

PLEASE POST

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06-05-20

WOLCOTT BOARD OF EDUCATION
WOLCOTT, CONNECTICUT

MEETING NOTICE

BOARD OF EDUCATION
Committee of the Whole

DATE: Monday, June 08, 2020
PLACE: Google Meet
PHONE NUMBER: 1 641-569-8698
PIN: 470 294 846#
LIVESTREAM: <https://stream.meet.google.com/stream/9d572830-8c84-4c1e-80d6-038b5fb44cbe?authuser=0>

TIME: 6:30 P.M.

AGENDA

1. Sexual Harassment Policy – Shawn Simpson
2. Amendment to the 2020-2021 Student Handbooks – Shawn Simpson
3. Suicide Prevention Policy – Kevin Hollis and Anthony Cianchetti
4. Business Manager's Report
5. Possible discussion on items that appears on this evening's BOE Agenda

Policy 5145.5

Students

Sexual Harassment

~~Sexual harassment will not be tolerated among students of the school district. It is the policy of the Board of Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.~~

The Wolcott Public School System is committed to a positive and productive working and learning environment free of discrimination. The Board of Education prohibits sexual discrimination and sexual harassment of its employees or students. Any form of sexual discrimination and/or harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools, against any member of the school community.

Definition

~~Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student, or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.~~

Sexual harassment is any form of conduct on the basis of sex that: (a) conditions the provision of any school/program aid, benefit, or service on the individual's participation in unwelcome sexual conduct; or (b) is unwelcome and is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school's education program or activity; or (c) is a "sexual assault," "dating violence," "domestic violence," or "stalking," as those terms are defined in federal law.

Procedure

~~It is the express policy of the Board of Education to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the Director of Pupil Personnel or Superintendent. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.~~

Sexual Harassment Reporting / Complaint

Any person, such as students, parents and guardians, may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in person, by mail, by telephone, or by email, to the district's Title IX Coordinator, or any other means that results in the Title IX Coordinator receiving the report. The report may be made at any time, including during non-business hours.

The Title IX Coordinator for the Wolcott Public Schools is Matthew Calabrese, Principal Alcott School, mcabrese@wolcottps.org; 1490 Woodtick Road, Wolcott CT, 06716; (203) 879-8160

~~The school district will provide staff development for district administrators and grievance committee members and will annually distribute its policy and grievance procedures to staff and students in an effort to maintain an environment free of sexual harassment.~~

The school district will provide title IX training to all employees and will annually distribute its policy and grievance procedures to staff and students in effort to maintain an environment free of sexual harassment.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Legal Reference: *Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Connecticut General Statutes

[46a](#)-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Policy adopted: February 11, 2002 June, __ 2020

Students

Sexual Harassment/Intimidation Regulation (For Students and Employees)

Basic Policy

~~The Wolcott Public School System is committed to a positive and productive working and learning environment free of discrimination. Discrimination adversely affects morale and interferes with employee and student ability to work and learn. The District prohibits sexual harassment or intimidation of its employees or students, whether committed by a co-worker, supervisor, subordinate, contractor, volunteer or student, and finds such behavior just cause for disciplinary action. Whereas sexual harassment substantially compromises the attainment of educational excellence, the District will not tolerate such behavior between members of the same or opposite sex.~~

~~Furthermore, the District prohibits retaliation against any employee or student because he or she has made a report of alleged sexual harassment, or against any employee or student who has testified, assisted or participated in the investigation of a report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or adverse pressure. Retaliation is itself a violation of federal and state regulations prohibiting discrimination and will lead to disciplinary action against the offender.~~

The Wolcott Public School System is committed to a positive and productive working and learning environment free of discrimination. The Board of Education prohibits sexual discrimination and sexual harassment of its employees or students. Any form of sexual discrimination and/or harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools, against any member of the school community.

