 10-231c	Pesticide applications at schools without an integrated pest management plan. <u>Prior notice</u>
Conn. Gen. Stat. § 19a-900	Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
Conn. Gen. Stat. § 52-557b	“Good s amaritan law.” Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render injection. Immunity from liability re automatic external defibrillators. School personnel not required to administer or render emergency first aid or administer medication by injection.

Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel
Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

APPROVED BY THE BOARD OF EDUCATION: January 13, 2015

DARIEN PUBLIC SCHOOLS
Darien, CT

Series 5000
Students

Policy 5340

ADMINISTRATIVE REGULATIONS REGARDING HEALTH
ASSESSMENTS/SCREENINGS AND ORAL HEALTH ASSESSMENTS

I. Health Assessments:

The Darien Board of Education (the “Board”) requires each student enrolled in the Darien Public Schools (the “District”) to undergo health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent the student from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for the student. Such health assessments must be conducted by one of the following qualified providers for health assessments: (1) a legally qualified practitioner of medicine; (2) an advanced practice registered nurse or registered nurse, who is licensed under state statute; (3) a physician assistant, who is licensed under state statute; (4) the school medical advisor; or (5) a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base. The Board will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or the parent or guardian may provide for such assessment. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations may be denied continued attendance in the District.

II. Health Assessments Required:

Prior to enrollment in the District, each student must undergo a health assessment, which shall include:

- (a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma. The assessment form shall include (1) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (2) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (3) screening questions to be answered by such provider;

- (b) an updating of immunizations as required by state law;
- (c) vision, hearing, speech and gross dental screenings;
- (d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or an advanced practice registered nurse, licensed under state law.

Each student enrolled in the District must undergo a health assessment in grade seven (7) and in grade ten (10), which shall include:

- (a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (1) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (2) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (3) screening questions to be answered by such provider;
- (b) an updating of immunizations as required by state law;
- (c) vision, hearing, postural and gross dental screenings;
- (d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade seven and grade ten assessments shall also include tests for tuberculosis and sickle cell anemia or Cooley's anemia if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

The Board shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals and

III. Oral Health Assessments:

- A. Prior to enrollment in the District, in grade seven (7) and in grade ten (10), the Board shall request that each student undergo an oral health assessment. Such oral health assessments must be conducted by one of the following qualified providers for oral health assessments: (1) a dentist licensed under state law; (2) a dental hygienist licensed under state law; (3) a legally qualified practitioner of medicine trained in conducting oral health assessments as a part of a training program approved by the Commissioner of Public Health; (4) a physician assistant licensed under state law and trained in conducting oral health assessments as part of a training program approved by the Commissioner of Public Health; or (5) an advanced practice registered nurse licensed under state statute and trained in conducting oral health assessments as part of a training program approved by the Commissioner of Public Health.
- B. The oral health assessment identified in subsection A above shall include a dental examination by a dentist, or a visual screening and risk assessment for oral health conditions by a dental hygienist, legally qualified practitioner of medicine, physician assistant, or advanced practice registered nurse. The assessment form shall include a check box for the qualified provider conducting the assessment to indicate any low, moderate or high risk factors associated with any dental or orthodontic appliance, saliva, gingival condition, visible plaque, tooth demineralization, carious lesions, restorations, pain, swelling or trauma.
- C. No oral health assessment shall be made of any public school student unless the parent or guardian of the student consents to such assessment and such assessment is made in the presence of the parent or guardian or in the presence of another school employee. The parent or guardian shall be provided with prior written notice of an oral health assessment and be provided with a reasonable opportunity to opt the child out of such assessment, or the parent or guardian may provide for such oral health assessment.
- D. If the Board hosts a free oral health assessment event where qualified providers (identified in subsection A above) perform oral health assessments of children attending a public school, the Board shall notify the parents and guardians of such children of the event in advance and provide an opportunity for parents and guardians to opt their child(ren) out of such event. The Board shall infer parent/guardian consent for each child whose parent or guardian did not opt the child out of the free oral health assessment event and shall provide such child with a free oral health assessment; however, such child shall not receive dental treatment of any kind unless the child's parent or guardian provides informed consent for such treatment.

- E. Any student who fails to obtain an oral health assessment requested by the Board shall not be denied enrollment or continued attendance in the District.

IV. Screenings Required:

The Board will provide annually to each student enrolled in kindergarten and grades one and three to five, inclusive, a vision screening. Such vision screening may be performed using a Snellen chart or an equivalent screening device, or an automated vision screening device. The Superintendent shall give written notice to the parent or guardian of each student (1) who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease and a recommendation that the student be examined by an optometrist or ophthalmologist licensed pursuant to state law, and (2) who did not receive such vision screening, with a brief statement explaining why such student did not receive such vision screening.

