



# Parents Legal Guides



## Your Legal Rights & School District's Responsibilities



Connecticut Appleseed  
*Sowing the Seeds of Justice...*



Access to Education

Financial Access and Opportunity

Access to Health Care



Connecticut Appleseed  
*Sowing the Seeds of Justice...*



Access to Education

Financial Access and Opportunity

Access to Health Care

# Your Legal Rights and the School District's Responsibilities

Connecticut Appleseed  
25 Dudley Road  
Wilton, CT 06897

**Web:** [www.ctappleseed.org](http://www.ctappleseed.org)

**Email:** [bobkettle@optonline.net](mailto:bobkettle@optonline.net)

**Phone:** 203-210-5356

## *Acknowledgements*

This guide would not have been possible without the dedication and skill of our pro bono partners, Day Pitney LLP and Robinson Cole, LLP.

Connecticut Appleseed's parent work is generously supported by grants from the William Caspar Graustein Memorial Fund and the Charles Stewart Mott Foundation.

**Your Legal Rights & the School District's Responsibilities**

# Table of Contents

---

How to use this guide .....	1
Terms you should know .....	2
School District's Responsibilities .....	3
Access to Public Information	
Homeless Children	
Highly Qualified Teachers	
Bullying	
Your Right to Information .....	6
Child's School Record	
Teachers Professional Record	
Teacher's Contracts and Codes of Conduct	
Teacher Hiring Decisions	
Your Right to a Voice in Your School's Decision Making .....	9
Your Rights at a Title I School	
Your Rights at a non-Title I School	
Your Right to Decisions in the Classroom .....	13
Selecting/Changing Your Child's Teacher	
Objecting to Curriculum	
Separation from a Classroom	
Closing .....	15
Sample Letters .....	16
Request to Review Students School Records	
Request to Change Students School Record	
Resources .....	20

# How to use this guide

---

This guide is a resource for parents on the laws and their rights. It is intended to provide parents with information so they know how to best support their child.

As you read through this guide, you will find terms highlighted in **bold** and you can find the meaning of those terms in the next section, "terms you should know."

You can find helpful checklists by looking for



And this means ideas to remember

Toward the end of the guide you will find sample letters to help you in written communication to your child's school. The final page of the guide contains lists of local organizations and/or sources of support.

## Terms you need to know

---

**Adequate yearly progress (AYP):** the minimum performance level schools and school districts must achieve each year to meet state reading and math goals. A school district's report card informs parents whether or not a school has made AYP.

**Highly Qualified Teachers:** refers to a teacher who proves that he or she has knowledge about the subjects he or she teaches, has a college degree, and is state-certified. The federal No Child Left Behind law requires that a "highly qualified teacher" teach your child in core academic subjects, such as reading, math, and science.

**McKinney-Vento Homeless Assistance Act:** a federal law created to guarantee the right to a public school education of homeless youth and to ensure their transportation to school and their access to related school services.

**No Child Left Behind:** A federal law that aims to hold school districts responsible for student performance. Under the law the Connecticut Department of Education must:

- ⇒ Develop high quality class work for all students
- ⇒ Test students to make sure they have learned skills in core subject areas (math, science & reading)
- ⇒ Provide a highly qualified teacher in every classroom

**Title I school:** This relates to a set of government programs to improve the learning of children from low-income families. The U.S. Department of Education provides Title I funds to states to give to school districts based on the number of children from low-income families in each district, which generally means those districts with a large number of students eligible for the free/reduced price lunch program. All Title I schools must not only comply with the No Child Left Behind Act but are supposed to involve parents in deciding how these funds are spent and in reviewing progress.

# School District's Legal Responsibilities

---

## **Access to Public Education**

School districts are legally responsible for the elementary and high school education of all children between the age of five and twenty-one living in their district. They are also required to provide reasonable and desirable transportation for students in the district.

All children between the ages of seven and eighteen must attend public school, or receive similar instruction elsewhere. Parents of five and six year olds have the option of delaying their children's enrollment by filling out the appropriate paperwork. Parents can consent to withdraw a sixteen or seventeen year old from school.

## **Homeless Children**

In general, a school district is only responsible for the education of students living in the district, but there are state and federal laws that try to remove barriers to education for homeless students.