Definitions

~~Sexual harassment is defined as unwelcome sexual advances, requests for favors and other verbal, physical and/or visual contact of a sexual nature when:~~

- ~~• submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;~~

- ~~submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education;~~

or

- ~~such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or of creating an intimidating, hostile or offensive employment or educational environment.~~

An “~~intimidating, hostile or offensive employment or educational environment~~” means an environment in which:

- ~~unwelcome sexually oriented jokes, innuendoes, obscenities, pictures/posters or any action with sexual connotation that interferes with a student or employee performing his/her job, or~~

- ~~any aggressive, harassing behavior in the workplace or school that affects working or learning, whether or not sexual in connotation, is directed toward an individual based on their sex.~~

Specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment are:

- ~~sexual advances which are unwanted (this may include situations which began as reciprocal attractions, but later ceased to be reciprocal)~~

- ~~sexual gestures, verbal abuse, sexual name calling, sexually oriented jokes, innuendo or obscenities~~

- ~~displaying of sexually suggestive objects, pictures, cartoons or posters~~

- ~~sexual rumors or too personal a conversation~~

- ~~sexually suggestive letters, notes, invitations or telephone calls~~

- ~~inappropriate public display of affection~~

- ~~employment or educational benefits affected in exchange for sexual favors~~

- ~~physical conduct such as impeding or blocking movement, unwelcomed touching or pulling at clothing~~

- ~~hazing, or daring to perform in unsafe work or learning practices, particularly directed toward students or employees in nontraditional settings assault, attempted rape, rape~~

~~**These last two are really extreme forms of sexual harassment known as sexual assault. Sexual assault is a criminal offense and must be reported to the police.~~

Sexual harassment is any form of conduct on the basis of sex that: (a) conditions the provision of any school/program aid, benefit, or service on the individual's participation in unwelcome sexual conduct; or (b) is unwelcome and is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school's education program or activity; or (c) is a "sexual assault," "dating violence," "domestic violence," or "stalking," as those terms are defined in federal law.

The school district will take all appropriate steps to address any sexual harassment, or allegations of sexual harassment, of which any employee has notice.

Prevention

It is the policy of this District to provide regular in-service education and training about sexual harassment and intimidation for employees and students including.

- definitions of sexual harassment and intimidation and overview of relevant state and federal laws
- identification of harassing behaviors by students and/or staff
- age-specific prevention techniques
- coping techniques for self and others
- training in positive, age-appropriate communication alternatives to harassment
- grievance procedures available to employees and students

Sexual harassment prevention shall be included in staff and student orientation.

Reporting

~~All employees and students have a responsibility to maintain a positive work and learning environment by reporting all incidents or rumors of harassment or intimidation involving themselves or others. Students and staff are encouraged to use~~

~~the reporting procedure attached to this policy. Every effort should be made by all parties involved to secure at the lowest possible level equitable solutions to problems concerning claims of harassment.~~

Sexual Harassment Reporting / Complaint

Any person, such as students, parents and guardians, may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in person, by mail, by telephone, or by email, to the district's Title IX Coordinator, or any other means that results in the Title IX Coordinator receiving the report. The report may be made at any time, including during non-business hours.

The Title IX Coordinator for the Wolcott Public Schools is Matthew Calabrese, Principal Alcott School, mcabrese@wolcottps.org; 1490 Woodtick Road, Wolcott CT, 06716; (2030) 879-8160

Confidentiality

A report of sexual harassment or intimidation, and the investigation are to be kept in strictest confidentiality for the protection of all parties involved.

The parties right to privacy will be protected. The District has a compelling interest to provide educational programs in an environment free from sexual discrimination. Sex discrimination includes sexual harassment. Therefore, the District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Sanctions

A substantiated charge against an employee of the District shall subject the employee to disciplinary action in accordance with any appropriate employee contract, up to and including discharge. A substantiated charge against a student shall subject that student to student disciplinary action including suspension or expulsion, consistent with the District's student discipline policy.

Notification

Notice of the existence of the policy, and this regulation prevention plan and procedures shall be posted in prominent locations in all District buildings, including information on how to receive a copy. Notice shall also be included in student, parent and staff handbooks annually.

Legal Recourse

The Civil Rights Act of 1991 provides remedies for intentional discrimination and unlawful harassment in the work place. The law permits recovery of back pay and also establishes a right of recovery for compensatory damages for future pecuniary losses, emotional pain, suffering, inconvenience, mental anguish and loss of enjoyment of life.

