

**SHEPAUG
REGIONAL
SCHOOL
DISTRICT
#12**

STUDENT- PARENT HANDBOOK



**2020-
2021**

**Booth Free School, Burnham School and
Washington Primary School**

CREATING OPPORTUNITIES FOR THE FUTURE

Table of Contents

| | |
|--|----|
| Table of Contents | 1 |
| PRINCIPAL'S WELCOME LETTER | 3 |
| SHEPAUG REGIONAL SCHOOL DISTRICT #12 CONTACTS | 4 |
| BOOTH FREE SCHOOL STAFF MEMBERS | 5 |
| BURNHAM SCHOOL STAFF MEMBERS | 6 |
| WASHINGTON PRIMARY SCHOOL STAFF MEMBERS | 7 |
| CALENDAR OF EVENTS | 8 |
| ORGANIZATION OF THE REGION 12 PRIMARY SCHOOLS | 9 |
| SCHOOL HOURS | 9 |
| CONFERENCES - PROGRESS REPORTS | 9 |
| LUNCH AND MILK | 9 |
| STUDENT DRESS (Policy #5132)..... | 9 |
| HOMEWORK (Policy #6154)..... | 10 |
| FIELD TRIPS | 11 |
| PERSONAL ITEMS | 11 |
| LOST AND FOUND..... | 11 |
| VOLUNTEERS | 11 |
| VISITORS/OBSERVATIONS | 11 |
| STUDENT VISITORS | 12 |
| NAMES, ADDRESSES, PHONE NUMBERS..... | 12 |
| STUDENT SAFETY..... | 12 |
| CHANGES IN STUDENT INFORMATION..... | 13 |
| ATTENDANCE (Policy 5113)..... | 13 |
| AGES OF ATTENDANCE (Policy #5112)..... | 14 |
| TARDINESS - ARRIVING AT SCHOOL ON TIME | 15 |
| TRUANCY (Policy #5113.2) | 15 |
| HOMELESS STUDENTS (Policy #5118.1) | 16 |
| RELATIONS WITH NON-CUSTODIAL PARENTS (Policy #5142.1) | 16 |
| NOTIFICATION SERVICE..... | 16 |
| SCHOOL CANCELLATION, DELAYS, EMERGENCY AND EARLY DISMISSAL TIMES..... | 17 |
| GUIDELINES FOR AFTER SCHOOL ACTIVITIES..... | 18 |
| PHILOSOPHY & GOALS OF EDUCATION -REGIONAL DISTRICT NO. 12 (Policy #0000) | 18 |
| CHARACTER DEVELOPMENT (Referenced in Policy #0210.3)..... | 19 |
| DISCIPLINE..... | 20 |
| USE OF PHYSICAL FORCE PHYSICAL RESTRAINT/SECLUSION (Policy #5144.1) | 25 |
| BULLYING /HAZING PREVENTION (Policy #5131.911) | 25 |
| BEHAVIOR ON SCHOOL BUSES | 26 |
| STUDENT HEALTH (Policy #5141) | 27 |
| SUICIDE PREVENTION/INTERVENTION (Regulation #5141.5a) | 34 |
| REPORTING OF CHILD ABUSE AND NEGLECT (Policy #5141.4) | 35 |
| ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) INSTRUCTION..... | 35 |
| PSYCHOTROPIC DRUG USE | 36 |
| ANIMALS IN THE CLASSROOM (Policy #6163.3) | 36 |
| ASBESTOS INSPECTION/REMOVAL | 37 |
| EQUAL OPPORTUNITY/AFFIRMATIVE ACTION | 37 |
| GUIDELINES REGARDING SEARCH AND SEIZURE (Policy #5145.12)..... | 38 |
| STUDENT USE OF TECHNOLOGY (Policy # 6141.321) | 38 |
| OPENING EXERCISES | 41 |
| PESTICIDE PROTOCOL (Policy #3524.1)..... | 41 |
| PROMOTION/ACCELERATION/RETENTION (Regulation #5123a) | 42 |
| PUBLIC RELATIONS/PUBLIC INFORMATION RELEASES | 42 |
| RESIDENCY | 42 |
| SEXUAL HARASSMENT OF STUDENTS/EMPLOYEES (Policy #5145.5)..... | 43 |
| SCIENTIFIC RESEARCH-BASED INTERVENTIONS (SRBI) | 43 |
| ENGLISH LANGUAGE LEARNERS (ELL) | 44 |
| SECTION 504 OF THE REHABILITATION ACT | 44 |

| | |
|---|----|
| SPECIAL EDUCATION (Policy #6171a)..... | 44 |
| STATEWIDE PROFICIENCY/MASTERY EXAMINATIONS (Policy #6146.2) | 45 |
| STUDENT RECORDS; CONFIDENTIALITY (Policy #5125)..... | 46 |
| TRANSPORTATION CHANGES | 48 |
| USE OF SCHOOL FACILITIES BY COMMUNITY GROUPS | 49 |

PRINCIPAL'S WELCOME LETTER

STUDENT/PARENT HANDBOOK FOR THE PRIMARY SCHOOLS SHEPAUG VALLEY REGIONAL SCHOOL DISTRICT NO. 12

Bridgewater - Burnham School
Roxbury - Booth Free School
Washington - Washington Primary School

Dear Parents/Guardians:

It is with enthusiasm that Booth, Burnham and Washington Primary Schools welcome you to a new and exciting school year! We are ready and eager to greet students and to build a safe and positive school year filled with new friendships and high interest learning opportunities.

As we continue to face the challenges of COVID 19, each school has carefully designed a re-opening plan to support the emotional and physical well-being of students and staff with safety, engagement, and relationship building central to our practices.

Our learning communities continue to provide a responsive environment that fosters mutual respect and teamwork in concert with academic rigor while developing personal responsibility, collaboration, creativity, critical thinking and problem solving skills. Technology tools and applications provide opportunities for enhanced learning and for students to present their ideas in diverse ways both in-person and virtually as needed.

Our elementary schools value the home/school partnership and encourage regular teacher and parent communications. Parents are important to each school's success and offer support by valuing the educational experience and guiding their children. Parent participation in our school community is welcomed and encouraged.

The **Student/Parent Handbook** provides you with important information necessary throughout the school year. Important contact information, school events, procedures, policies, and school wide expectations are included in the handbook. We highly encourage you to familiarize yourself with this handbook. Please review pertinent sections such as character education, discipline and school dress with your child(ren).

Yearly school forms for student and parent review are located on the Parent Portal on PowerSchool. Please review and electronically acknowledge each of the following forms by **September 4, 2020**:

- Student Information Update
- Student Change of Address
- Student Contacts Update
- Health Update
- Permissions/Agreements (Acceptable Use Agreement, Google Apps for Education Form)
- Opt-Out Photo/Publication
- Acknowledgment of Completion with Handbook signoff

Please feel free to contact us if you have any questions, comments or concerns. We look forward to our work together and are confident that each student will experience a most successful and fulfilling school year.

Sincerely,

Cathy G. Colella, Principal
Booth Free School
Burnham School

860-353-9391
860-354-5559

Emily Judd, Principal
Washington Primary School

860-868-7331

SHEPAUG REGIONAL SCHOOL DISTRICT #12 CONTACTS

CENTRAL OFFICE

Office of the Superintendent
Regional District No. 12
11A School St., P.O. Box 386
Washington Depot, CT 06794
Phone: 860-868-6100
Fax: 860-868-6103
Website: region-12.org

Superintendent of Schools
Director of Finance and Operations
Director of Pupil Personnel Services
Director of Curriculum
Facilities Coordinator
Secretary to Superintendent of Schools
Bookkeeper/Payroll
Secretary to Director of Finance
Secretary to Director of Pupil Personnel Services
Secretary to Facilities Coordinator
Accounts Payable Coordinator

Megan Bennett
Nicole Grant
Allyson O'Hara
Teresa DeBrito
Donald O'Leary
Deborah Bliven
Peggy Johnson
Nancy Baran
Marilyn Ebreo
Connie Ho
Helen Yorzinski

BOARD OF EDUCATION

Joseph Abdella
John Buonaiuto, Treasurer
Gregory Cava, Chairman
James Hirschfield
Alex McNaughton
Justin Ongley

Jennifer Pote
Lisa Roush, Secretary
Michael Sinatra, Vice Chair
Julie Stewart
Peter Tagley
Mary Weber

THE PRIMARY SCHOOLS

Booth Free School
14 South Street
Roxbury, CT 06783
Phone: 860-354-9391
Fax: 860-350-6563

Principal: Cathy Colella
Head Teachers: Cathleen Brooks, Amy Testani
Secretary: Laura Horrigan

Burnham School
80 Main Street South
Bridgewater, CT 06752
Phone: 860-354-5559
Fax: 860-350-1597

Principal: Cathy Colella
Head Teachers: Jacqui Collentine, Amy Stiles
Secretary: Claire Cavalea

Washington Primary School
11 School Street
Washington Depot, CT 06794
Phone: 860-868-7331
Fax: 860-868-2975

Principal: Emily Judd
Head Teacher: Susan Ubaldi
Secretary: Cindy Koslosky

BOOTH FREE SCHOOL STAFF MEMBERS

| | | |
|------------------------|------------------------------------|--------------------------|
| Cathy Colella | Principal | colellac@region-12.org |
| Rita Gregory | Kindergarten | gregoryr@region-12.org |
| Hilary Schawiak | Grade One | schawiakh@region-12.org |
| William Hosking | Grade Two | hoskingw@region-12.org |
| Mary-Anne Russell | Grade Three | russellm@region-12.org |
| Cathleen Brooks | Grade Four/Head Teacher | brooksc@region-12.org |
| Amy Testani | Grade Five/Head Teacher | testania@region-12.org |
| Jane Manley | Art | manleyj@region-12.org |
| Jennifer Doiron | General Music/Instrumental Music | doironj@region-12.org |
| David Morgan | Physical Education | morgand@region-12.org |
| Patricia Gordon | Library Clerk | gordonp@region-12.org |
| Emily Rhew | Special Education Teacher | rhewe@region-12.org |
| Sarah Curren | Reading & Math Interventionist | currens@region-12.org |
| TBD | Literacy/Math Tutor | |
| Roseann Cice | Literacy/Math Tutor | cicer@region-12.org |
| Theresa Gallagher | Speech and Language Pathologist | gallaghert@region-12.org |
| Monica Burnham | School Psychologist | burnhamm@region-12.org |
| Kelly Norris | School Counselor | norrisk@region-12.org |
| Claire Rudolph | Occupational Therapist | rudolphc@region-12.org |
| Deborah Davis | Occupational Therapist | davidsd@region-12.org |
| Rachel Gerowe | Physical Therapist | gerower@region-12.org |
| Regina Rourke | Educational Technology Specialist | rourker@region-12.org |
| Sandra DiBella | Nurse | dibellas@region-12.org |
| Laura Horrigan | Secretary to the Principal | horriganl@region-12.org |
| Allison Gsell | Special Education Paraprofessional | gsella@region-12.org |
| Michelle Sarubbi | Special Education Paraprofessional | sarubbim@region-12.org |
| Cristina Valdino-Hardy | Special Education Paraprofessional | valdinoc@region-12.org |
| Melissa Fay | Special Education Paraprofessional | faym@region-12.org |
| Krista-Leigh Donovan | Educational Assistant | donovank@region-12.org |
| John Lavaway | Head Custodian | lavawayj@region-12.org |
| Wayne David | Part-time Custodian | davidw@region-12.org |