In Connecticut, if a child moves to a temporary shelter (a facility that provides emergency shelter for a limited period of time) in another school district, the school district that the student lived before moving to the temporary shelter is responsible for the student's education. So, for example, if a child lives in Shelton and moves to a temporary shelter in Stratford, the Shelton school district is still responsible for the child's education.

The original school must either allow the student to continue to attend its schools and provide transportation from the temporary shelter, or pay for the student to attend school in the district in which the temporary shelter is located. If the original school district cannot be identified, in general, the school district in which the temporary shelter is located is financially responsible for the education of the student.

Federal law creates more responsibilities for school districts that receive federal funding under the **McKinney-Vento Homeless Assistance Act**. Federal law defines a homeless student broadly as any student who does not have a fixed, regular, or adequate nighttime address is homeless. Under this definition, students in the following situations are considered homeless:

- ⇒ Students forced to share another person's house due to loss of housing or economic problems
- ⇒ Students living in an emergency or transitional shelter, including children placed in shelters by the Connecticut Department of Children and Families
- ⇒ Students abandoned at hospitals
- ⇒ Students awaiting foster care placements
- ⇒ Students living in motels, hotels, trailer parks, or camping grounds due to lack of housing
- ⇒ Students who sleep somewhere not designed for or ordinarily used by humans as a place to sleep
- ⇒ Students living in cars, parks, public spaces, abandoned buildings, and bus or train stations

The student must be enrolled right away even if they are not able to provide records typically required for enrollment, such as academic records, medical records, and proof of residence. And after enrollment, the school is required to help in getting the necessary records. The school can require a parent/guardian to submit contact information.

Homeless students must have equal access to the same public education provided to all students, including preschool programs administered by the State, high school education and support services, and before-and after-school care programs. Also, school districts must provide homeless students with services as good as to those provided to nonhomeless students in areas including:

- ⇒ Transportation
- ⇒ Vocational and technical training
- ⇒ Gifted and talented programs
- ⇒ School nutrition programs

If your student is homeless as defined above, contact the school district liaison for homeless children and youth for more information about the

**Your Legal Rights & the School District's Responsibilities**

continued education of your child. You should be prepared to discuss your particular situation.

## Highly Qualified Teachers

**No Child Left Behind (NCLB)** requires that core classes be taught by **highly qualified teachers** who must:

- ⇒ Have a bachelor's degree
- ⇒ Be fully certified
- ⇒ Be licensed to teach in Connecticut
- ⇒ Have proven knowledge of the subject matter they teach

If your child attends a **Title I school**, at the beginning of each school year, you should receive a letter telling you that you have the right to request information on the qualifications of your child's teachers and paraprofessionals. Anytime your child is taught by a not highly qualified teacher for four or more weeks you should get a letter from your school.

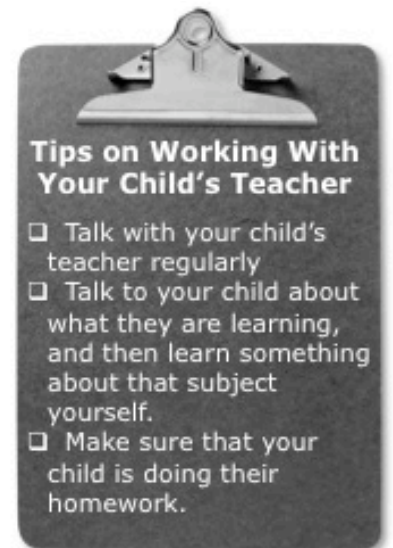
There may be times when a school is not able to hire a **highly qualified teacher** because of lack of availability. Remember, not highly qualified does not mean that the teacher is unskilled.

Even if your child's teachers are highly qualified, remember that you play a core role in making sure that your child is receiving a high quality education. A **highly qualified teacher** cannot do it alone. Establishing a relationship with your child's teachers is central to your child's learning.

## Bullying

Bullying poses serious risks to all members of a school community. Like many states, Connecticut has an anti-bullying law that requires school districts to adopt policies addressing bullying.