Further, the law and Supreme Court decisions provide a right to a jury trial where the complaining party seeks compensatory or punitive damages.

Sexual Harassment as Sexual Child Abuse

Under certain circumstances, sexual harassment may constitute sexual child abuse. The Board of Education, recognizing the harmful effects of sexual child abuse, do emphatically and enthusiastically support those sections of Connecticut law concerned with the reporting of suspected cases of child abuse and neglect perpetrated by persons within or outside District employment. For definitions, reporting requirements and policy statements see policies, Reporting of Child Abuse and Reporting of Child Abuse (Regulations).

Sexual Harassment Complaint Procedure

~~The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. All proceedings shall be kept as confidential as is appropriate. Evidence of reprisal against a complainant or witness shall be viewed as an infraction of this policy.~~

~~Any individual who wishes to inquire or to register a complaint concerning alleged sexual harassment in the Wolcott Public Schools shall have an opportunity to bring such concerns to the attention of the Equity Title IX Coordinator (or Superintendent), who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.~~

~~**Level 1:** The complainant shall inform the individual either verbally in front of witnesses or in writing that his/her behavior is unwelcome, offensive or inappropriate. If the behavior does not cease, the complainant shall discuss the alleged discriminatory act or practice with the Building Title IX Complaint Officer (or the individual closest to the daily decision making level—a Principal, teacher, counselor, school nurse, department chairperson, head custodian or cafeteria manager). In the case of a student complainant, the adult who first hears of the~~

~~problem should accompany the student to a Building Title IX Complaint Officer who will gather information concerning the complaint.~~

~~**Level II:** Any complaint will be presented in writing on the appropriate form to a Building Title IX Complaint Officer (or the Principal). This form will be submitted to the District Title IX Coordinator (or Superintendent) for further action.~~

~~**Level III:** The District Title IX Coordinator (or Superintendent) shall thoroughly investigate the complaint, notify the person who has been accused of harassment, and permit a response to the allegation within ten (10) working days after receipt of the written complaint, if deemed necessary. The complaint officer will give a written answer to the complaint within fifteen (15) working days after the receipt of the written complaint. A meeting with all concerned parties, while not required, may expedite resolution of the problem.~~

~~**Level IV:** If the complainant is not satisfied with the answer, a complaint may be filed with the Superintendent (or Board of Education) within ten (10) working days after receipt of the Level III answer. The Superintendent (or Board of Education) will, within thirty (30) working days, conduct a hearing at which the complainant will be given an opportunity to present the complaint. The Superintendent (or Board of Education) will give a written answer to the complaint within ten (10) working days following completion of the hearing.~~

~~All parties have the right to be represented or accompanied by the person of their choice at any level presentation.~~

Sexual Harassment Grievance Process

At least 3 school officials and/or contractors will be involved in the school district's response to a formal Title IX complaint: (a) Title IX Coordinator (who must be an employee), (b) an investigator, and (c) a decisionmaker--all of whom must be different people. Also, if either party appeals the final written decision of the decisionmaker, an individual or individuals who were not involved in the first 3 stages of the process shall hear the appeal.

Supportive Measures

The Title IX Coordinator will provide non-disciplinary "supportive measures" to any alleged victim of sexual harassment, even if a formal complaint is not filed. The Coordinator also must make the measures available to the accused individual. The supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, escort services, mutual restrictions on contact between the parties, increased security and monitoring of certain areas of the campus, and other similar measures. In some circumstances, these measures may conflict with a student's IEP or 504 plan that will likely require team meetings to document the change in supports or services.

Investigation Steps:

(a) written notice to the accused of the complaint and “sufficient details” along with “sufficient time” will be provided so the accused can prepare for the initial investigative interview; (b) electronic or paper copies of all evidence will be shared with both parties and their representatives, who have 10 days to review and respond to the evidence; (c) a completion of investigator’s report, must be given to both parties, and they have 10 days to respond to the report; (d) share investigator’s report with decision-maker who then compiles the final written decision and shares a copy with the parties; and (e) potential appeal of the written decision.

Burden of Proof and Production

During official investigations, the school district bears the burden of proof and the burden of production for both parties to review.