BURNHAM SCHOOL STAFF MEMBERS

| | | |
|---------------------|---|---------------------------|
| Cathy Colella | Principal | colellac@region-12.org |
| Amy Stiles | Grades K, 1, 2/Head Teacher | stilesa@region-12.org |
| Isabel Bray | Grades K, 1, 2 | brayi@region-12.org |
| Jacqui Collentine | Grades 3, 4, 5/Head Teacher | collentinej@region-12.org |
| Pamela Lucchesi | Grades 3, 4, 5 | lucchesip@region-12.org |
| Jane Manley | Art | manleyj@region-12.org |
| Mary Rose Granka | Interventionist | grankam@region-12.org |
| Jennifer Doiron | General/Instrumental Music | doironj@region-12.org |
| David Morgan | Physical Education | morgand@region-12.org |
| Turney, Stephanie | Library Clerk | turneys@region-12.org |
| Serina Rybos | Special Education Teacher/Interventionist | ryboss@region-12.org |
| Theresa Gallagher | Speech and Language Pathologist | gallagherj@region-12.org |
| Jennifer Pizighelli | School Psychologist | pizighellij@region-12.org |
| Kelly Norris | School Counselor | norrisk@region-12.org |
| Claire Rudolph | Occupational Therapist | rudolphc@region-12.org |
| Deborah Davis | Occupational Therapist | davisd@region-12.org |
| Rachel Gerowe | Physical Therapist | gerower@region-12.org |
| Michelle Segerson | Remedial Tutor | segersonm@region-12.org |
| Neil Chen | Literacy Tutor | chenn@region-12.org |
| Regina Rourke | Educational Technology Specialist | rourker@region-12.org |
| Lisa McQueen | Nurse | mcqueenl@region-12.org |
| Claire Cavalea | Secretary to the Principal | cavaleac@region-12.org |
| Ann Rivera | Special Education Paraprofessional | riveraa@region-12.org |
| Brienne Leslie | Educational Assistant | leslieb@region-12.org |
| Lynn Lewis | Educational Assistant | lewisl@region-12.org |
| Nancy Meyer | Head Custodian | meyern@region-12.org |
| Tom Kelly | Part-time Custodian | |

WASHINGTON PRIMARY SCHOOL STAFF MEMBERS

| | | |
|-----------------------|--------------------------------------|--------------------------------|
| Emily Judd | Principal | judde@region-12.org |
| Julie Desena | Kindergarten | desenaj@region-12.org |
| Ann Wescott | Kindergarten | wescotta@region-12.org |
| Elizabeth Della Ratta | Grade One | rattad@region-12.org |
| Jill Horan | Grade One | horanj@region-12.org |
| Sara Feola | Grade Two | feolas@region-12.org |
| Dara Ray | Grade Three | rayd@region-12.org |
| Kelly White | Grade Four | whitek@region-12.org |
| Jennifer Rotunda | Grade Five | rotundaj@region-12.org |
| Jane Manley | Art | manleyj@region-12.org |
| Jennifer Doiron | General/Instrumental Music | doironj@region-12.org |
| David Morgan | Physical Education | morgand@region-12.org |
| Brooke Faison | Library Clerk/Educational Technology | faisonb@region-12.org |
| TBD | Library Clerk | |
| Theresa Gallagher | Speech and Language Pathologist | gallaghert@region-12.org |
| Monica Burnham | School Psychologist | burnhamm@region-12.org |
| Kelly Norris | School Counselor | norrisk@region-12.org |
| Claire Rudolph | Occupational Therapist | hillsholistictherapy@gmail.com |
| Deborah Davis | Occupational Therapist | davidsd@region-12.org |
| Rachel Gerowe | Physical Therapist | gerower@region-12.org |
| Anthony Weymouth | REACH PreK Teacher | weymoutha@region-12.org |
| Jonathan Cop | Special Education Teacher | copj@region-12.org |
| Susan Ubaldi | Reading Interventionist | ubaldi@region-12.org |
| Rebecca Bottari | Math Interventionist | bottarib@region-12.org |
| Emma Beaulieu | Literacy Tutor | beaulieue@region-12.org |
| Kristin Moser | Literacy Tutor | moserk@region-12.org |
| Terri Truczinskas | Nurse | truczinskast@region-12.org |
| Cindy Koslosky | Secretary to the Principal | kosloskyc@region-12.org |
| Laurie DelTorto | Special Education Paraprofessional | deltortol@region-12.org |
| Stacy Galligan | Special Education Paraprofessional | galligans@region-12.org |
| Pam Goethner | Special Education Paraprofessional | goethnerp@region-12.org |
| Shawna Godshalk | Special Education Paraprofessional | godshalks@region-12.org |
| Eileen LeBlanc | Special Education Paraprofessional | leblance@region-12.org |
| Janice Smith | Special Education Paraprofessional | smithj@region-12.org |
| Mary Ann Somoroff | Special Education Paraprofessional | somoroffm@region-12.org |
| Rachel Benyair | Educational Assistant | benyairr@region-12.org |
| Britta Mercier | Educational Assistant | mercierb@region-12.org |
| Sarah Foreman | Kindergarten Educational Assistant | foremans@region-12.org |
| Steve Crowley | Custodian | crowleys@region-12.org |
| Tom Corbett | Custodian | corbettt@region-12.org |
| James Quarford | Custodian | quarfordj@region-12.org |

CALENDAR OF EVENTS

Please mark these special dates on your calendar. The days will be coordinated with events of grades 6 - 12.

FIRST DAY OF SCHOOL AUGUST 31

First 2 weeks of school August 31-September 4 – Early Dismissal – 12:45 PM

| | | | |
|---------------------------|---|---------------------------|----------|
| September 5 | OPEN HOUSE | Washington Primary | 6:00 PM |
| September 16 | OPEN HOUSE | Burnham School | 6:00 PM |
| September 23 | OPEN HOUSE | Booth Free School | 6:00 PM |
| September 26 | OPEN HOUSE | Shepaug Valley School | 7:00 PM |
| October 21-23 | Parent/Teacher Conferences – Early Dismissal at 12:45 PM. Booth Free School, Burnham School & Washington Primary | | |
| November 18 | PARENT VISITATION DAY Booth Free School, Burnham School and Washington Primary School Classroom visitation schedules will be determined by each school. | | |
| November 25-27 | Thanksgiving Recess | | |
| December 11 | Report Cards Sent Home | | |
| December 23- January 1 | Holiday Recess (December 23 rd is a half day) | | |
| January 16 | Unified Concert—BFS, BS, WPS—at The Shepaug School (Snow date January 23) 6:30 PM | | |
| January 25-29 | Kindergarten Registration at home school office: 8:00 AM-4:00PM | | |
| March 8 | REACH Open House at Washington Primary School 2:30 PM (Snow date March 22) | | |
| March 12 | Report Cards Sent Home | | |
| March 18-19 | Parent/Teacher Conferences – Early Dismissal at 12:45 PM. Booth Free School, Burnham School & Washington Primary | | |
| April 12-16 | Spring Recess | | |
| April 21 | Kindergarten Orientation/Visitation | Booth Free School | 9:30 AM |
| April 21 | Kindergarten Orientation//Visitation | Burnham School | 1:30 PM |
| April 22 | Kindergarten Orientation/Visitation | Washington Primary School | 11:00 AM |
| May 5 | Spring Concert/Art Show PreK-5 | Washington Primary School | |
| May 12 | Spring Concert/Art Show K-5 | Burnham School | |
| May 13 | Spring Concert/Art Show K-5 | Booth Free School | |

Grade 5 Recognition Program – Date to be published in the spring after snow season

Last 2 days of school June 10 & 11 - Early Dismissal – 12:45 PM

(Note: 1 school day is added to the calendar for each snow day)

ORGANIZATION OF THE REGION 12 PRIMARY SCHOOLS

The primary schools of Regional School District No. 12 are located in the towns of Bridgewater, Roxbury, and Washington. These schools serve children in kindergarten through the fifth grade. Students in grades six through twelve attend the Shepaug Valley School.

The information in this handbook is pertinent to all three primary schools. For more specific details regarding school staffing, calendars, programs, etc., please contact the school office in the town of your residence.

| | |
|---|--------------|
| Booth Free School in Roxbury | 860-354-9391 |
| Burnham School in Bridgewater | 860-354-5559 |
| Washington Primary School in Washington | 860-868-7331 |

SCHOOL HOURS

The official school day of instruction begins at **9:00 AM** and ends at **3:15 PM** Children enter the school at **8:40-8:55 AM**.

Scheduled Early Release Days-12:45 Dismissal

First 2 Weeks of School
Monday, August 31, 2020-
Friday, September 4, 2020

Conference Days
Wednesday, October 21, 2020
Thursday, October 22, 2020
Friday, October 23, 2020
Thursday, March 18, 2021
Friday, March 19, 2021

Last 2 Days of School
Friday, June 10, 2021
Monday, June 11, 2021

CONFERENCES - PROGRESS REPORTS

Clear communication between parent, child, and teacher can contribute greatly to your child's success at school. It is important that children see parents and teachers working together in the child's interest.

Parent-teacher conferences are very helpful. They are formally scheduled for October 21st, 22nd, and 23rd, as well as March, 18th and 19th. Parents are encouraged to meet with teachers at any time during the school year. If you ever have any questions about school matters, please contact the teacher and make arrangements for an appointment.

Student evaluation and reporting to parents are routine school functions. Report cards will be issued on December 11th, March 12th and the last day of school for all grade levels.

LUNCH AND MILK

Students must bring their lunch and snacks from home. The cost of milk is .35¢ per day. Milk may be purchased on a weekly, monthly, or yearly basis. Given the uncertainty of the year, you may consider monthly payments rather than paying for the entire year. Free and reduced milk is available based on eligibility. Forms will be sent home at the onset of the school year or upon request.

STUDENT DRESS (Policy #5132)

The responsibility for student dress and general appearance shall rest with individual students and parents. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process.

Students should wear appropriate clothing for seasonal changes. Snow attire is essential for winter play. Sneakers are required for each physical education class. To avoid injury, it is strongly recommended that students wear closed rubber soled shoes such as sneakers for playground equipment use. Questions or concerns should be directed to the administrator.

Certain school activities may require special attention regarding student dress such as:

- Sneakers are required for each physical education class session.
- Recess- Children should wear clothing appropriate for seasonal changes.

HOMEWORK (Policy #6154)

The responsibility of the school district to educate students is carried out by teachers through effective classroom instruction and careful delegation of independent study. It is important for students to be taught the concepts related to the subject area and how to study in school before they are given work to do at home. There is a steady increase in the amount of homework expected of students as they advance from the elementary grades through high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated in a manner that promotes student learning. Teachers are expected to inform students and families of their homework expectations.

The Board recognizes that a reasonable amount of study outside the classroom is an integral part of a child's education. It develops independent thinking, good work and study habits, and promotes self-discipline.

The immediate purpose of a specific homework assignment may be to:

1. Build fluency and application of skills and concepts.
2. Extend classroom learning.
3. Stimulate and further interests.
4. Reinforce independent study skills.
5. Develop initiative, responsibility, and self-direction.
6. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following guidelines:

1. That homework be assigned students on a regular basis, the frequency to depend upon the nature and content of the grade level or course.
2. That the amount and level of difficulty of homework assigned be increased commensurate with age and grade level, including sufficient time for daily and long-term assignments.
3. That homework assignments are to be reviewed/evaluated in keeping with the purpose of the assignment.
4. That when a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.
5. That all homework assignments be required of absentees with additional preparation time granted, if necessary.
6. That no written assignments will be due or tests administered for the first two days upon a return from a short vacation during the school year. Vacations are defined as December, February and April breaks. In addition, students observing religious holidays may request an extension of one day for work completion or assessments. Possible exceptions may include AP/ECE, online or off-site courses.

Grade Level Guidelines:

Kindergarten: Homework teaches children to be responsible and dependable. Teachers may ask students to count items at home or collect items to bring to school. Parents are encouraged to read regularly to their children.

Grade One: There may be daily and or/weekly homework assignments. Parents should review homework assignments. In addition, children are expected to read, practice math facts and do spelling word activities at home.

Grade Two: There may be daily and/or weekly homework assignments. Parents should review homework assignments. In addition, children are expected to read, practice math facts and do spelling word activities at home.