Bullying is activity meant to ridicule, harass, humiliate or intimidate another student that is repeated over time and can include:



- ⇒ Physical aggression
- ⇒ Threats
- ⇒ Name calling
- ⇒ Put downs
- ⇒ Racial, ethnic, or sexual harassment
- ⇒ Stealing
- ⇒ Alienation, exclusion, shunning, or snubbing

Schools must address bullying that happens on school grounds, at school-sponsored activities, or on a school bus. Schools may also address bullying that occurs outside of school that has an impact on a student's academic performance or safety in school, such as threats or put downs made on MySpace pages or over email, and bullying at recreational facilities.

Schools must have procedures for students to anonymously report acts of bullying to teachers and school administrators. Schools must also have procedures that allow for parents or guardians of students to file written reports of suspected bullying. Schools must investigate any written report of suspected bullying from a parent or guardian and all anonymous reports from students. For a sample letter to report bullying, go to page 18. Finally, teachers and other school staff who witness bullying or to whom students report bullying must notify school administrators.

Schools must notify the parents or guardians of all students involved in confirmed reports of bullying. The notification must outline how the school plans to respond and what will happen if bullying continues. Schools may also inform the parents of the target of bullying of plans to make sure the student is safe.

## Your Right to Information

---

### Child's School Record

Federal law (the Family Educational Right and Privacy Act (FERPA) and Connecticut state law provide parents and legal guardians the right to access their child's educational records. However, the right to review school records does not apply to all situations. For example the right does not apply to:

- ⇒ Records that are kept in possession of the person who made the record

### Your Legal Rights & the School District's Responsibilities

- ⇒ Records shared with a substitute teacher
- ⇒ Records kept by the police or a law enforcement unit
- ⇒ Records on a different student.

The right to review the student's educational record belongs to both the primary-care parent and non-primary care parent, unless the law or a court says otherwise. As a precautionary procedure, the school will likely provide a written notice to the primary-care parent informing the parent of the non-primary-care parent's request.

The right to review the student's educational record remains with the student's parents until the student's eighteenth birthday. After the student's eighteenth birthday, the right transfers to the student.

Schools keep information on students that includes: grades, test scores, attendance, disciplinary actions, school activities, achievements, health records, guidance records, and written observations.

Parents can get a copy of the student's record by writing to the local or regional board of education. See Sample Letter in Appendix 1. The school may charge a processing fee for printing and/or photocopying the student's education record. Parents who cannot afford to pay for the printing and/or photocopying fee should inform the board or education about his or her inability to afford the fee.

The school must provide the parent with the student's educational records within forty-five days from the date the records are requested. Parents can request prompt delivery of the records.

In reading a child's record, parents should carefully follow four steps:

1. Organize the record in chronological order or reverse chronological order
2. Read the record
3. Analyze the record
4. Evaluate the record

### **What Should You Do If You Disagree with an Item in the Record?**

Under federal law, if you believe the student's educational record contains inaccurate information, misleading information, or information that violate the student's right to privacy, you may ask the school to amend the record. This can include informing the school about other sides of the issue.

The decision to amend the record lies with the school and Board of Education. This decision will be made within a reasonable time.

If the school rejects your request, you have a right to request a hearing to challenge the content of your child's educational records on the grounds that the information in the education records is inaccurate, misleading, or in violation of your child's right to privacy. See Sample Letter in Appendix 1.

The school must conduct the hearing within a reasonable time after it receives your hearing request. The school will notify you of the date, time, and place, in advance of the hearing. Information regarding the hearing procedures will also be provided by the school when the school notifies you about the hearing.

You may, at your own expense, be assisted or represented by one or more individuals of your own choice, including an attorney. The school must give you a full and fair opportunity to present relevant evidence. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing.

In preparation for the hearing you should gather all the materials, documents and information that show why the record is inaccurate, misleading or invades your child's privacy.

The school will make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing, and will include a summary of the evidence and the reasons for the decision.

If you are successful during the hearing, the school will amend your child's educational record.

If you are unsuccessful during the hearing, you still have a right to place a statement in the record regarding the contested information in the record or stating why you disagree with the school's decision, or both.