Evidentiary Burden

Evidentiary standard requires “preponderance of the evidence” for determining if sexual harassment did occur.

Cross-Examination

The Board of Education is permitted to include live hearings in the formal grievance process, in which the accused can cross-examine the complaint. In the absence of a live hearing, the Board of Education must permit both parties to submit written questions to be posed to the other party/witness. But, questions to the complainant concerning prior sexual history are prohibited.

~~Disciplinary Process for a Student Found to be Sexually Harassing Other Students~~

~~Elementary Students~~

~~Step 1 — Explanation, discussion, warning by School Title IX Complaint Officer~~

~~Step 2 — Parent contacted by phone~~

~~Step 3 — Parent/student conference with principal and Title IX Coordinator~~

~~Step 4 — Separation from classroom, parent notification~~

~~Step 5 — Suspension~~

~~Middle And Secondary Students~~

~~Step 1—Conference with the student; phone calls to parents of both students~~

~~Step 2—Detention, letter to parent indicating that offending behavior did not stop~~

~~Step 3—One day in school suspension; parent/student conference with principal and Title IX Coordinator~~

~~Step 4—Three days out of school suspension; parent conference~~

~~Step 5—Five days out of school suspension and referral for exclusion~~

Disciplinary Process

Discipline will be individualized based on scope of offense.

1st offense could result in OSS and referral for expulsion.

~~The process above addresses low level sexual harassment. The administration reserves the right to enter the process at any step described above if the harassment involves physical contact or is otherwise deemed severe.~~

Further, the above procedures do not preclude an individual from seeking options outside the school system through the Office of Civil Rights (OCR), The Commission on Human Rights and Opportunities (CHRO), The Permanent Commission on the Status of Women (PCSW), The Connecticut Women's Education and Legal Fund (CWEALF) and/or private litigation.

Legal Reference: Title VII of the Civil Rights Act of 1964;

Title IX of the Education Amendments of 1972;

Connecticut Constitution Article First, Section 20; Chapter 814c, Part 11,

Section [46a](#)-60(8); Civil Rights Act of 1991;

U.S. Supreme Court Franklin v. Gwinnett County Public Schools, (1992)

~~Regulation approved: February 11, 2002~~ June __, 2020

Wolcott High School – 2019-2020 Student Handbook	Recommended Change for 2020-2021 Handbook
SEXUAL HARASSMENT/INTIMIDATION	SEXUAL HARASSMENT / DISCRIMINATION
1. The Wolcott Public School System is committed to a positive and productive working and learning environment free of discrimination. The Board of Education prohibits sexual harassment or intimidation of its employees or students. It further prohibits retaliation against any employee or student who has alleged sexual harassment or participated in the investigation of a report.	The Wolcott Public School System is committed to a positive and productive working and learning environment free of discrimination. The Board of Education prohibits sexual discrimination and sexual harassment of its employees or students. Any form of sexual discrimination and/or harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools, against any member of the school community.
2. Sexual harassment is defined as unwelcome sexual advances, requests for favors and other verbal, physical and/or visual contact of a sexual nature when: <ul style="list-style-type: none"> • Submission to such conduct or communication is made a condition of one's education or • Such conduct has the purpose or effect of creating an intimidating, hostile or offensive environment. 	Sexual harassment is any form of conduct on the basis of sex that: (a) conditions the provision of any school/program aid, benefit, or service on the individual's participation in unwelcome sexual conduct; or (b) is unwelcome and is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school's education program or activity; or (c) is a "sexual assault," "dating violence," "domestic violence," or "stalking," as those terms are defined in federal law.
3. Sexual Harassment may include but is not limited to unwelcome sexually oriented jokes, innuendoes, obscenities; unwanted sexual advances, sexual gestures, unwelcome touching or pulling at clothing, hazing; sexual assault.	Sexual discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of the district's educational program.
4. Sexual Harassment by students, employees or other members of the school community will result in disciplinary action up to and including expulsion or dismissal.	The school district will take all appropriate steps to address any sexual harassment, or allegations of sexual harassment, of which any employee has notice.
5. A complete copy of the Board of Education Policy (5145.5) and procedures are available in the Wolcott High School Main Office.	A complete copy of the Board of Education Policy (5145.5) and procedures are available in the Wolcott High School Main Office, and at this link – http://z2policy.cabe.org/cabe/Z2Browser2.html?showset=wolcott