Grade Three: There are two or three short assignments a night on Mondays through Thursdays. Usually work is not assigned over the weekend or holidays, unless students have incomplete work or long-term project work. Students are expected to read and practice math facts on a daily basis.

Grade Four: There is approximately 30 to 45 minutes of homework every night, in addition to long term projects, such as book reports. Usually work is not assigned over the weekend or holidays, unless students have incomplete work or

long-term project work. Unfinished work will extend that time. Students are expected to read and practice math facts at home on a daily basis.

Grade Five: There is approximately 45 to 60 minutes of homework every night, in addition to long term projects, such as book reports. Usually work is not assigned over the weekend or holidays, unless students have incomplete work or long-term project work. Unfinished work will extend that time. Students are expected to read, practice math facts and review class work at home on a daily basis.

FIELD TRIPS

The Board of Education recognizes the valuable experiences derived from field trips for students when properly planned, executed, and evaluated. To the extent that budgetary resources permit, the Board encourages field trips. In most cases, field trips should be directly related to or be an extension of the classroom learning experiences.

A form will be sent home prior to the trip and will contain an itinerary of the event. **Each student must submit a form signed by a parent or guardian prior to attending any field trip. Failure to return a signed slip may result in the student remaining in school, rather than accompanying the class on the field trip.**

Parent chaperones are often requested to assist the teacher supervising children on class trips. For reasons of student security and program continuity, **student siblings are not permitted to attend field trips.** Only designated chaperones are to accompany the class on the trip.

PERSONAL ITEMS

Students may bring personal items to school with the approval of the teacher and should not interfere with learning. The school is not responsible for personal items brought by the student. Trading, giving, or selling of items is prohibited.

LOST AND FOUND

All articles found should be turned into the school office. A box of lost and found articles will be placed in an appropriate place within the school.

Placing your child's name on clothing will help identify misplaced articles. Clothing that is unclaimed on the last day of school will be given to the needy.

VOLUNTEERS

Parents are very important partners in the school's learning process. Our teachers welcome volunteers in assisting in classroom learning activities. If you are interested in being a school volunteer, please contact your child's teacher or the school office.

VISITORS/OBSERVATIONS

Parents and interested citizens are welcomed and encouraged to visit our schools. All non-staff/student members entering the primary schools are asked to use the main lobby doors. Please report to the office immediately upon arrival. Our office staff will assist you in your needs. This procedure is to ensure the safety of our students.

Regional School District 12 use **Raptor Technology** software, a visitor management system, in each of our schools. This system helps protect our children by tracking visitors, contractors and volunteers who come into our school. Upon entering a school building, all visitors are asked to present a valid state issued driver's license which will be entered into the Raptor system in order to issue a badge identifying the name of the visitor, as well as the time and date of their visit. The system has the ability to provide alerts on people who may jeopardize the safety of our schools. Visitors will return the badge prior to exiting the building and will be signed out of the system. Subsequent visits will not require a license. The visitor will report to the office, state his/her name and a badge will be printed from the individual's information already in the system.

Parents wishing to observe their child's class may call in advance to arrange with the teacher a mutually agreed upon visitation time. Please reserve questions or comments for a follow up conference.

STUDENT VISITORS

Occasionally a parent will request that their child be allowed to bring a family visitor to school. In such cases the following guidelines will apply:

1. The parent must make the request directly to the teacher and the principal in writing.
2. Approved visits will be limited to one day in length and cannot be a disruption to the learning environment. The visit cannot be a child care arrangement. Our first responsibility is to our students. The visitor must be of an appropriate age.
3. Visitors must be properly immunized and parents must be responsible in the event of an injury occurring during the normal course of student activities.

NAMES, ADDRESSES, PHONE NUMBERS

The P.T.O., parents of your child's classmates, and room mothers often request the names, addresses and phone numbers to facilitate communication about school activities as well as birthday gatherings, playdates, etc. The school regularly complies with such requests.

If you **DO NOT** want the school to share the information, please notify the school office in writing.

STUDENT SAFETY

The priority of each school is the safety of its students. Each school maintains a School Safety Committee which oversees security of the school facility and the implementation of necessary emergency procedures. For the complete Security of Buildings and Grounds Policy, #3517, visit the district's website.

The school is responsible for its students once they have boarded the school buses or arrived on the school grounds. Students may not leave school, without proper arrangements, until school is dismissed.

Arrival

Students should not arrive at school before 8:40 a.m. In order to help you plan for the proper safety of your child/children, we want you to be aware that the school cannot provide for early morning child care. We do not employ anyone for this purpose and therefore cannot assume such responsibility.

Supervision by school personnel begins at approximately 8:40 a.m. Students should not arrive prior to this time. Burnham School and Washington Primary School have Morning Care Available at a cost through their Park and Recreation Departments. Please contact your school for additional information.

Dismissal

The school district is legally responsible for the safety of its students during the school day. Therefore, each building Principal will establish procedures to validate requests for dismissal to assure that students are released only for proper reasons, and only to authorized person(s).

Staff members shall not excuse any student from school prior to the end of the school day, or into any person's custody without the direct prior approval and knowledge of the building Principal, or his or her designee.

In keeping with these precautions, the following procedures will be adhered to:

The building Principal or designee shall not excuse a student before the end of the school day without a request for dismissal by the student's parent or guardian.

Telephone requests for dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Otherwise, the parent or legal guardian must present a written request to the school office for such release.

Children of single-parent families will be released only upon the request of the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.

In case of joint custody, the school will presume that either parent has the right to release their child from school. Court documentation would have to be supplied to the principal if this was not the case. Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise. Parents shall provide documentation and restraining orders if any.

Parents picking up students for dismissal must come to the office (or designated area) to sign the student out. In the case of an early dismissal, the student will be paged by the secretary to meet the parent in the office. The parent should not go to the classroom to meet the child as this may be disruptive to the educational program.

CHANGES IN STUDENT INFORMATION

Please report to the school and update your child(ren)'s PowerSchool accounts of any major changes in the family which pertain to the child:

1. New telephone number
2. New email address
3. Emergency telephone numbers
4. New immunizations
5. Family doctor
6. Allergies or other new health information
7. Any residency change
8. Marital status change

ATTENDANCE (Policy 5113)

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

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

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

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

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

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

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

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

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

Extended Vacations

We strongly urge you to plan your vacations around the school vacation calendar. Your child must attend school regularly to achieve. No matter what make-up work is done, one cannot duplicate the classroom time that is lost by going on vacation for a week or more. Some students in particular have a very difficult time catching up with their class or readjusting when they return. If you find you have no option but to take your child out of school for an extended period, please contact the teacher well in advance. Only general assignments may be provided for absence due to vacations.

Attendance Protocol – Your Child Does Not Arrive at School

The callback system is an effective method of improving security for school age children and is being implemented in communities throughout the country as part of a national effort to protect children.

We are requesting that each time your child is absent from school you notify the school health office any time before 9:00 AM. Prior to 8:00 AM, please leave a message on the school answering machine. **Please call Booth Free School at 860-354-0428, Burnham School at 860-354-9721, and Washington Primary School at 860-868-6879.** If your child is absent from school and we do not receive a call from you, we will attempt to give you prompt notification that your child did not come to school. Be sure that the school has a phone number where you can be reached at home or at work.

For absence due to illness, please call the nurse's office – Booth Free School at 860-355-0428, Burnham School at 860-354-9721 and Washington Primary at 860-868-6879. See the section on Student Health for more information regarding student illness.

Due to the number of children we care for, the callback system can be managed successfully only if you remember to call the school before 9:00 AM on days when your child will not be in school. It is recommended as a precautionary measure that students absent from school due to illness do not participate in after school activities.

Parents may request school work missed during an absence, providing the request has been made on the morning of the absence. Missed school work may be picked up in the school office after 1:00 PM.

For the complete Attendance Policy, #5113, visit the districts website.

AGES OF ATTENDANCE (Policy #5112)

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that this district has provided the parent or person with information on the educational opportunities options available in the school system and in the community

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of seventeen and who has terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

TARDINESS - ARRIVING AT SCHOOL ON TIME

It is important for children to arrive at school on time. Please consider the following points and help your child develop the important life skill of being punctual for commitments. Morning activities provide essential directions and routines that equip students with the necessary information and tools for a successful day. In order for children to maximize their learning at school, they must 'feel' that learning at school is important. Time lost from class tends to be irretrievable in terms of opportunities for instructional interactions. When a child arrives to school after 9:00 AM she/he must report to the office prior to going to class. This allows the school to keep accurate records of your child's attendance and ensure your child's security.

TRUANCY (Policy #5113.2)

Public schools are required to report annually to the State Department of Education the number of children who are truant annually.

The state defines truancy as "a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four or more unexcused absences from school in any one month or ten unexcused absences from school in any school year."

Remediation of Truancy

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

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

The required mailed notice shall include a warning that two unexcused absences from school in one month or five excused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omission of the child are such that the child's family is a family with needs.

5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.

6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school District Attendance Team.

For the complete Truancy Policy, #5113.2, visit the district website.

HOMELESS STUDENTS (Policy #5118.1)

The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

For the complete Homeless Students Policy, #5118.1, visit the district's website.

RELATIONS WITH NON-CUSTODIAL PARENTS (Policy #5142.1)

The Board of Education, unless informed otherwise, assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to these rights, the custodial parent will be required to submit a certified copy of the court order, to the principal, which curtails these specific rights.

Unless there are specific court-imposed restrictions, such as a final divorce decree which includes specific denial of visitation rights or a restraining order denying such rights, the non-custodial parent, upon written request may view the student's educational, medical, or similar records maintained in such student's cumulative record, receive school progress reports, visit the child briefly at school and have an opportunity to conference with the student's teacher(s).

The Board of Education presumes that the person who enrolls a student in school is the student's custodial parent. Further, the parent with whom the student resides is known as the custodial parent unless a legal document or signed parental agreement indicates otherwise. Verification may be required from the custodial parent.

While both parents can visit the student at school, only the custodial parent has the right to remove the student from school property. Only a verified note from the custodial parent will be cause for exception to this provision. If school personnel anticipate a possible student abduction, law enforcement personnel are to be notified immediately.

The custodial parent has the responsibility to keep the school office informed as to the address of residence, in a manner determined by the school, and how he/she may be contacted at all times. Any legal documents which restrict the rights of the non-custodial parent must be provided by the custodial parent.

NOTIFICATION SERVICE

The Regional School District #12 Schools have a **Notification Service** to enhance parental communication. This service will allow us to send a voice message to ALL of our student's parents on ALL of their contact numbers within minutes, if an emergency occurs at a school. The notification service will also assist the schools in reducing the resources needed to pass along key information regarding school events or reminders.

The district will be utilizing this service for:

Emergency Notification

Inclement weather - early dismissals due to inclement weather

Rumor Control

Early-release Reminders

Your child's school may be utilizing this service for:

Attendance

Report card reminders

Grade level information, i.e. field trip reminders

Notification of Open House/Parent Teacher Conferences/Parent Visitation Day

School Events, such as Art Shows and Concerts

The ability to deliver a message is only as successful as the contact information we have for our families, so please make certain we have the most up-to-date direct dial numbers. If this information changes, please let your child's school know immediately.

Important:

1. The service will leave a message on your voicemail or answering machine.
2. If you have such things as Telemarketer Zapper or Privacy Director on your telephone lines, you may not receive the call.
3. The service does NOT call extensions. If you have a direct dial number at work, you should provide your child's school with the direct dial number not a main number plus an extension.

SCHOOL CANCELLATION, DELAYS, EMERGENCY AND EARLY DISMISSAL TIMES

The following plan has been developed in order to serve all students, parents, and staff members when weather conditions warrant the early dismissal, closing or delayed opening of schools in the Shepaug Valley Regional School District No. 12.