### **Teacher's Professional Record**

Under federal and state law, a teachers' performance and evaluation records are not public records. As a result, a teacher's performance and evaluation record cannot be released to third parties, including parents, without the

teacher's written consent. However, this rule only applies to performance and evaluation records. The law allows for the disclosure of non-performance and non-evaluation related documents. For example, parents can obtain records that were created for disciplinary purposes or records that were created as a result of accusations and allegations against the teacher.

## **Teachers' Contracts and Codes of Conduct**

In Connecticut, teachers are subject to a code of professional responsibility called The Code of Professional Responsibility for Teachers. The Code is a set of principles that teachers are expected to follow. According to the Code students are the primary reason for the existence of the teaching profession. Teachers owe students a high degree of professional responsibility. Teachers also owe other teachers, other teaching oriented professionals and the community at large professional responsibility behavior on their own part.

Teachers must not abuse their positions as professionals with students for private advantage, sexually or physically harass or abuse students, emotionally abuse students, or engage in any misconduct that would put students at risk.

## **Teacher Hiring Decisions**

Teaching hiring processes and decision making procedures vary among different school districts. Generally, the boards of education are in charge of hiring full-time, part-time, and substitute teachers. The Board may give the employment responsibilities to the superintendent of schools.

Superintendents and school principals are highly involved in the teacher selection process. To become a teacher in a public school in Connecticut, a teacher candidate must have a bachelor's degree from an accredited university and have completed a state-approved teacher certification program. Teachers also need to pass either a state test or the widely used PRAXIS exam.

School districts and school personnel conduct strict screening and selection processes. For example, most districts require that candidates submit written application forms, personal statements, resumes, letters of recommendations, college transcripts or copies of the applicant's bachelors degree, copies of certifications, and copies of test scores.

In making a placement, the school district considers a candidate's experience when deciding to consider the applicants ability to teach a specific subject. Typically, the school district conducts one to two, or more, interviews with each candidate before deciding whether to hire the applicant.

## Your Right to a Voice in Your School's Decision Making

---

All schools provide parents with some opportunities to take part in school decisions. As a parent, you can help your school with setting goals, developing and implementing school programs, making hiring decisions and helping to decide how school funds are spent. Your level of involvement is up to you.

### Your Rights at a Title I School

**Title I** is the first section of the **No Child Left Behind Act of 2001 (NCLB)**. The **U.S. Department of Education** provides **Title I** funds to states to give to school districts based on the number of children from low-income families in each district. **Title I** schools are generally those with a large number of students eligible for the free lunch program.

### Decisions About Your School's Parental Involvement Policy

**Title I** schools are required to have a **Parent Involvement Policy** that is developed with and approved by parents. The policy has to:

- ⇒ Spell out how the school will meaningfully involve parents
- ⇒ Contain a agreement that outlines how parents, school staff and students will work together to help students learn

Your child's school must consult with parents in developing and revising its Parent Involvement Policy. At an annual meeting for parents, the school must explain the **Title I** program, as well as parents' rights to be involved in the program. After the annual meeting, your child's school should hold additional meetings to get your suggestions and discuss key decisions such as how the school should spend **Title I** funds. The law says that the school must respond to parents' suggestions "as soon as practically possible."

## Your Legal Rights & the School District's Responsibilities

In addition, school districts receiving more than \$500,000 must set aside 1 percent of their **Title I** funds for parent involvement activities (including family literacy and parent training). You have the right to help the district decide how it will use these funds.

### **Decisions About Your District's Parent Involvement Policy**

Like schools, every school district that receives **Title I** funds must have a written Parent Involvement Policy that is developed with and approved by parents and evaluated by parents every year.

This policy must spell out how the district will:

- ⇒ Meaningfully involve parents in developing and approving its **Title I** plan
- ⇒ Meaningfully involve parents in the process of school review and improvement
- ⇒ Get parent approval of the district's **Title I** plan and how funds for parent involvement will be spent
- ⇒ Provide support to help **Title I** schools get parents involved.

Many school districts have also formed a Parent Advisory Council—a group of parents which assists the district in implementing parent involvement policies, identifying parent involvement needs and developing new policies. If your child's school district does not already have a Parent Advisory Council, you should encourage it to form one.