<p>Sexual Harassment Reporting</p> <p>Any student who believes he or she has been the victim of sexual harassment by a student or other member of the educational community should promptly report said conduct to his/her school counselor. Complaints will be investigated promptly and corrective action will be taken when allegations are verified.</p>	<p>Sexual Harassment Reporting / Complaint</p> <p>Any person, such as students, parents and guardians, may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in person, by mail, by telephone, or by email, to the district's Title IX Coordinator, or any other means that results in the Title IX Coordinator receiving the report. The report may be made at any time, including during non-business hours.</p> <p>The Title IX Coordinator for the Wolcott Public Schools is Matthew Calabrese, Principal Alcott School , mcabrese@wolcottps.org; 1480 Woodtick Road, Wolcott CT, 06716; (2030) 879-8183.</p>
<p>Disciplinary Process:</p> <ul style="list-style-type: none"> ☐ First Offense: Report of incident to school counselor; conference with students, phone call to parents of students. ☐ Second Offense: Report of incident to administrator; detention, letter to parent indicating that offending behavior did not stop. ☐ Third Offense: One (1) day extended detention, parent/student conference with Principal and Title IX Coordinator. ☐ Fourth Offense: Three (3) days out-of-school suspension; parent conference. ☐ Fifth Offense: Five (5) days out-of-school suspension and referral for exclusion/expulsion. 	<p>Discipline will be individualized based on scope of offense.</p> <p>1st offense could result in OSS and referral for expulsion.</p>

2019 – 2020 TMS Handbook Language	Recommended Change for 2020-2021 Handbook
<p><u>SEXUAL HARASSMENT</u></p> <p>The Wolcott Public School system is committed to a positive and productive working and learning environment free of discrimination. The district prohibits sexual harassment and intimidation of its employees or students, regardless of gender.</p>	<p>The Wolcott Public School System is committed to a positive and productive working and learning environment free of discrimination. The Board of Education prohibits sexual discrimination and sexual harassment of its employees or students. Any form of sexual discrimination and/or harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools, against any member of the school community.</p>
<p>Sexual harassment is defined as unwelcomed sexual advances, request for favors, and other explicit or implicit verbal (comments, jokes, etc.), physical(touch, gestures, etc.), or visual (pictures, posters, etc.) contact of a sexual nature.</p>	<p>Sexual harassment is any form of conduct on the basis of sex that: (a) conditions the provision of any school/program aid, benefit, or service on the individual's participation in unwelcome sexual conduct; or (b) is unwelcome and is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school's education program or activity; or (c) is a "sexual assault," "dating violence," "domestic violence," or "stalking," as those terms are defined in federal law.</p>
<p>All students have a responsibility to maintain a positive learning environment by reporting all incidents of sexual harassment to the school nurse or guidance counselor. The person reporting the incident of sexual harassment must complete a "Sexual Harassment Report Form."</p>	<p>Any person, such as students, parents and guardians, may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the reported conduct, in person, by mail, by telephone, or by email, to the district's Title IX Coordinator, or any other means that results in the Title IX Coordinator receiving the report. The report may be made at any time, including during non-business hours.</p> <p>The Title IX Coordinator for the Wolcott Public Schools is Matthew Calabrese, Principal Alcott School , mcabrese@wolcottps.org; 1480 Woodtick Road, Wolcott CT, 06716; (2030) 879-8183.</p>
<p>Step 1: Conference with involved students and parent notification for all involved students. Step 2: Conference with involved students, parent notification for all involved students via letter, and after-school detention for the offender. Step 3: Conference with the students, parent notification for all involved students via conference, and one (1) day in-school suspension.</p>	<p>Discipline will be individualized based on scope of offense.</p> <p>1st offense could result in OSS and referral for expulsion.</p>