1. The Superintendent of Schools, after consulting with local town officials responsible for maintaining the roads, will make a decision regarding either an early dismissal of school, delaying the opening of school, or canceling school. (While we expect to operate on the regular opening schedule whenever possible, we are prepared to delay opening school when such action is deemed necessary).
2. In the event of a delayed opening, school will begin at 11:00 AM and end at its regular time.
3. Our Notification System will be activated when the decision to dismiss school early is made. Please refer to above information on this service.
4. The decision to close schools, delay the opening, or dismiss early will be announced by the following stations:

| | | | |
|------------|---------------|---------|----------|
| WTIC | (Hartford) | 1080 AM | 96.5 FM |
| WINE | (Brookfield) | 940 AM | 95.1 FM |
| WLAD | (Danbury) | 800 AM | 98.3 FM |
| WHCN | (Hartford) | | 105.9 FM |
| WREF | (Ridgefield) | 850 AM | |
| WKSS | (Hartford) | | 95.7 FM |
| WZBG | (Litchfield) | | 97.3 FM |
| WVIT-TV 30 | West Hartford | | |
| WTNH-TV 8 | New Haven | | |
| WFSB-TV 3 | Hartford | | |
5. During inclement weather, we suggest parents/guardians check our website, **region-12.org** for the most accurate announcement regarding delays, dismissals or closings. The Superintendent will continue to use the radio and television broadcasts as in the past, but the most accurate statement can be found through **region-12.org**. Dismissal time will be determined by the emergency condition. Stay tuned to the radio or television. **In most cases, emergency early dismissal will be at 12:15 p.m.**
6. **The announcement to close school, delay opening, or dismiss early will make reference to Shepaug Valley Regional District No. 12. Individual schools will not be mentioned.**
7. Buses traveling outside the district will not run on days schools have been closed due to weather.
8. **PLEASE DO NOT CALL THE SCHOOLS, BOARD OF EDUCATION, POLICE DEPARTMENT, OR RADIO STATIONS AS THESE LINES MUST BE KEPT OPEN FOR EMERGENCY BUSINESS.**
9. Schools in session will be closed early if severe and threatening weather conditions warrant such action. Parents **MUST** develop an alternate plan for the safety of children in the event school is dismissed early without prior warning.
 - a. Make arrangements with a neighbor to receive your child if you are away from home during the day.
 - b. Give your child specific instructions so that she/he will know what arrangements you have made.

- c. **When weather is threatening, keep your radio turned on, as stations will carry announcements of early dismissals.**
- d. **PLEASE DO NOT RELY ON CALLING THE SCHOOL.**

Although we try to make sure that parents/guardians are aware of changes in a regular schedule, it is imperative that parents/guardians develop an alternate plan for their child(ren) in the event of an early dismissal or late opening. Alternate plans may include making arrangements with a neighbor, giving the child specific instructions so that she/he will know what arrangements have been made, or having a back-up day care provider on call. Although we do have a notification service, this does not take the place of the need for an emergency plan.

Please use the weather center site or the media for information. The school phones are handling changes in bus schedules and changes in dismissal plans. Most importantly, please make sure your child(ren) have and know an emergency plan. Weather related closings are somewhat predictable, but no one can anticipate an unexpected emergency.

It is our hope that this plan and these suggestions will enable us to handle school closings efficiently. Your cooperation is appreciated.

GUIDELINES FOR AFTER SCHOOL ACTIVITIES

We want you to know that the school will cooperate in every reasonable way to support the efforts of your non-profit organization in providing important after school activities for our children. It is important that you understand both the capabilities and limitations of the school's role so that we may plan together to accommodate your group with minimum interruption in the operation of the school.

Guidelines have been developed to support your efforts, avoid conflicts and confusion for our youngsters, and further insure their safety. We want to make sure that no one gets lost, misses the bus, or ends up out in the cold due to a misunderstanding and/or miscommunication. We trust you appreciate our concern and will let the following information guide future decisions.

1. The school will make short announcements to students in emergencies, cancellation of your group's events, etc. Any notification of parents must be the group leader's responsibility. **In early closing situations, children will be sent home on their regular bus.**
2. While we cannot make up notices, collect things, or call parents for you, we will hand out notices that you bring to us already prepared. To assure such notices go out on time, please bring them in a day in advance of distribution. This will also avoid last minute confusion.
3. Please understand that we discourage use of school phones. You should not count on children being able to call home with messages to Mom and Dad.
4. Inquiries about transportation changes should be made to the Director of Finance and Operations well in advance of finalizing your plans.
5. When picking up students please park in the parking lot and walk in to the school so we know the children are dismissed safely and so you can supervise the gathering of your group.

We hope you will be able to work productively within these guidelines as our outside organizations play an important part in the lives of our youngsters. Please feel free to call if you have any questions.

PHILOSOPHY & GOALS OF EDUCATION -REGIONAL DISTRICT NO. 12 (Policy #0000)

We believe that educated persons know how to learn, question constantly, and strive to improve. They are self-motivated and hold themselves accountable for their own actions. They recognize and respect the dignity of each individual.

We believe that education is a lifelong process which takes place within the home, within the school, and beyond. The school is but one of many institutions which prepare an individual to live in, participate in, and contribute to society. We view the world that the school operates in as pluralistic, complex, and continually changing, demanding from people varied skills and attitudes. The school must, therefore, prepare students to deal effectively with such a world.

We believe that individuals are unique and have different needs, abilities, interests, backgrounds, and motivations. It is, therefore, the responsibility of the school to recognize the worth of each individual and, in the pursuit of excellence, to teach each student to the fullest extent of his abilities. To this end, the school should take into consideration the different rates and styles of learning and teaching most beneficial to each student.

We recognize that the school is part of a larger society and that maximum success in reaching educational goals depends on the cooperation of dedicated students, staff, parents, and the community.

In order to implement our philosophy, we are committed to the following goals:

1. Students will accept the challenge to strive toward excellence in the pursuit of learning.
2. Students will learn to communicate effectively in speech and writing, to read with understanding, and to demonstrate knowledge and ability in mathematics.
3. Students will develop decision-making, listening, learning, critical thinking, interpersonal, manual, and physical skills.
4. Students will acquire knowledge of science, mathematics, social studies, the arts, literature and languages which leads to an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures.
5. Students will take full advantage of opportunities to explore, develop, and demonstrate their own uniqueness, creativity; and self-discipline.
6. Students will acquire skills, knowledge, and competence to enable them to function successfully as citizens, family members, parents, producers, and consumers.
7. Students will develop an understanding of their own personal values and the values of others and of the impact of their actions based upon these values.
8. Students will develop an appreciation of our natural resources and the need for their proper management.
9. The school will provide a wide range of methods and materials to facilitate the education of students who have different styles and rates of learning.
10. The school will evaluate each student to determine the most appropriate program for the individual.
11. The school will provide a climate in which students can develop a positive self-concept.
12. The school will provide a coordinated curriculum for grades K - 12.
13. The school will stimulate communication among students, staff, the Board of Education, parents, and the community.
14. The school will promote its use of the varied resources in and around the Region.
15. The school will maintain high academic standards.

CHARACTER DEVELOPMENT (Referenced in Policy #0210.3)

Region # 12 is dedicated to strengthen the character of our students by encouraging a consistent set of ethical values that direct and guide our behavioral choices. These universal values, which transcend political, religious, cultural and economic differences, are encompassed by the Golden Rule: **“Do unto others as you would have them do unto you”** and are listed below.

The Six Pillars of Character:

Trustworthiness

Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Responsibility

Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Good conduct is synonymous with good citizenship. Students are expected to exercise good citizenship at all times while in school, attending school- related activities and after school activities conducted at the school. This includes showing respect for the rights of others and regard for personal and school property. Students should strive to contribute to the climate of the school by being courteous and well mannered.

The primary schools utilize **The Second Step Program** to promote social skills necessary for a caring community. When needed, grades three through five have access to a supplemental program, **Steps to Respect**. Additionally, the primary schools integrate key character traits of cooperation, assertion, responsibility, empathy and self-control (C.A.R.E.S), by using the tenets of the Responsive Classroom Approach to teach social skills through academic learning.

It is our hope that the power and influence of the school-family partnership will provide consistent messages to our students regarding the development of positive student behaviors and thus, improve student learning.

DISCIPLINE

Disciplinary guidelines are required to establish and maintain order, safety and an atmosphere conducive to learning. Effective discipline is a positive, continuing process of understanding students' needs, acknowledging good behavior and discouraging inappropriate behavior. Caring and understanding are the keys to promoting a safe and productive environment. Positive self-directed behaviors, problem solving, thinking, acting and reacting responsibly will be encouraged, praised and rewarded.

Each primary school has established playground, assembly and cafeteria rules which are posted and reviewed with students. Policies and processes regarding expectations for student behavior have been adopted and shared with all school personnel and children.

Students should understand that the most serious infractions of school policies are those that detract from the learning.

**IF A CHILD MAKES A POOR CHOICE OR INFRINGES ON THE RIGHTS OF OTHERS,
THEN APPROPRIATE ACTION WILL BE TAKEN such as:**

Time out, conflict resolution activities, removal of privileges, notification of parents, arrangement of at-home consequences, guided writing about behaviors, referral to the office, temporary removal from activities including In-School Suspension (Seclusion), Out-of-School Suspension/Expulsion (Removal from School), reimbursement for damaged property. In the most severe cases, a referral to the police may be necessary.

The school will work collaboratively with parents and guardians to provide appropriate disciplinary actions that will support positive school behaviors.

Suspension and Expulsion/Due Process (Policy #5114)

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. **"Exclusion"** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **"Removal"** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **"In-School Suspension"** shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions may be served in any school building under the jurisdiction of the Board of Education.
4. **"Suspension"** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. All suspensions shall be in-school suspensions unless the administration determines, for any student in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve, inclusive) shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended (in school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:

- a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
- b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
- c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
- d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
- e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
- f. Deliberate refusal to obey the directions or directives of a member of the school staff;
- g. Harassment and/or hazing/bullying, including, but not limited, to a person's race, religion, ethnic background, gender or sexual orientation;
- h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
- i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
- j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
- k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been directed to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;

- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. [53A-3](#); or the student, off school grounds, did possess such firearm in violation of C.G.S. [29-35](#) or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. [21a-240](#), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. [21-277](#) and [21a-278](#).

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. [53a-3](#) includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon or metal knuckles.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or inter-district magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act as described in this section.

For the complete Suspension and Expulsion/Due Process Policy, #5114, visit the district's website.

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances) (Policy #5131.6)

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

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

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to prescription drugs.

Illegal Activities

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

Notification of Policy

The unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol, tobacco or e-cigarettes, including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school activities.

A violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution.

Disciplinary Action

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

The following guidelines for reporting alleged violations are to be followed:

- If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco products, the employee shall refer the matter

to the Principal or his/her designee. The principal or designee will notify the student's parent(s)/guardian, recommend a specific assessment, as appropriate, and contract law enforcement personnel as appropriate.

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

For the complete Alcohol Use, Drugs, and Tobacco Policy, 5131.6, visit the district's website.

Law Enforcement Officials (Policy #1411)

Law enforcement officials are viewed as key community stakeholders in developing and implementing a comprehensive emergency readiness plan for the district's schools.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property or while under jurisdiction of the school district, they may question students at school when the following procedures are observed:

Students will be questioned as confidentially and inconspicuously as possible.

Students will be questioned by police as confidentially and inconspicuously as possible.

For further information regarding the role of law enforcement officials in our schools, visit the district's website for Law Enforcement Officials Policy, #1411.

USE OF PHYSICAL FORCE PHYSICAL RESTRAINT/SECLUSION (Policy #5144.1)

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

For complete Use of Physical Force Physical Restraint/Seclusion Policy, #5144.1, visit the district's website.