The Board will provide annually to each student enrolled in kindergarten and grades one and three through five, inclusive, audiometric screening for hearing. The Superintendent shall give written notice to the parent or guardian of each student (1) who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect, and (2) who did not receive an audiometric screening for hearing, with a brief statement explaining why such student did not receive an audiometric screening for hearing.

The Board will provide postural screenings for (1) each female student in grades five and seven, and (2) each male student in grade eight or nine. The Superintendent shall give written notice to the parent or guardian of each student (A) who evidences any postural problem, with a brief statement describing such evidence, and (B) who did not receive a postural screening, with a brief statement explaining why such student did not receive such postural screening.

All of the screenings required under these administrative regulations will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

V. Assessment/Screening Results:

The results of each assessment and screening required or requested by these administrative regulations shall be recorded on forms supplied by the State Board of Education. Each qualified provider performing health assessments or oral health assessments under these administrative regulations shall sign each form and any recommendations concerning a student shall be in writing. Assessment/screening forms shall be included in the cumulative health record of each student and they shall be kept on

file in the school attended by the student. If a student transfers to another school district in Connecticut, the student's original cumulative health record shall be sent to the chief administrative officer of the new school district and a true copy retained by the Board. For a student leaving Connecticut, a copy of the records, if requested, should be sent and the original maintained.

Appropriate school health personnel shall review the results of each assessment and screening. If the reviewing school health personnel judge that a student is in need of further testing or treatment, the Superintendent shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by appropriate school health personnel in the same manner as the results of the health assessments and screenings required or requested under these administrative regulations.

The District shall report to the local health department and the Department of Public Health, on a triennial basis, the total number of children per school and on a district-wide basis having a diagnosis of asthma (1) at the time of public school enrollment, (2) in grade six or seven, and (3) in grade nine or ten. The report shall contain the asthma information collected as required under Section II of these administrative regulations and shall include information regarding each diagnosed child's age, gender, race, ethnicity and school.

VI. Exemption:

Nothing in these administrative regulations shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if the student is an emancipated minor or is eighteen (18) years of age or older, notifies the teacher or principal or other person in charge of such student in writing that the student objects on religious grounds to such physical or medical examination or treatment or medical instruction.

VII. Other Non-Emergency Invasive Physical Examinations and Screenings:

- A. In addition to the screenings listed above, the District may, from time to time, require students to undergo additional non-emergency, invasive physical examination(s)/screening(s).
- B. A non-emergency, invasive physical examination or screening is defined as:
 - 1. any medical examination that involves the exposure of private body parts; or

2. any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening; and
 3. is required as a condition of attendance, administered by the school and scheduled by the school in advance; and
 4. is not necessary to protect the immediate health and safety of the student, or of other students.
- C. If the district elects to conduct any such examinations, then, at the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to conduct the non-emergency invasive physical examination(s) and/or screening(s) described in this subsection. Such notice shall include the specific or approximate dates during the school year of the administration of such non-emergency invasive physical examination(s)/screening(s).
- D. Upon request, the administration shall permit parents or students over the age of eighteen (18) (or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

VIII. School Representative to Receive Information Concerning Health Assessments:

The Board designates **[insert name of responsible staff member]** as the representative for receipt of reports from health care providers concerning student health assessments and oral health assessments.

Legal References:

State Law:

Connecticut General Statutes:

§ 10-206	Health assessments
§ 10-206a	Free health assessments
§ 10-206d	Oral health assessments
§ 10-208	Exemption from examination or treatment
§ 10-209	Records not be public. Provision of reports to schools
§ 10-214	Vision, audiometric and postural screenings: When required; notification of parents re defects; record of results

Public Act. No. 21-95, "An Act Concerning Assorted Revisions and Additions to the Education Statutes."

Public Act No. 21-121, “An Act Concerning the Department of Public Health’s Recommendations Regarding Various Revisions to the Public Health Statutes.”

State of Connecticut Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education, Cumulative Health Records Guidelines (Revised Jan. 2012), https://portal.ct.gov/-/media/SDE/School-Nursing/Publications/CHR_guidelines.pdf

Federal Law:

Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Public Law 114-95, at 20 U.S.C. §§ 1232h(c)(2)(C)(iii) and 1232h(c)(6)(B).

ADOPTED:

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5300
Welfare**

Policy 5320

HEALTH SERVICES AND REQUIREMENTS

The purpose of health services in the schools is to support students in need of health assistance while they are within the school environment. The training of a school nurse does not qualify her to prescribe or make diagnosis. The nurse's work in the school will consist of identification of health problems that would impair the student's functioning within the educational environment, the provision of tests or screenings as required or permitted by state or federal law, and the provision of referral to appropriate professional personnel, as needed.