<p>Step 4: Conference with the students, parent notification for all involved students via conference, and three (3) days out-of-school suspension.</p> <p>Step 5: Conference with involved students, parent notification for all involved students via conference, five (5) days out-of-school-school suspension, and referral for expulsion (5145.5a).</p>	
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5141.5

Students

Suicide Prevention

~~The Board of Education recognizes that the development of sound school policy and procedures related to youth suicide prevention is a community-wide responsibility that is complex and sensitive. While the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling, but must refer the youth to an appropriate agency for such assessment and counseling. In order to achieve effective collaboration, an advisory council which has broad-based school and community representation should be established.~~

~~It is mandated that youth suicide prevention programs incorporate three essential and distinct components: Educational, Intervention, and Evaluation.~~

~~The educational component requires that school personnel be provided with staff development activities related to suicide prevention and early recognition; students be provided with educational programs which foster self-esteem, coping skills, stress management, and supportive community resources; and parents and community be educated about youth suicide prevention by way of training sessions and written communications.~~

~~Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building Principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family, and appropriate resource services.~~

~~Intervention requires four levels of preventive strategies (for vulnerable students, at-risk students, high risk students and the post- crisis school community).~~

~~The evaluation component is essential in order to determine whether procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs and community resources. Members of the advisory council should periodically participate in the evaluation and revision process.~~

~~In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.~~

~~Legal References: Connecticut General Statutes~~

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

~~**Policy originally adopted: July 16, 1990**~~

~~**Policy readopted: February 11, 2002**~~

Students

Suicide Prevention Administrative Procedures

~~A. Specific course of action when staff member is confronted with any indication of a possible student attempt at suicide:~~

- ~~1. Refer student to appropriate guidance counselor.~~
- ~~2. Notify school nurse—follow emergency medical procedures, if necessary.~~
- ~~3. Counselor notifies Principal (and nurse) and seeks intervention from the Department of Special Services, either school psychologist or social worker.~~
- ~~4. Counselor and/or school psychologist or social worker meet(s) with student—establish sequence of events leading to the crisis (student is to be left alone).~~
- ~~5. If student is not found to be suicidal—parents will be notified of referral and all conclusions reached.~~
- ~~6. If student is found suicidal—immediate contact made with parent and conference will be held the same day.~~
 - ~~a. Immediate psychiatric evaluation will be recommended to parent.~~
 - ~~b. Student does go home alone—Released only to responsible adult.~~
 - ~~c. If adult not available, case will be treated as a medical emergency—student will be transported to hospital emergency room or mental health facility.~~
 - ~~d. If medical attention required, student will be transported immediately to area hospital. School nurse will arrange to have parents meet student at hospital.~~
 - ~~e. Failure of the family to take seriously and provide for safety of the student (in case of potential suicide) will be considered emotional neglect and reported to Department of Children and Youth Services.~~
 - ~~f. If a need exists for changes in the student's program, the school's Planning and Placement Team will convene and consult with the student's mental health professional, the parent, appropriate staff members, and if feasible, the student to plan the student's educational program.~~

~~Special Services staff will maintain contact with the student's mental health professionals to support programming needs and follow up procedures.~~

~~Legal Reference: Connecticut General Statutes~~

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

~~Regulation originally approved: July 16, 1990~~

~~Regulation reapproved: February 11, 2002~~

5141.5

Students

Wolcott Public Schools Board of Education Policy

It is the policy of the Wolcott Public Schools to respond actively and responsibly to any situation where a student verbally or behaviorally indicates intent to attempt suicide or to inflict self-injury or harm.

The Board recognizes the need for youth suicide prevention procedures and will establish programs to identify risk factors for youth suicide, procedures for intervention, training for teachers, other school personnel and students, and identify appropriate referral services.

The Board acknowledges that suicide is a complex issue and that while school staff members may collect information to determine the seriousness of a threat, they cannot make clinical assessments of risk or provide in depth counseling. They must refer students identified as possible suicide risks to an appropriate agency for assessment and counseling.

Any school employee who has knowledge of a suicide threat or intent will report this information to the school principal/designee immediately, who will mobilize the school crisis intervention team. The student's parent/guardian will be notified and an appropriate referral made. If the situation is deemed to be high risk, the student will not be left alone at any time during the evaluation process.