BULLYING /HAZING PREVENTION (Policy #5131.911)

The Regional School District 12 Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyber bullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Regional School District 12 Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) enable students to anonymously report acts of bullying and to be notified annually of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying;
- 3) require school employees to report acts of bullying;
- 4) require an investigation;
- 5) require a review of any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) include a prevention and intervention strategy for school employees to deal with bullying;
- 7) require each school to notify the parents or guardians of students who commit any verified acts of bullying;
- 8) offer the parents or guardians of the involved students a meeting to communicate measures being taken by the school to ensure the safety of the students;
- 9) document and maintain records relating to reports and investigations of bullying;
- 10) provide interventions for addressing repeated incidents of bullying;
- 11) develop a student safety support plan; and
- 12) notify the local law enforcement if acts constitute criminal conduct.

All forms of inappropriate behavior are taken seriously and addressed immediately. Any questions or concerns regarding the policy should be directed to your child's teacher or the school principal.

For the complete Bullying/Hazing Policy, #5131.911, visit the district's website

BEHAVIOR ON SCHOOL BUSES

Students are expected to conduct themselves on the bus in a manner consistent with established standards for school behavior.

School transportation services are provided exclusively for the benefit and safety of students. The following expectations are devised for these reasons.

Parents should periodically review the expectations with their children. The following expectations of behavior on school buses shall prevail in all instances:

- 1) While waiting for the bus, students shall remain off the roadway while awaiting the arrival of the bus. They should refrain from throwing things and should respect the property rights of others when waiting on or near private property for the school bus.
- 2) Students shall respect and obey the bus driver, whose job it is to transport students safely. Directions given by the driver are to be obeyed in all instances in regard to behavior, boarding, or discharging points. Appropriate language and gestures are expected at all times.
- 3) Students shall enter the bus in an orderly fashion and proceed immediately to a seat, and remain seated properly until their destination is reached. Buses are not to move until all students are seated. Standing is not permitted at any time. The bus driver or the principal may assign students specific seats at any time.
- 4) Students shall keep all appendages of their body inside the bus when seated near an open window.
- 5) Windows may be opened to the second catch with permission of the driver.
- 6) All articles such as athletic equipment, books, musical instruments, etc. shall be kept out of the aisles.
- 7) Eating is not permitted on the bus at any time.
- 8) Use of tobacco, drugs, or alcohol, in any form, is prohibited. Matches, lighters, and weapons are prohibited.
- 9) Marking or damaging school buses is prohibited.
- 10) Unnecessary conversation with the driver is prohibited.
- 11) Students are required to keep their hands and feet to themselves.
- 12) After leaving the bus, the student will step away from the bus. If crossing the roadway is necessary, the student must cross in front of the bus and in sight of the driver while all traffic is stopped.
- 13) Students shall not touch or handle safety equipment on the bus.

Students are expected to be at their regularly assigned bus stop on time. If a student is not present at the bus stop at the time of the bus arrival, and does not arrive within a reasonable amount of time (no more than one minute), the bus driver will continue on her/his route. It shall be the responsibility of the parent or guardian of the student to arrange for the student's transportation to school.

The Board of Education authorizes the installation of video cameras on school buses, on an as needed basis, as an aid in monitoring student behavior. These cameras produce both video and audio coverage. The tapes from these cameras will be used to assist school administrators in deciding upon appropriate disciplinary action. (Policy #5131.11)

Your cooperation in these very important matters is greatly appreciated.

STUDENT HEALTH (Policy #5141)

School District Medical Advisor

The Board of Education (Board) shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

The school district medical advisor, in cooperation with the Board and the board of health/health department for the school district, shall:

1. Plan and administer each school's health program,
2. Advise on the provision of school health services,
3. Provide consultation on the school health environment, and
4. Perform any other duties as agreed between the advisor and the appointing board of education.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant;
5. a school medical advisor;
6. a legally qualified practitioner of medicine, an advanced practice registered nurse, or a physician assistant stationed at any military base.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204 and as periodically amended;
3. Vision, hearing, postural, and gross dental screenings;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's anemia; TB screening will be required as determined by the child's health care provider or required from children who are at increased risk of acquiring tuberculosis infection and disease. Students entering from outside the United States will be required to have testing for tuberculosis and results reported prior to entry into the District's schools.
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K, 1, 3, 4 & 5 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screenings will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K, 1, 3, 4 & 5. Additional audiometric screenings will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Postural Screening

School nurses will screen all female students in grades 5 and 7 and male students in grade 8 or 9 for scoliosis or other postural problems. Additional postural screenings will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Tuberculin Testing

NOTE: The Connecticut Department of Public Health discourages routine TB testing of all students at school enrollment or for any of the required health assessment. It is recommended that students, at each mandated health assessment, be screened for their risk of exposure to TB. A child, determined to be at risk for exposure to TB should be required to be tested.

Students born in high risk countries who are entering schools in Connecticut for the first time should receive either a TST (tuberculin skin test) or an IGRA (interferon-gamma release assay), QFT, (Quantiferon). Anyone found to be positive shall have an appropriate medical management plan developed that include a chest radiograph.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world, see list of countries in Appendix and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay)/QFT Quantiferon) performed in the United States
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Immunizations/Vaccinations

No student will be allowed to enroll in district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella

3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (Chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza
15. Meningococcal disease

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advance practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parents/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a justice of the peace, or a Connecticut attorney, or
4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant, or advanced practice registered nurse, or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant, or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local directors of health of any occurrence of State of Connecticut defined reportable communicable diseases.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of Emergency Information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building Principal, or other personnel designated by the Principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

For the complete Student Health Services, Policy #5141, visit the district's website.

Exclusion Due to Illness - Students who have a temperature of 99.6 or higher are considered ill and will be sent home. Students must be fever free for 24 hours before reentering school. In addition, any child who is checked by the nurse and is deemed to need further attention will be sent home after conferring with the parent.

Absence Due to Illness - Regular school attendance is important. Children should be kept home when ill, but unnecessary absences should be avoided. The nurse has the responsibility to follow-up on children absent from school due to illness. A student who has been absent because of a communicable disease will be seen by the nurse upon

reentering school. Students returning to school after an absence must bring an explanatory note from the parent or guardian. If your child is absent due to illness, please call the school nurse directly—Booth Free School at 860-350-0428, Burnham School at 860-354-9721 and Washington Primary at 860-868-6879.

Transporting and Administering Medication - Under Connecticut State Law the nurse may not administer any medication, either prescribed or over the counter, without the written authorization of the physician and parent. The parent or other authorized adult must transport the medication to school with the proper form completed and given directly to the principal, nurse, or head teacher. The medication must be in the original pharmacy container. The amount of medication is limited to a 45-day supply. **Under no circumstances may a child transport medication to school.** (The only exception to this would be for students who have a doctor's authorization to carry an inhaler or injectable adrenalin for severe allergy reaction.) For your convenience, there is a copy of the Physician's Authorization Form attached to the back of this handbook. If you have any further questions, please call your local school.

General Policies on Administration of Medication (Policy 5141.21)

A child with diabetes may test his/her own blood glucose level per the written order of a physician stating the need and the capacity of such child to conduct self-testing along with written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut.

The school nurse or school principal shall select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and/or school medical advisor in the administration of medication with injectable equipment used to administer glucagon, the school nurse and/or school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

A child diagnosed with asthma or an allergic condition, pursuant to State Board of Education regulations, may carry an inhaler or an Epipen or similar device in the school at all times if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the Board of Education that the child needs to keep an asthmatic inhaler or Epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

A school nurse may administer medication to any student pursuant to the written order of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist) and the written authorization of a parent or guardian of such child or eligible student and the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

In the absence of a school nurse, any other nurse licensed pursuant to the provisions of Chapter 378, including a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon approval of the School Medical Advisor and the school nurse may administer medication to any student in the school following the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check.

Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in this policy and in the administrative regulations to this policy.

In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.

The school nurse or school principal shall select qualified school employees who voluntarily agree to be trained to administer such epinephrine as emergency first aid. There shall be at least one such qualified school employee on the grounds of each District school during regular school hours in the absence of the school nurse. Each school must maintain a supply of epinephrine in cartridge injectors (epipens) for such emergency use.

The school shall fulfill all conditions and procedures promulgated in the regulations established by the State Board of Education for the storage and administration of epinephrine by school personnel to students for the purpose of emergency first aid to students who experience allergic reaction and do not have prior written authorization for epinephrine administration.

The school nurse or, in the absence or unavailability of such school nurse, such qualified school employee may administer epinephrine to a student experiencing a life-threatening undiagnosed allergic reaction as emergency first aid, to students who do not have a prior written authorization from a parent or guardian or a prior written order from a qualified medical professional for the administration of epinephrine. A qualified school employee must annually complete the required training program in order to be permitted to administer epinephrine utilizing an epipen.

The parent/guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child permitted by statute. The District shall annually notify parents/guardians of the need to provide such written notice.

The Board of Education, recognizing this emergency use of epinephrine for previously undiagnosed students, per the statute, is to take place during “regular school hours” establishes such hours to be from the arrival of the first students to the school site to the departure of the last bus serving the school at the conclusion of the day’s instructional programs.

For the complete Administering Medication, Policy #5141.21, visit the district’s website.

Accidents - All school personnel are constantly aware of the need to keep alert to the possibility of accidents. We try constantly to prevent mishaps and dangerous situations, but on occasion accidents occur. When a student is involved in an accident during school time, the nurse will contact the parents, if necessary. The head teacher and/or principal will be made aware of serious accidents and of planned procedure for care. Should referral to a doctor for treatment be necessary, the school will attempt to contact the parent immediately. If a parent cannot be reached, persons listed by the parent as emergency contacts will be called in an attempt to locate the parent. If the parent/guardian is unable to be contacted, the school nurse and/or doctor will be asked to recommend the course of action to be taken. Parents and teachers should instruct young children to report school accidents to school personnel. Parents must report all school-related accidents to the school nurse.

Transportation in the Event of Illness or Accident - If a child is ill or injured and should be sent home, the school will make every effort to contact the parent or those persons designated by the parent as being responsible to care for the child. It is the parent's responsibility, under these conditions, to arrange transportation for taking the child home. The school will not provide transportation for children under these circumstances.

Student Nutrition and Physical Activity (Student Wellness Policy #6142.101)

It is the belief of Regional School District 12 to strive to make a significant contribution to the general well being, mental and physical capacity and learning ability of each student and afford them the opportunity to fully participate in the educational process. The Board of Education promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

Healthy eating and proper physical activity is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. To ensure the health and wellbeing of all students, it is the policy of the Board of Education to:

1. Encourage and promote a healthy lifestyle for students by supporting the implementation of nutritionally adequate, educationally sound and financially accountable school food and nutrition programs.
2. Support and promote proper dietary habits and physical activities contributing to the students’ health status and academic performance. Foods should be served with consideration toward variety, appeal, taste, safety and packaging to ensure high quality meals. Staff is encouraged to focus on the current federal Dietary Guidelines.

3. Celebrations are an important part of school culture especially at the elementary level. We will recognize student birthday celebrations, holidays and other significant learning landmarks; however, food will not be a part of those celebrations. In addition, no food or candy will be distributed by staff to students. To promote a healthier school environment, classroom teachers will provide parents with ideas for celebrations that do not include food. Some curricular or event-based exceptions may receive administrative approval.
4. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. Staff is encouraged to model healthy habits as a valuable part of student education.
5. Coordinate school food service with this policy to reinforce messages about healthy eating and to insure that foods offered promote good nutrition and contribute to the development of lifelong, healthy eating habits.
6. Provide school staff involved in wellness education and in supporting a healthy school environment with ongoing in-service training that focuses on strategies for behavioral change.
7. Involve family members and the community in supporting and reinforcing nutrition and physical education and the promotion of healthy eating and lifestyles.

District Health Advisory Council

The District Health Advisory Council has been established for the purpose of monitoring the implementation of the District's Wellness Policy and its nutrition and physical activity components; evaluating policy progress, serving as a resource to school sites and recommending annual revisions of the policy, through the Superintendent or his/her designee, as determined necessary.