### **Contributing to Your School's Improvement**

NCLB also mandates parental involvement if your child's school is identified for improvement, corrective action or restructuring.

NCLB requires every state to set high academic standards and yearly goals for achievement. By 2014, by law, all children should be performing at the proficiency level in reading and math. **Adequate yearly progress (AYP)** is the minimum level of performance school districts and schools must achieve every year to meet this goal.

### *Schools In Need of Improvement*

**Title I** schools that fail to show **AYP** for two years in a row in the same subject and grade are considered to be "In Need of Improvement." The law says these schools must create a School Improvement Plan. Parents have the right to take part in creating and approving this plan.

### *Schools that are Restructuring*

After not making AYP for five years, NCLB requires **Title I** schools to develop a Restructuring Plan. If the school continues to fail to AYP, the Restructuring Plan is enforced in the following year. The Restructuring Plan will involve major changes in the way a school operates. The school district must totally revamp the school and must include parents in making these extensive changes.

A district must develop a Restructuring Plan with both parental and school involvement. Under the plan, the school will change its governance by doing one of the following:

- ⇒ Reopening as a charter
- ⇒ Replacing all or most of the school staff, which may include the principal
- ⇒ Entering into a contract with a private management company
- ⇒ Turning the operation of the school over to the state

#### **How Can I Find Out If my Child's School District Is Restructuring?**

Ask your child's teacher, school principal, or a member of the school's parent group for a copy of the school's NCLB School Report, or read your child's School Report on the Connecticut Department of Education's website at <http://www.csde.state.ct.us/>

Restructuring options are:

- ⇒ Changing the school's structure so that the school has less power and the district has more power and oversight
- ⇒ Closing the school and reopening it as a theme school with new staff
- ⇒ Reconstituting the school into smaller learning communities
- ⇒ Dissolving the school and assigning students to other schools
- ⇒ Pairing the school with a higher performing school so that K-3 grades are together and 4-5 grades are together
- ⇒ Expanding or narrowing the grades served

## **Your Legal Rights & the School District's Responsibilities**

Under NCLB, the school district **must** get parental input regarding a Restructuring Plan. The district must give parents prompt notice about what is being done to improve the school and how parents can be involved. The district must ask parents for suggestions before the district develops the Restructuring Plan or takes any actions.

Some districts will hold collaborative, face-to-face community outreach meetings with parents to explain the restructuring options under NCLB.

## Your Rights at a non-Title I School

Even if your child does not attend a **Title I** school, you may still participate in a significant way in school decision-making. You can be an active partner in making decisions that affect your child's education such as budget, curriculum, discipline, school improvement and hiring decisions.

### Parental Involvement Policies

#### How Can I Find Out About my School's Parental Involvement Policies?

Ask your principal for a copy of the parental involvement policy. If there is none, ask for a copy of the strategic school profile report and read what it says about their parental involvement strategies. You can also get a copy of the strategic school profile on the Connecticut Department of Education website: <http://www.csde.state.ct.us/>

Under Connecticut law, all schools (even non-Title I schools) must develop programs and policies regarding parent involvement and report these policies to the State. Your school district superintendent must submit to the Connecticut Commissioner of Education, a Strategic School Profile Report for each school in the district and for the school district as a whole. This report must describe:

⇒ Student needs

- ⇒ School resources
- ⇒ School performance
- ⇒ Student performance

The report for your child's school must contain information about parental involvement. It should explain if the district has tried to improve parental involvement and how the district has attempted to get parents involved. It should also explain how the district has helped to support parents working at home with their children on learning activities.

## **Steps You Can Take to Get Involved:**

- ⇒ You can run for School Board. School Boards make decisions about which teachers to hire, how money should be spent and what your child will be taught.
- ⇒ You can serve on your school's Site Council. Site councils work with school administrators to make decisions about the school budget, academics, school improvement, parent engagement, safety and discipline.
- ⇒ You can serve on the school's School Advisory Council, Parent Advisory Council or other school committees that make recommendations to the school board about curriculum, discipline and other policies.
- ⇒ If your school has one, you can participate in the School Improvement Team (SIT) as a parent representative. This team will help develop improvement strategies for the school.
- ⇒ You can join and be an active member of the school's Parent-Teacher Association (PTA) or Parent-Teacher Organization (PTO). Parent organizations do more than just hold bake sales. They often make recommendations to the school about important decisions. Parent organizations usually raise money for the school and get to decide how these funds will be spent on school programs and activities.
- ⇒ You can represent your school at District Parent Advisory Team (D-PAT) Meetings or join district-level councils and committees for family and community involvement.
- ⇒ You can attend PTA, PTO, school board, and/or town meetings and speak about what is important to you.
- ⇒ You can research who is running for school board and vote for people who support your positions on education