Purpose

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation.
- Further recognizes that suicide is a leading cause of death among young people.
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide.
- Acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience.
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components.

This policy is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Prevention

District Policy Implementation

A district-level suicide prevention coordinator shall be appointed by the superintendent or designee. The district suicide prevention coordinator and building principal shall be responsible for planning and coordinating implementation of this policy for the school district. All staff members shall report students they believe to be at-risk for suicide to the appropriate school mental health professional.

Staff Professional Development

All staff shall receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals.

Mental Health Awareness Education

Developmentally appropriate, student-centered education materials shall be integrated into the K-12 curriculum. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help.

Publication and Distribution

This policy shall be distributed annually and be included in all student and teacher handbooks, and on the school website. All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

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Intervention

Assessment and Referral

When a student is identified by a peer, educator or other source as potentially suicidal — e.g., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation — the student shall be seen by a school-employed mental health professional, such as a school psychologist, school counselor, school social worker, within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school nurse or administrator) shall address the situation according to district protocol until a mental health professional is brought in.

For At-Risk Youth

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete.
- The principal and school suicide prevention coordinator shall be made aware of the situation as soon as reasonably possible.
- The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the Parental Notification Involvement section and in compliance with existing state law/ district policy (if applicable), and shall assist the family with urgent referral.
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department.
- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law.
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission in the form of a Release of Information to discuss the student's health with outside care providers, if appropriate.

When School Personnel Need to Engage Law Enforcement

A school's crisis response plan shall address situations when school personnel need to engage law enforcement. When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall contact the school resource officer if on campus, or call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff may tell the dispatcher that the student is a danger to themselves and/or others, to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Parental Notification and Involvement

The principal, designee, or school mental health professional shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student needs. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents will be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

1. A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.) Any necessary accommodations shall also be discussed and documented.
2. While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.
3. The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period. These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
4. The administration or school-employed mental health professional shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

1. First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures.

2. School staff shall supervise the student to ensure their safety.
3. Staff shall move all other students out of the immediate area as soon as possible.
4. The school-employed mental health professional or principal shall contact the student's parent or guardian. (Note: See Parental Notification and Involvement section of this document)
5. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt.
6. The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim.
7. Staff shall request a mental health assessment for the student as soon as possible.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services).
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

After a Suicide Death

Development and Implementation of a Crisis Response Plan

The crisis response team, led by a designated crisis response coordinator, shall develop a crisis response plan to guide school response following a death by suicide. This plan may be applicable to all school community related suicides whether it be student (past or present), staff, or other prominent school community member. A meeting of the crisis team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

Develop Memorial Plans

Students often wish to memorialize a student who has died, reflecting a basic human desire to remember those we have lost. However, it can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students and appropriately memorializing the student who died without risking suicide contagion among other students who may themselves be at risk.

The school's policy is to strive to treat all deaths the same way. Avoid planned on-campus physical memorials (e.g. photos, flowers, locker displays), funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students. Spontaneous memorials may occur from students

expressing their grief. Cards, letters, and pictures may be given to the student's family after being reviewed by school administration. If items indicate that additional students may be at increased risk for suicide and/or in need of additional mental health support (e.g. writing about a wish to die or other risk behavior), outreach shall be made to those students to help determine level of risk and appropriate response.

Postvention Memorialization

The school shall also leave a notice for when the memorial will be removed and given to the student's family. Online memorial pages shall use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time limited. School shall not be canceled for the funeral or for reasons related to the death. Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

Wherever possible, schools should meet with the student's friends and coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the students and the family. This section includes several creative suggestions for memorializing students who have died by suicide and a tool to assist with making decisions about school-related memorials.

Funerals and Memorial Services

Funeral and memorial services shall not be held on school grounds. The school shall focus on maintaining its regular schedule, structure, and routine. School buses shall not be used to transport students to and from the service. Students shall be permitted to leave school to attend the service only with appropriate parental permission. Regular school protocols should be followed for dismissing students over the age of majority. Schools shall strongly encourage parents whose children express an interest in attending the funeral to attend with them. This provides not only emotional support but also an opportunity for parents to monitor their children's response, to open a discussion with their children, and to remind them that help is available if they or a friend are in need.