For the complete Student Nutrition and Physical Activity Policy, #6142.101, visit the district's website.

Pediculosis (Head Lice) 5141.221 (b)

The Board of Education authorizes the Director of Pupil Services to work with the School Medical Advisor and the School Nurses to develop and implement guidelines concerning pediculosis (head lice). The guidelines are to include identification, treatment procedures, and notification process which will insure prompt and medically accurate action for students having pediculosis. Both the American Academy of Pediatrics and the National Association of School Nurses advocate the "no-nit" policies are not necessary. Based on these recommendations and those from the Center for Disease Control, Region 12 does not follow a "no-nit" policy.

Rationale

The management of pediculosis should not disrupt the education process. No disease is associated with the head lice, and in-school transmission is considered to be rare. The school nurse, being the most knowledgeable health professional in the school community, is ideally suited to provide education and anticipatory guidance regarding best practices of pediculosis management. The school nurse's goals are to contain infestation, provide appropriate health information for treatment and prevention, prevent overexposure to potentially hazardous chemicals, and minimize school absence.

Description

Head lice are small parasitic insects that live and feed on the scalp of their human host. They are not known to carry or spread illness. Complications of pediculosis are rare, the most common being pruritis (itching). Active infestation is diagnosed by the presence of live insects on the head or "nits" (egg sacks) found on hair shaft less than one centimeter (1cm) from the scalp. Nits found further down the hair shaft do not indicate infestation.

Identification

Studies prove classroom-wide or school-wide screening is not merited. Since it is not an accurate way of predicting which children will become infected, they will not be done unless deemed necessary by the school nurse.

A student is to be referred to the school nurse for pediculosis screening for the following:

- Excessive scratching or itching of the scalp.
- Observation of live insects on the scalp or nits on the hair.
- A sibling with active head lice.

Procedures

In compliance with the current positions of the Academy of Pediatrics, the National Association of School Nurses, and the Center for Disease Control and Prevention, Region 12 School District will practice the following to control pediculosis infestation among students and staff:

If the nurse observes live insects or nits close to the scalp (<1cm), the student will be considered to have pediculosis and the following procedure will be implemented:

- The nurse will notify the student's parent/guardian and inform them of the need for treatment. Immediate removal of the person from school is unnecessary. (If the person has lice, he or she has likely been infested for weeks and prompt removal of the person could lead to embarrassment and ridicule.) The parent/guardian will be referred to their pharmacist or physician for the appropriate treatment. Parent/Guardian will be encouraged to follow all recommendations of the treatment plan.
- In a supportive, confidential, and non-judgmental manner, the parent/guardian will be provided with education regarding infestation, treatment, and prevention of overexposure to chemicals.
- Siblings of the affected student will be screened.
- After appropriate treatment, the student may return to school.
- Since further monitoring for signs of re-infestation are appropriate and based on the life cycle of the louse, the identified student will be rescreened in 10-14 days after the initial treatment. If the student is found to still have an active infestation, the nurse will notify the parent/guardian and again refer them to their pharmacist or physician for the most appropriate follow-up treatment.
- Notification of cases will not be sent home due to the fact that usual spread is outside of the school setting, and that they always exist in children and in schools.
- The school nurse will be a resource for information on head lice. Information will also be available on the school website.

SUICIDE PREVENTION/INTERVENTION (Regulation #5141.5a)

When a staff member in the public school system is confronted with a situation in which a student makes a statement of suicidal thinking, or it appears that an attempt at suicide is possible, the following actions will take place:

1. The staff member immediately will refer the student to the appropriate guidance counselor or school psychologist.
2. In the event the staff member perceives that a student has taken action which creates a medical emergency, the school nurse will be notified immediately and emergency medical procedures will be followed.
3. The counselor will notify the Principal and the school nurse and seek the intervention of the Department of Pupil Personnel Services – either the school psychologist or the school social worker.
4. The counselor and/or Department of Student Services worker will meet with the student immediately for the purpose of establishing sequential facts or events leading to the crisis. At no time during this process is the student to be left alone.
5. The parents will be notified of the referral and of all preliminary conclusions reached.

During the conference, the parent or guardian will be advised that an immediate psychiatric evaluation is needed.

Under no circumstances is a student allowed to go home alone. The student must be released only to a parent, guardian, or other responsible adult.

If reasonable attempts to reach the parent, guardian, or other responsible adult in whose custody the student may be released are not successful, the case will be treated as a medical emergency and arrangements will be made to transport the student to an area hospital emergency room or mental health facility.

If the student requires medical attention, he/she will be transported immediately to an area hospital. The school nurse will arrange to have the parents meet the student at the hospital.

A detailed report will be written within twenty-four hours by the department worker who assumes responsibility for the case. The report shall include:

- Name of the student
- Name of the staff member(s) involved
- Time and date of all conferences

- Summary of all conferences
- Recommendations made to parents, student, and building staff

Follow-up contact will be in accordance with the recommendations. A report will be written indicating those activities performed to follow through and ensure the safety and well-being of the student.

A copy of all reports will be submitted to the parents, the Principal, and the Director of Student Services.

Failure on the part of the family to take seriously and provide for the safety of the student in case of potential suicide will be considered emotional neglect and reported to the Department of Children and Family. (cf. 5141.4 – Child Abuse/Neglect).

If as a result of suicidal activity 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(s) or guardian, appropriate outside facility staff members and, if feasible, the student to plan the student's educational program.

The school social worker or Department of Pupil Personnel Services worker who assumes responsibility for the case will maintain contact with the student's mental health professionals to support programming needs and follow-up procedures.

REPORTING OF CHILD ABUSE AND NEGLECT (Policy #5141.4)

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse, neglect and sexual assault. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists, social workers and licensed behavior analyst either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse, neglect or risk and/or sexual assault.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

In furtherance of C.G.S. 17a-101 et. seq., and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.

For the complete Reporting of Child Abuse, Neglect and Sexual Assault Policy, #5141.4, visit the district's website.

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) INSTRUCTION

Acquired Immune Deficiency Syndrome (AIDS) is a serious health problem in the United States. Currently there is no cure for AIDS. The Shepaug Region #12 Board of Education advocates that education about AIDS should be provided to students and that it be presented in a societal context. Specifically, students should be encouraged and instructed in how to make decisions to protect their own health as well as their responsibility to minimize the transmission of the disease. Further, the Board supports the public health community's position that sexual abstinence is the best way to prevent the spread of AIDS. In addition, the Board believes that sexual abstinence protects the student psychologically from the stress of adult decision making during adolescence.

Parents are in a partnership with the schools in conveying health information and sound decision making to the children of Regional School District #12. For those parents who wish to handle these topics without the involvement of the schools, the administration will inform parent(s) or guardian(s) of their right to have their child(ren) excluded from AIDS instruction. The request must be presented to the principal in writing.

Currently, there is no cure for those infected with AIDS, but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

PSYCHOTROPIC DRUG USE

In order to properly implement the Board policy prohibiting school personnel from recommending the use of psychotropic drugs for any child, the following administrative regulations are hereby established:

1. Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attention deficits, impulsivity, anxiety, depression and thought disorders.
2. All school personnel, including school nursing and mental health professionals, school psychologists, guidance counselors, social workers, teachers and administrators are prohibited from any communications, both oral and written, to the parents and/or guardians of a child in which the use of psychotropic drugs is recommended.
3. School medical staff, which includes school nurses and the District Medical Advisor, is permitted to discuss with parents and/or guardians of a child the advisability of a medical evaluation by an appropriate medical practitioner when there are behaviors or concerns that may be indicative of medication considerations.
4. School personnel, through the Planning and Placement Team referral process, shall communicate to the school medical staff about a child's behavior that may indicate the need for an evaluation.
5. The Planning and Placement Team (PPT) has the authority and responsibility to recommend a medical evaluation as part of an initial evaluation or reevaluation as needed to determine a child's eligibility for special education and related services, or educational needs for a child's individualized education program (IEP).
6. As required, the District may seek remedy through the due process provisions allowed under the Individuals with Disabilities Educational Act (IDEA) if a parent and/or guardian refuses consent for a reevaluation.
7. Appropriate medical practitioners, such as psychiatric consultant or physician, with whom the District contracts for services to students or to whom the District makes a referral for an evaluation may recommend such medications.
8. School personnel may consult with the medical practitioner performing the evaluation with the informed consent of the parent or guardian of the child or the child if eighteen or older. The purposes of such communication include the following:
 - Conveying concerns or observations of a child, both prior to and following a medical evaluation;
 - Requesting health records and other educationally relevant medical evaluations;
 - Providing school records to medical practitioners upon request;
 - Providing information on school performance to help a medical practitioner monitor and evaluate the effectiveness of psychotropic drugs and/or other medical interventions and/or treatment;
 - Discussing with medical practitioners appropriate and necessary nursing or health care in schools to ensure student safety; and
 - Disclosure of educationally relevant information by the medical practitioner to school personnel.
9. A referral to DCF (Department of Children and Families) for consideration of abuse or neglect may not be made solely on the basis of a parent's refusal to administer psychotropic drugs.

ANIMALS IN THE CLASSROOM (Policy #6163.3)

Animals may be brought into the classroom for educational purposes. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior permission from the principal. The following guidelines shall apply to animals in the schools:

- Prior to granting permission, teachers should check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction.
- Animals shall not be transported on school buses.
- Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.
- Only the teacher or students designated by the teacher are to handle the animals.
- If animals are to be kept in the classroom in days when classes are not in session, the teacher must make arrangements for their care and safety.
- Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in serious injury must be impounded until authorization for release by health authorities.

Guidelines for health and safety must be adhered to prior to granting permission by the principal.

ASBESTOS INSPECTION/REMOVAL

As a result of Federal Law and State of Connecticut regulation of the Environmental Protection Agency (EPA), school districts throughout the STATE of Connecticut are required to inspect all buildings in order to:

1. Identify friable and no-friable asbestos present.
2. Develop asbestos management plans.
3. Implement any necessary actions.

Shepaug Region #12 employs a safety consultant who is an accredited Asbestos Inspector and Asbestos Management Planner. This inspector has surveyed all of our school buildings. A management plan, including the inspection report, is available in each school office.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

As a matter of policy Regional School District No. 12 does not knowingly condone discrimination on the basis of race, sex, color, physical handicaps or age in employment matters or assignment in programs or services provided and operated by the Regional School District Board of Education.

Boston Office
U.S. Department of Education
Office for Civil Rights
8th Floor
5 Post Office Square
Boston, MA 02109-3921
OCR.Boston@ed.gov

Nondiscrimination/Equity/Title IX (Policy 0521(a))

The Shepaug Valley Regional District No. 12, as a matter of policy, prohibits discrimination on the basis of race, color, religion, age, sexual orientation, gender identity or expression, marital status, national origin, sex, or disability as defined and applicable under the law. This policy encompasses the realm of sexual harassment which consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex (See Sexual Harassment). This policy includes, but is not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures. Title IX is the federal machinery designed to enforce the prohibition of sex discrimination in public schools. In compliance with all anti-discrimination laws, we have established the following procedure for anyone who alleges to have suffered discrimination. The District provides equal access to the Boy Scouts and other designated youth groups.

In keeping with requirements of federal and state laws; the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignments to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

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. 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 discrimination in the Regional District No. 12 Public Schools shall have an opportunity to bring such concerns to the attention of the Equity/Title IX officer 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.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising their rights guaranteed under the Act.

Officials Shall Be Governed By This Procedure (Policy #0521.1)

Informal Procedure:

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex or handicap shall contact the building principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

Formal Procedure:

1. Level One – School Principal
If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the principal.
2. Level Two – Superintendent of Schools
If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within ten (10) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.
3. Level Three – Board of Education
If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within ten (10) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within ten (10) days.