# Your Right to Decisions In the Classroom

---

## **Selecting/Changing Your Child's Teacher**

While Connecticut law requires that teachers must be legally qualified to provide instruction, parents have no legal right to request or veto one particular teacher over another.

Most schools, however, do allow parents to have some input on their child's initial placement. If you have particular concerns with your child's placement, it would be best to make a request before the placements have been made by speaking with the principal of your school. The best approach would be to explain why the requested teacher is best suited for your child's needs on the basis of teaching style, your child's temperament, etc. If requesting one teacher over another, it is best to explain why the requested teacher is better suited than the other teacher, again by referring to teaching style, your child's temperament, etc.

If you develop concerns with your child's teacher after placement, most schools will consider a new placement if your request is based on reasonable concerns and the school is able to accommodate the change with respect to its numbers and classroom size. Again, there is no general law or policy with respect to a parent's legal right to request such a change, but most schools will listen to reasonable requests.

## **Objecting to Curriculum**

Connecticut has broad laws on curriculum. The following required subjects must be taught to students by legally qualified teachers:

- ⇒ Arts
- ⇒ Career education
- ⇒ Consumer education
- ⇒ Health and safety - including human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth

- suicide prevention, substance abuse prevention, safety, which may include the dangers of gang membership, and accident prevention
- ⇒ Language arts - including reading, writing, grammar, speaking and spelling, and may include American sign language or signed English, as long as it is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education;
  - ⇒ Math
  - ⇒ Physical education
  - ⇒ Science
  - ⇒ Social studies - including citizenship, economics, geography, government and history
  - ⇒ In high school one or more foreign languages and vocational education.

If a school district requires its students to take a course in a foreign language, the parent or guardian of a student identified as deaf or hearing impaired may request in writing that the student be exempted from the foreign language requirement and, if a request is made, the student will be exempt from that requirement.

The State Board of Education must also develop curriculum guides to help school districts in developing family life education programs within the public schools. Schools, however, are not required to offer those programs. If schools offer those programs, attendance is not mandatory, and any student may opt out of taking that course of study by written notification from the student's parent or legal guardian.

Aside from family life education, parents do not have a right under Connecticut law to veto a particular course of study. There have been instances, however, in which students (and/or parents) have objected to particular lessons and/or activities based on religious or moral objections. For example, in 2002 parent's efforts to ban the Harry Potter series and the Newberry award-winning book *The Witch of Blackbird Pond* included petitioning the local school board in Cromwell. Efforts to remove the books from Cromwell Middle School were unsuccessful.

Choice-in-dissection laws generally give students (and their parents) the right to choose not to participate in animal dissection. The school must provide an alternative method of learning the material through other instruction tools, such as video tapes, models, films, books, computer

## **Your Legal Rights & the School District's Responsibilities**

programs, clay modeling or transparencies. In addition, the teacher may not penalize the student for choosing an alternate learning tool or give the student a lower grade merely because of the decision not to participate in animal dissection.

### **Separation from a Classmate**

As mentioned earlier, Connecticut has an anti-bullying statute that requires that local and regional boards of education develop a policy addressing bullying.

Although Connecticut law does not include a provision that specifically gives parents the right to request separation from a particular classmate, it does require that bullying prevention policies include development of case-by-case interventions. If your student is the target of bullying, it would not be unreasonable to ask for the separation of your student from the bully. In fact, most authorities on bullying stress that it is not good for the bully and the target of the bullying to be continuously put in the same situations.

## **Closing**

---

Connecticut and the federal government have a handful of laws that both outline a schools responsibility to provide a free education to all students and provide for parents to have access to basic information and the right to participate in their schools. The first step to ensuring your child has equitable access to services is to get involved in your school district through the ways presented.