APPROVED: November 22, 1977
REVISED: June 9, 2009

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5300
Welfare**

Policy 5330

HEALTH RECORDS

Emergency cards shall be completed by each student's parent or guardian and shall be updated annually. Emergency cards shall be maintained for each student and shall contain all necessary data, such as names, addresses, and telephone numbers of the parent or guardian, family physician, designated hospital, and names of relatives or neighbors to be contacted if the parent cannot be reached.

Cumulative health records shall be maintained for each student, listing all examinations, immunizations, and other pertinent data. Such health records shall be maintained in accordance with the Darien Board of Education Student Records Policy and state and federal law.

APPROVED: November 22, 1977
REVISED: June 9, 2009

PROPOSED

2023-2024 Darien School District Calendar

July				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August (4)				
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23*	24*	25
28	29	30	31	

21-22 New Staff Orientation
23-24 Professional Development
25 Teacher Work Day
28 Students Return

September (19)				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4 Labor Day
25 Yom Kippur
TBD Professional Learning
Communities – High School

October (22)				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

TBD Professional Learning
Communities – High School

November (19)				
		1	2	3
6	7*	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28^	29^	30^	

7 Professional Development
TBD Professional Learning
Communities – High School
22 Early Dismissal
23-24 Thanksgiving Recess
28-30 Elementary Parent
Conferences (no evening confs.)

December (16)				
				1^
4	5	6	7	8^
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 Elementary Parent
Conference (12/8 snow date)
TBD Professional Learning
Communities – High School
22 Early Dismissal
25-1/1/24 Holiday Recess

January (20)				
1	2	3	4	5
8	9	10	11	12*
15	16	17	18	19
22	23	24	25	26
29	30	31		

2 Students Return
12 Professional Development
15 Martin Luther King Jr. Day

February (15)				
		1	2	
5	6	7	8	9
12	13	14	15	16*
19	20	21	22	23
26	27	28	29	

16 Professional Development
19 Presidents' Day
20-23 February Recess

March (20)				
				1
4	5	6	7	8
11	12	13^	14^	15^
18	19	20	21^	22
25	26	27	28	29

13-15 Elementary Parent
Conferences (3/14 evening, as well;
3/21 snow date)
29 Good Friday
TBD Professional Learning
Communities – High School

April (17)				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

15-19 Spring Recess
TBD Professional Learning
Communities – High School

May (22)				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

TBD Professional Learning
Communities – High School
27 Memorial Day

June (6)				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

10 School ends for students
11 Teacher Work Day

Note #1: If schools are closed due to weather, additional days will be added to the end of the school year. Regarding High School graduation, the Board of Education will make that determination no later than the first regular April, 2024 meeting.

Code: _ Early Dismissal (11/22, 12/22, 6/10); * Staff Development Days; No School for Students; _ Teacher Work Day;

^Professional Learning Communities for High School Only – (TBD).

Elementary Parent Conferences (11/28-12/1) (Snow Date 12/8); (3/13-3/15, 3/14 (also evening) (Snow Date 3/21)

PERSONNEL ACTION REPORT

June 14, 2022

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Shannon Carey	Appointment	N Christie/Hindley/Art Teacher	8/24/2022	6/30/2025	Teacher	Art K-12 MA Step 6
2	Aliza Hobish	Appointment	K Maimone/Tokeneke/Special Education Teacher	8/24/2022	6/30/2025	Teacher	Comprehensive Special Education MA Step 7
3	Pamela Ridder	Appointment	E Bosson/DHS/Special Education (.08 FTE)	8/24/2022	6/30/2023	Teacher	English 7 - 12 MA Step 5
4	Katherine Semenetz	Appointment	M Barry/Holmes/Special Education Teacher	8/24/2022	6/30/2025	Teacher	Comprehensive Special Education MA Step 4
5	Scott Webster	Appointment	S Munoz/DHS/Spanish Teacher	8/24/2022	6/30/2024	Teacher	Spanish 7 - 12 + 60 Step 19 MA
6	Xena Lin	Appointment	New Position/MMS/Mandarin Teacher (.4 FTE)	8/24/2022	TBD	Teacher	Other World Language 7-12 MA Step 6
7	Matthew Kaishian	Appointment	L Berry/MMS/Social Studies Teacher	8/24/2022	6/30/2025	Teacher	Social Studies 7 - 12 MA Step 5
Resignations and Retirements (Informational Only)							
8	Stephanie Auer	Resignation	Royle/Elementary Teacher		6/30/2022		
9	Jennifer Ki	Resignation	ELP/School Psychologist		6/30/2022		
10	Judith Mappa	Retirement	Royle/Special Education Paraprofessional		6/30/2022		
11	Christine Knapp	Retirement	MMS/Food Service Worker		6/30/2022		