GUIDELINES REGARDING SEARCH AND SEIZURE (Policy #5145.12)

Students possess the right to be free of unreasonable searches and seizures. Balanced against this right is the school officials' responsibility to create and maintain an environment consistent with the school's educational mission. School officials have the duty to protect the health, safety and welfare of all students under their authority.

Desk and school closets/lockers are the property of the schools. The right to inspect desks and storage areas may be exercised by the school officials to safeguard students, their property and school property.

Parents should monitor what children bring to school so that inappropriate items do not appear on the bus or on the school grounds.

STUDENT USE OF TECHNOLOGY (Policy # 6141.321)

Student Responsible Use Policy for Use of Region Technology Resources

Region 12 Public Schools (the "Region") is pleased to offer students access to Region computers and instructional technologies, communications and data management systems, informational technologies and the Internet, and an array of other technology resources to promote educational excellence and innovation. While using Region and personal technology resources on school property, in school vehicles and buses, at school-sponsored activities, or using Region technology resources via off-campus remote access, each student must act in an appropriate, ethical manner consistent with school, Region, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities, to establish expectations, and to monitor student behavior when using technology. Access to Region technology resources is provided to students who act in appropriate and responsible ways. **Prior to being allowed access to the Internet at school or through technology resources provided through the Region, students and their parents must sign the Region's Responsible Use Agreement acknowledging their responsibilities.** Students must comply with all Region regulations and protocols to be permitted the use of Region technology resources. The Region's technology resources are provided to students to conduct research, access curriculum resources, enhance parent and student involvement in the educational process, complete assignments, and communicate effectively. The Region grants access to its Region technology resources as a privilege for students who conform to behavioral expectations with respect to use of technological resources. Just as students are responsible for making good behavior decisions in a classroom or on school grounds, they are responsible for making good decisions when using the Region's technology resources or personal technology in a manner that impacts the school environment.

If a student violates any of these rules, his/her use of the Region's technology resources may be terminated and future access may be denied. A violation may also result in a prohibition on the use and/or possession of personal technology on school property. Formal disciplinary action may also result. If possible criminal activity is

discovered, the proper law enforcement authorities may be notified. Disciplinary action for students shall be in accordance with existing discipline policies and may include suspension or expulsion.

Definitions

Region Technology Resources

For the purposes of the Region's BYOD policy, "Region Technology Resources" refers to Region's computers, Region issued personal data devices (including Smartphones, Blackberries, PDAs, and other mobile or handheld devices) and instructional technologies; communications and data management systems; informational technologies and the Internet; and a variety of other technology resources in order to promote educational excellence.

Personal Technology

For the purposes of the Region's BYOD policy, "personal technology" refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, net books, Smartphones, network access devices, and other electronic signaling devices.

Applicable Standards for Use of Region Technology Resources

In addition to the general principles set forth in this Student Responsible Use Policy, the use of Region technology resources may be affected by a number of other legal and ethical principles. While it is not possible to list all potentially applicable laws, regulations, and local standards, the following are provided:

1. The Region technology resources shall only be used to access educational information and to promote learning activities both at school and home, including the facilitation of communications between the home and school.
2. Students shall not load personal software or programs on Region computers, nor shall they download programs from the Internet without the approval of their instructor.
3. Virtual and physical vandalism shall not be tolerated. Any intentional act by a student that damages or interferes with performance of Region technology hardware, software, operating systems, or communication and data management systems will be considered vandalism and will be subject to school discipline and/or appropriate criminal or civil action.
4. Not all access to the Internet can be supervised. Students agree not to send, access, submit, publish, display, or print over the Internet or the Region network, or using the Region technology resources, any defamatory, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material. The use of Region technology resources in a manner intended to injure or humiliate others by disclosure of personal information (whether true or false), by personal attacks on others, by disparaging statements, expressed toward any person, or by disparagement of any person's or group's race, color, religion, national origin, gender, sexual orientation, or disability are strictly prohibited. Cyber bullying, as defined in Board policy 5131.913, is also specifically prohibited. It shall be the student's responsibility to immediately report any inappropriate use to the student's teacher or another staff member.
5. Although the Region uses software filters to block known inappropriate web sites and prohibit access to harmful materials accessed from a Region network, the Region does not filter or block access to harmful materials accessed from Region-provided technology resources that are being used outside of the Region network. Even in the best of circumstances, filtering technology is not perfect and therefore may, in effect, both interfere with legitimate educational purposes and allow some objectionable material to be viewed.
6. The use of the Region technology resources is not private. Students should not expect that files stored on or transmitted via the Region's resources will be confidential. All digital transmissions are subject to monitoring by Region employees and other officials.
7. Digital storage is the Region's property, and as such, network administrators may review files and communications to maintain system integrity and ensure that students are using technology responsibly.
8. The Region denies any responsibility for the accuracy of information obtained from the Internet or on-line resources.
9. The Region makes no warranties of any kind, expressed or implied, for the technology resources it provides to students.
10. Copyright ©, Trademark ™ and/or Registered ® laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics, which are used in student projects or reports, must be properly cited. Copyrighted, Trademarked or
11. Registered materials may not be placed on the Internet without the permission of the author.

12. Students shall not post or transmit their own or other's personal information such as home addresses, telephone numbers, or other personal identifying information. Last names and photos shall never be posted without the permission of all identifiable subjects.
13. The use of Region technology resources involves the use of a password, network access code, or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole use and purpose. Such passwords and codes shall not be disclosed by student to others. Students are specifically prohibited from gaining or seeking to gain unauthorized access to Region technology resources, from using another person's password under any circumstances, and from trespassing in or tampering with any other person's folders, work or files.
14. Students shall not use Region technology resources to conduct business activities or use Region technology resources for any personal purpose, or in a manner that interferes with the Region's educational programs. Students shall not use Region technology resources for advertising, promotional or commercial purposes or similar objectives, including the purchase of any items or services.
15. Students may bring personal technology, including computers, Smartphones, network access devices, net books, other personal computers or other electronic signaling devices to school provided that such technology is used for instructional purposes. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other Region technology resources from personal technology is limited to wireless access points on the school campuses or other access devices away from school. Access to the Internet or other Region technology resources from personal technology is not available via hardwired connections.

Network Access by Students Using Personal Technology

Students accessing the Region's wireless network must abide by the protocols outlined in the Region's "Bring Your Own Device (BYOD)" policy and the following administrative regulations:

- Students are fully responsible for all of the personal technology they bring to school.
- Students will access the Region's wireless network using their school account logins and passwords. Students are advised that the Region's network administrators have the capability to identify users and to monitor all BYOD devices while they are logged on to the network. As part of the monitoring and reviewing process, the
- Region will retain the capacity to bypass any individual password of a student or other user. The Region technology security aspects, such as personal passwords and the message delete function for e-mail, can be bypassed for these purposes. The Region's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to the following: oversight of Internet site access, the right to review emails sent and received, the right to track students' access to blogs, electronic bulletin boards and chat rooms, and the right to review a student's document downloading and printing.
- Students and parents should be aware that the Region is not liable for any student's personal technology that is lost, stolen, or damaged.
- No personal technology can be used during any assessments or tests, unless otherwise directed by the teacher.
- Students must immediately comply with teachers' requests to shut down personal technology devices or close their screens. Personal technology devices must be in silent mode when not in use, and put away when directed by a teacher or other school staff member.
- Students are not permitted to transmit or post photographic images or videos on public and/or social-networking sites which they have taken of any person on school grounds.
- Personal technology devices must be charged prior to bringing them to school and must operate using their own batteries while at school.
- To ensure appropriate network filtering, students will only use the BYOD wireless connection in school and will not attempt to bypass the network restrictions by using 3G or 4G networks.
- Students will be held accountable for knowingly infecting the Region's technology resources with a virus, malware, or any program designed to damage, alter, destroy, or provide access to unauthorized data or information. These actions are a violation of the Student Responsible Use Policy and will result in disciplinary consequences and criminal prosecution, if applicable. The Region has the right to collect and examine any personal technology device that is suspected of causing problems or is the source of an attack or virus infection.
- Students may only access electronic files or Internet sites which are relevant to the classroom curriculum and/or suggested by a teacher or other staff member for educational purposes. Students are prohibited from processing or accessing information related to "hacking," altering, or bypassing network security policies, and they will be subject to disciplinary consequences and criminal prosecution, if applicable.
- Students should be aware that printing from personal technology devices will not be possible at school.
- Students should not physically share their personal technology devices with other students.

- A student's personal technology device may be searched by Region personnel if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."

Consequences for Violating the Student Responsible Use Policy

Misuse of Region and personal technology resources on school property, in school vehicles and buses, at school-sponsored activities, as well as using Region technology resources via off campus remote access, may result in disciplinary action up to and including suspension, expulsion, or appropriate criminal or civil action. A violation may also result in a prohibition on the use and/or possession of personal technology on school property. This policy shall be used in conjunction with Region 12 Board of Education policies and other local, state and federal laws and regulations.

Students, parents, and guardians should recognize that the nature of the use of Region technology resources extends outside of the school itself and into off-campus remote locations such as homes. The Region's jurisdiction to enforce student behavior and discipline policies and rules shall apply whether the misuse or violation is at school or away from school as long as the Region's technology resources are being used in an inappropriate manner.

OPENING EXERCISES

The Pledge of Allegiance is to be part of each day's opening exercises. Those children who have religious or conscientious objections can be excused from participating.

A moment of silent meditation, during which students may think about what is important to them, shall also be part of the opening exercises.

PESTICIDE PROTOCOL (Policy #3524.1)

Section 1.0 -General

Public Act No. 99-165 requires that local or regional boards of education operating with or without an integrated pest management plan for schools provide a system for notification of application of pesticides. Under this Act, a "pesticide" is defined as a "fungicide used on plants, an insecticide, a herbicide or a rodenticide but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait."

Section 2.0 - Statement of Policy

Application of pesticides in buildings and on grounds of schools under the control of the Shepaug Valley Regional District No. 12 is governed by the procedures outlined in the integrated pest management plan (**Section 5.0**). Additionally, the timing of pesticide applications will be such that proper notification, as detailed in **Section 3.0**, may be accomplished. Further, the restrictions placed on pesticide application by Public Act 99-165, as detailed in **Section 4.0**, will be honored.

Section 3.0 - Notification

In accordance with Public Act 99-165, certain notifications must be made to parents and guardians of enrolled students of Region 12 schools, as well as to staff. On or after July 1, 2000 a letter stating the policy of the Regional District No. 12 will be sent to the staff of each school and to the parents or guardians of each child. This notification must be sent every year at the beginning of school. Additionally, this letter must be sent to the parents or guardians of any child who transfers to the school during the school year. The letter shall contain the following information (A model letter is included as **Appendix I**)

- Any staff, parent, or guardian who would like prior notice of pesticide applications at the school may register at the school for this notice.
- Procedures for notification in the event of emergency application of pesticides shall be included.
- Any modification to the pesticide application policy shall be included in this letter.

Notification of planned applications of pesticides must be mailed to parents, guardians, and Board of Education Members if they have requested such notification so that they may be received 24 hours prior to the application. Notice shall be given by any means practicable to school staff who have registered for such notice. In the event of emergency pesticide application, notification shall be made to registered individuals on or before the day of application.

All notifications shall include the following information:

- Name of the active ingredient of the pesticide being applied
- The target pest

- The location of the application on the school property
- The date of the application
- The name of the school administrator, or a designee, who may be contacted for further information

Forms for notification of pesticide application are available in all Region 12 school offices.

PROMOTION/ACCELERATION/RETENTION (Regulation #5123a)

In general, children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The education program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. Acceleration may be considered for the exceptional child who is academically, socially, and emotionally capable of being advanced. Some children, however, may benefit from remaining another year in the same grade. Retention may be considered within the following guidelines:

- Retention has a reasonable chance of benefiting the child.
- No student will be retained more than once in a given grade.