Spontaneous Memorials

It is not unusual for students to create a spontaneous memorial by leaving flowers, cards, poems, pictures, stuffed animals, or other items in a place closely associated with the student, such as his or her locker or classroom seat, or at the site where the student died. Students may even come to school wearing T-shirts or buttons bearing photographs of the deceased student.

The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death. If spontaneous memorials are created on school grounds, school staff should monitor them for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may themselves be at risk.

A combination of time limits and straightforward communication regarding the memorials can help to restore equilibrium. Although it may be necessary in some cases to set limits for students, it is important to do so with compassion and sensitivity, offering creative suggestions whenever possible. For example, schools may wish to make poster boards and markers available so that students can gather and write messages. It is advisable to set up the posters in an area that may be

avoided by those who don't wish to participate (i.e., not in the cafeteria or at the front entrance) and have them monitored by school staff.

Memorials may be left in place until after the funeral (or for up to approximately five days), after which the tribute objects may be offered to the family. Find a way to let the school community know that the posters are going to the family so that people do not think they were disrespectfully removed. For example, post a statement near the memorial on the day it will be taken down.

Schools shall not allow requests to create and distribute images of the deceased, such as on T-shirts or buttons. Although these items may be comforting to some students, they may be quite upsetting to others. Repeatedly bringing images of the deceased student into the school can also be disruptive and inadvertently glamorize suicide. The school should prioritize protecting students who might be vulnerable to contagion over what might comfort students who want to remember the deceased student. If students come to school wearing such items, it is recommended that they be allowed to wear the items only until the funeral services, and that staff explain to students the rationale for the school's policy. Although students shall wear wristbands that portray a positive message (i.e., Faith, Hope, Love) as a way to honor and remember the deceased after funeral services are held.

Since the emptiness of the deceased student's chair can be unsettling and evocative, after approximately five days (or after the funeral), seat assignments may be rearranged to create a new environment. Teachers should explain in advance that the intention is to strike a balance between compassionately honoring the student who has died, while at the same time returning the focus back to the classroom curriculum. Students may be involved in planning how to respectfully move or remove the desk; for example, they could read a statement that emphasizes their love for their friend and their commitment to work to eradicate suicide in his or her memory.

When a spontaneous memorial occurs off school grounds, the school's ability to exert influence is limited. It can, nevertheless, encourage a responsible approach among the students by explaining that it is recommended that memorials be time-limited (again, approximately five days, or until after the funeral), at which point the memorial would be disassembled, and the items offered to the family. The school may also suggest that students participate in a (supervised) ceremony to disassemble the memorial, during which music could be played, and students permitted to take part of the memorial home. The rest of the items would then be offered to the family.

Schools should discourage gatherings that are large and unsupervised. When necessary, administrators may consider enlisting the cooperation of local police to monitor off-campus sites for safety. Counselors can also be enlisted to attend these gatherings to offer support, guidance, and supervision.

Flags shall not be flown at half-staff.

Online Memorial Pages

Schools shall not post online memorial pages. If the student's friends create a memorial page of their own, school staff should communicate with the students to ensure the page includes safe messaging and accurate information.

School Newspapers

Coverage of the student's death in the school newspaper may be seen as a kind of memorial. Articles may also be used to educate students about suicide warning signs and available resources. Any such coverage should be reviewed by an adult to ensure it conforms to the standards set forth in Recommendations for Reporting on Suicide.

Events

Any events, such as a dance performance, poetry reading, or sporting event shall be reviewed and approved by the building principal and school mental health professionals.

Yearbooks

If there is a consideration of including a tribute to deceased students, the staff member in charge of the yearbook should work with the principal and school mental health professionals on these decisions.

Graduation

If there is a consideration of including a tribute to deceased students who would have graduated with the class, students who have died by suicide should likewise be included. Final decisions about what to include in such tributes should be made by the principal and appropriate staff.

Permanent Memorials

If the community wishes to establish a permanent memorial: such as planting a tree or installing a bench or plaque, whenever possible, it is recommended they be established off school grounds.