# Sample Letter: Reviewing Child's Records

Date: \_\_\_\_\_

To: ***[Name of Designated Official]***

From: ***[Name of Parent]***

***[Address and Phone Number]***

Under the provisions of the Family Educational Rights and Privacy Act and Connecticut Law, I wish to inspect the following education record:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

of ***[Name of Student]***: \_\_\_\_\_

School at Which Student Is Enrolled: \_\_\_\_\_

Requester(s)' Relationship to Student: \_\_\_\_\_

I do \_\_\_/do not \_\_\_ desire a copy of such records. I understand that a reasonable fee will be charged for the copies.

***[Insert fee schedule if available]***

Signature: \_\_\_\_\_

# Sample Letter: Amending Child's Record

---

To: ***[Name of Designated Official]***

From: ***[Name of Parent(s)]***

I have reviewed my child's education record and believe it contains information that is inaccurate, misleading, or in violation of my child's rights. Please amend the record as follows:

Current Record:

To be Changed to:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

# Sample Letter: Reporting Bullying

(Date)

**[Name of Principal]**  
**[Name of School]**  
**[Address of School]**

Re: Report of Suspected Bullying Made Pursuant to Conn. Gen. Stat. § 10-222d

Dear Principal,

I write to report suspected bullying involving students enrolled at your school, and to request your investigation and intervention. It has come to my attention that [names of those allegedly bullying] has repeatedly over the course of time committed acts intended to ridicule, harass or intimidate [name of student being bullied]. I have outlined the pertinent details below, but please do not hesitate to contact me to discuss this matter more fully. If I do not hear from you in the next two weeks, I will follow up regarding the status of this report thereafter.

Source of Information **[select one]**:

- Personal knowledge of the events
- Conversation with my student
- Conversation with another student or parent [identify here: \_\_\_\_\_]

Dates of alleged incidents: \_\_\_\_\_

Location of incidents: \_\_\_\_\_

Witnesses to incidents **[if any]**: \_\_\_\_\_

Nature of bullying:

---

---

---

---

---

---

If appropriate: ***[As the parent/guardian of one of the students involved in the incidents described above, I would appreciate notice as to whether this report is verified and to the extent it is, a description of the school's response and any consequences that may result from the commission of future acts of bullying.]***

Thank you very much for your attention and assistance with this matter.

Sincerely,

***[sign your name here]***

***[your contact information]***

Your Name: \_\_\_\_\_  
Relationship to Student: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Email: \_\_\_\_\_

***Cc: [List others whom you want to be aware of the incidents described above & send copies of this letter to each]***

## Resources

---

**2-1-1:** a free 24 hour phone help line from the United Way of Connecticut for people to get information, or to seek help in a crisis. Simply dial 2-1-1 or 1-800-203-1234 any time of day or night.

### **African & Caribbean American Parents of Children with Disabilities (AFCAMP)**

#### **Advocacy organization for parents**

60-B Weston Street, Hartford, CT 06120

Phone: 860-297-4358

Email: [afcampa@sbcglobal.net](mailto:afcampa@sbcglobal.net)

### **Connecticut Parent Power**

*Statewide Parent Action Network that advocates in education and health care*

105 Miller Street, Meriden, CT 06450

Phone: 203-645-6702

Website: [www.ctparentpower.org](http://www.ctparentpower.org)

Email: [ts@ctparentpower.org](mailto:ts@ctparentpower.org)

### **Connecticut Parent Teacher Association Council**

60 Connolly Parkway, Hamden, CT 06514

Phone: 203-281-6617

Website: [www.ctpta.org](http://www.ctpta.org)

Email: [connecticut.pta@snet.net](mailto:connecticut.pta@snet.net)

### **Statewide Legal Services**

*Provides free/low cost legal representation*

425 Main Street, Middletown, CT 06457

Phone: 800-453-3320

Website: [www.slscct.org](http://www.slscct.org)

### **Teach our Children**

*New Haven based advocacy organization for positive change in public schools*

Phone: (203) 786-5499

Email: [teachourchildren@hotmail.com](mailto:teachourchildren@hotmail.com)