Whenever such retention is being considered, but no later than February 15th, the teacher shall confer with the principal, parent, and child study team to discuss specific areas of concern. The parents shall then be invited to a meeting with the teacher, and/or principal, and other staff members no later than April 15 for an updated discussion of the matter. This discussion shall consist of an explanation to the parent of their child's current academic standing in relationship to program objectives and individual ability. No later than June 15th, a subsequent meeting will be held to review the student's progress. At this time, the final decision of retention shall be made at the elementary level and no later than June 30th at the middle school level. School authorities (principal, classroom teacher and child study team) shall make the final decision with parental consultation.

Guidelines for Promotion/Retention

These guidelines have been prepared to provide an overall direction to staff in the Regional District No. 12 schools regarding the efficacy of student retention. There is not a definitive formula designed to make these decisions easier and less cumbersome. However, there are criteria listed that should be seriously considered in making retention decisions. This checklist is for school authority's reference only.

Check whether criteria are a factor for retention or for promotion. The purpose of these guidelines is not to come up with a total number of checks, but rather to help organize items for discussion at the parent conference.

PUBLIC RELATIONS/PUBLIC INFORMATION RELEASES

During the year, many public activities and events take place at the school, such as concerts, athletic activities, plays, graduations, awards and other events open to the public. These activities are regularly filmed and broadcast to the community to celebrate the great talents of our students and to share with extended families who could not attend. *Because of the public nature of these events, any student who participates in them will be included in the broadcast even the Opt-Out Form is completed and on file.*

However, we understand that some parents may not wish to have their child's likeness included for these purposes due to extenuating circumstances. If that is the case for you and your child, please complete the Media/Publications Form Opt-Out located in back of this handbook and return it to your school office.

RESIDENCY

Education is provided by taxpayers in the district to students who are residents. Nonresidents may attend local schools only with tuition payment. The Superintendent may approve nonresident student attendance with tuition if class size and other considerations permit. Nonresident approval with tuition shall be for one school year or less although renewal of approval is very possible. Tuition rates are established by the Board of Education annually. For the complete Non-Resident/Non-Tuition Attendance Policy, # 5118, and Non-Resident Policy, #5118.3, visit the district's website.

An affidavit may be required and/or documentation may be required to prove that there is a bona fide student residence in the district, that the residence is provided without pay, and that it is not for the sole purpose of obtaining school accommodations.

It should be noted that if a student has been registered as a resident under false circumstances and is not entitled, under the law, to education in the district, the Board of Education is entitled to tuition reimbursement and the student may be removed from the district. For further information and to obtain appropriate forms, contact the Superintendent's office.

SEXUAL HARASSMENT OF STUDENTS/EMPLOYEES (Policy #5145.5)

Any sexual harassment of employees by other employees or students, or of students by other students or employees is strictly forbidden and will not be tolerated regardless of the working or personal relationship between the parties.

It is the policy of the Board of Education to maintain a learning and working environment for students that is free from sexual harassment.

It shall be a violation of this policy for any staff member or any individual subject to the control of the Board of Education to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students through conduct or communication of a sexual nature as defined below.

Unwelcomed sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education/employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic/employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic/work performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

1. Verbal harassment of abuse;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual or demeaning implications; or
4. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, etc.

Any person who alleges sexual harassment occurring in the District may use the District's complaint procedure or may complain directly to the Building Principal, Guidance Counselor or other individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future grades or academic assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

A substantiated charge against a staff member of the Board shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a student in the school district shall subject that student to disciplinary action including suspension or expulsion, consistent with the Student Discipline Code.

SCIENTIFIC RESEARCH-BASED INTERVENTIONS (SRBI)

As educators and families, we want all of our students to succeed in our learning community. Scientific Research-Based Interventions also known as SRBI is a way to provide support and quality instruction to children who are experiencing learning challenges.

Universal assessments are administered to all children throughout the year in reading, math and writing. Student progress is analyzed and those students who may need more support or other types of instruction are identified. Through our Student Success Teams, composed of teachers and specialists, a child's progress is studied. The findings are used to make decisions about teaching and learning strategies that have been proven to be effective to specifically

address the needs of the student. SRBI interventions are most commonly used to support areas of reading, math and behavior.

The SRBI provides a continuum of support using a three “tier” framework. Tier I reflects the general education classroom program. It is essential that all children receive a high quality curriculum and instruction in their classrooms. Tier II includes researched based programs in the school that provide help for children who need more support than they are receiving from the general curriculum. This support may occur within the classroom or in an alternate setting. Lastly, Tier III support include programs that provide a more individualized instruction for children needing the most support. On-going progress monitoring is a key component in insuring that students demonstrate growth and that the strategies selected are successful. If not, the strategies are then adjusted appropriately.

For further information on Scientific Research-Based Interventions, visit the Connecticut State Department of Education website, www.sde.ct.gov/sde and search SRBI “A Family Guide.”

ENGLISH LANGUAGE LEARNERS (ELL)

The school district is responsible for the identification, education and assessment of students whose first language is not English. The process for the identification of students whose dominant language is other than English begins when a student is enrolled by a parent or guardian. When a parent or guardian indicates on the registration form that the primary language spoken at home or the child’s first language is a language other than English, a preliminary assessment of language dominance is conducted. A preliminary assessment involves engaging the student in conversation using an interview protocol to determine English proficiency. A student designated as having limited English proficiency will be further evaluated with the Language Assessment Scales Links (LAS Links). It is through the use of the LAS Links that a school district determines whether services are needed to assist a student in reaching English mastery standards as outlined by the state of Connecticut. A student designated as English proficient on the LAS Links requires no further formal English language evaluation.

The state mandates annual testing of ELL students to assess progress in English proficiency. Students for whom a bilingual program is not available require a program that uses English as the language of instruction to assist students in acquiring English proficiency and mastery of academic content with other students.

SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits discrimination on the basis of a disability in any program or activity which receives Federal financial assistance. The person who is responsible for assuring that the district complies with Section 504 is the school principal. For the complete Compliance with 504 Regulations Policy, #3511, visit the district’s website.

SPECIAL EDUCATION (Policy #6171a)

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardians(s), and representation by counsel, and a review procedure. The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

If necessary, students may also be placed in private school education facilities.

Preschool Special Education

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
6. Reporting as required to the State Education Department; and
7. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for the placement in the appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Special Education Referral

The school has a responsibility to both identify and provide a program for children with special needs of a handicapping nature. Further, it requires that we identify children who may be gifted or talented. To institute a formal special education referral you may write to the principal describing your child's exceptional abilities and/or special needs.

STATEWIDE PROFICIENCY/MASTERY EXAMINATIONS (Policy #6146.2)

Annually, unless exempted according to federal and/or state criteria, each student in grades three through eight inclusive shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. Students in grades five, eight, and ten shall annually, take a statewide mastery examination in Science.

Student scores on each component of the mastery examination for each tenth or eleventh grade student may/shall be included on the permanent record and transcripts of students. Tenth or eleventh grade students who meet or exceed the statewide mastery goal on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component. The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Any alternate assessment of students enrolled in special education shall be available only to those students with significant cognitive disabilities. In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.

STUDENT RECORDS; CONFIDENTIALITY (Policy #5125)

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

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations, The No Child Left Behind Act of 2001, and the Connecticut General Statutes.

Safeguards shall be established by the Office of the Superintendent to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

For the purposes of this policy:

"Student record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained.

Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system.

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

"Substitute" means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

"Directory Information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

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

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the education records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies, and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.
4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent/guardian with an opportunity to seek the correction of the students' education records through a request to amend the records. If the District decides that an amendment of the records as requested is not warranted, to inform the parent/guardian or eligible student and advise him/her of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of the District's student records.
11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection.

The Family Educational Rights and Privacy Act (20 U.S.C. 1232g, or FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

Notification Information

At the beginning of each school year, the district shall publish a notice, through the student handbook or by other means, to parent(s) or guardian(s) and students 18 years of age or older ("eligible students") currently in attendance of their rights under FERPA and this policy. When a student enrolls during the school year, the school district shall provide notice to the parent, guardian or eligible student regarding their rights under FERPA and this policy.

The notice must include a statement that the parent or eligible student has a right to:

1. Inspect and review the student's education records;
2. A specification of the intent of the school district to limit the disclosure of personally identifiable information contained in a student's education records except:
 - a. by prior written consent of the student's parent(s) or guardian(s) or the eligible student;
 - b. as directory information (parents may opt out of directory information – see Directory Information Policy # [5145.15](#)); or
 - c. under certain limited circumstances, as permitted by FERPA.
3. Request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
4. File a complaint with the U.S. Department of Education alleging failure of the district to comply with FERPA and its regulations; and
5. Obtain copies of this policy and the locations where copies may be obtained.
6. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
7. Assuring security of student records.
8. Annually informing parents under what conditions that their prior consent is not required to disclose information.

For the complete Student Records; Confidentiality Policy, #5125, visit the district's website.

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

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

TRANSPORTATION CHANGES

Students are assigned a specific means of transportation to move children from their home or pick-up point to school and back again. On occasion, permission may be granted to change the regular means of transportation. Changes must not cause a bus to be overloaded nor cause changing of an established bus route.

One Time Change for a Specific Time and Event

Example: Getting off regular bus at a different stop.
 Riding a different bus for a specific event.
 Getting picked up at the end of the day by a parent.
 Walking or bicycling on a particular day.

The student must bring in one parent permission note each time. The office will retain the note and issue a pass for that day. The student will present the pass to the bus driver, or, the teacher in the case of a parent pick-up, walking, or bicycling.

PARENT PERMISSION NOTES SHOULD BE PROPERLY DATED, SIGNED BY THE PARENT OR GUARDIAN AND CLEARLY STATE DETAILS OF THE REQUEST, INCLUDING THE NUMBER OF THE BUS YOU WANT YOUR CHILD TO RIDE.

Long Term and Permanent Transportation Change

Example: Pick-up or drop-off at daycare.
 Riding a different bus or getting off at a different stop for activities regularly scheduled.

A Special Transportation Request form must be completed, signed and submitted to the Business Manager, Shepaug Valley Regional District No. 12, P.O. Box 386, Washington Depot, CT 06794. A Transportation Request Form is located at the end of this handbook. Forms are also available in the school offices and on the region's website (under Registration/Transportation/Cafeteria Forms). A parent permission note is required for long term programs taking place at your child's school.

ONCE A LONG-TERM CHANGE IS MADE, A PARENT CONTACT IS REQUIRED TO ALTER THE ORIGINAL REQUEST.

Any and all special arrangements for bus pick-up and/or drop-off of students which were made during the past school year are **not** valid for the present school year. Any request for a special arrangement must be made in writing to the Business Manager. Such requests will be evaluated to determine if a case of hardship exists, to determine if an overload will be created on the bus, and to determine if route-riding time will be increased.

IF AN AFTERSCHOOL EVENT IS CANCELLED, THE GROUP LEADER MUST NOTIFY THE SCHOOL. ANY NOTIFICATION OF PARENTS IS THE RESPONSIBILITY OF THE GROUP LEADER. IN SUCH INSTANCES, INCLUDING ANY EARLY DISMISSAL DUE TO ADVERSE WEATHER CONDITIONS, CHILDREN WILL BE SENT HOME ON THEIR REGULAR BUS.

Group leaders will provide the school office with the following information well in advance of activities:

1. Name of organization.
2. Leader's name, address, and phone number where leader can be reached during the day.
3. Date, time, and day of meeting.
4. Name and grade of all students participating in the activity.

We need your help in these matters to keep your child safe.

USE OF SCHOOL FACILITIES BY COMMUNITY GROUPS

Community groups including school parent related groups may request the use of school facilities for meetings, special programs, and events. Appropriate request forms are available on Region #12's website as well as at each school office and must be approved by the principal and the superintendent.