East Haddam Elementary School
2017-2018 Family Handbook

Play, Learn and Grow... Together!
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>17</td>
</tr>
<tr>
<td>Bullying</td>
<td>37</td>
</tr>
<tr>
<td>Clothing</td>
<td>12</td>
</tr>
<tr>
<td>Copyrighted Materials</td>
<td>49</td>
</tr>
<tr>
<td>Delayed openings/closings</td>
<td>07</td>
</tr>
<tr>
<td>Dismissal (regular and early)</td>
<td>04</td>
</tr>
<tr>
<td>FERPA</td>
<td>67</td>
</tr>
<tr>
<td>General Information</td>
<td>03</td>
</tr>
<tr>
<td>Health and Welfare</td>
<td>20</td>
</tr>
<tr>
<td>Homework Guidelines</td>
<td>15;23</td>
</tr>
<tr>
<td>Mission Statement / Vision Statement</td>
<td>02</td>
</tr>
<tr>
<td>Non-Discrimination Statement</td>
<td>01</td>
</tr>
<tr>
<td>Notice of Directory Information</td>
<td>69</td>
</tr>
<tr>
<td>Parental Notification</td>
<td>22</td>
</tr>
<tr>
<td>PPRA</td>
<td>68</td>
</tr>
<tr>
<td>Removal/Suspension/Expulsion</td>
<td>50</td>
</tr>
<tr>
<td>School Services</td>
<td>08</td>
</tr>
<tr>
<td>School Visits</td>
<td>05</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>22</td>
</tr>
<tr>
<td>Transportation</td>
<td>19;25</td>
</tr>
<tr>
<td>Truancy</td>
<td>31</td>
</tr>
<tr>
<td>Volunteers</td>
<td>06</td>
</tr>
</tbody>
</table>
## East Haddam School District
### 2017 - 2018 School Calendar

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4 Independence Day, Schools Closed

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28 New Certified Staff Orientation/PD
29 All Staff Convocation
30 School Begins for Students

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4 Labor Day/ No School

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6 Early Dismissal/PD
9 Columbus Day/No School
16-20 Parent/Teacher Conferences & Professional Dev. (Early Dismissal)

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7 No School/PD-Regional
22 Vacation Day
23 & 24 Thanksgiving Recess

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4 Early Dismissal/PD
25-Jan. 1, Winter Holiday Break

1 New Year’s Day
12 Early Dismissal/PD
15 Martin Luther King Day

16 Early Dismissal/PD
19 Presidents’ Day
20-21 Vacation Days

9 No School/PD-Regional
14-16 Parent/Teacher Conferences & Professional Dev.
30- Good Friday/No School

13 Early Dismissal/PD
16-20 Spring Break

16 Early Dismissal/PD
28 Memorial Day/No School

12 Early Dismissal
12 School Ends for Students/High School Graduation (pending snow days)

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**NOTE:** School snow/closure days shall be scheduled starting June 13.
Beginning with the 6th snow/closure day, April vacation will be shortened beginning with April 20th.
2017 - 2018 SCHOOL CALENDAR BREAKDOWN

July 2017
4 - Independence Day (Schools Closed)

August
26 New Certified Staff Orientation
Professional Development
29 All Staff - Convocation/PD
30 First Day of School for Students

September
4 Labor Day (Schools Closed)

October
6 - Early Dismissal/PD
9 - Columbus Day (Schools Closed)
16-20 - Parent/Teacher Conferences, Grades PreK-8 (Early Dismissal)
Professional Development, Grades 9-12 (Early Dismissal)

November
7 - Professional Development (No School)
22 - Holiday/No School
23 & 24 - Thanksgiving Recess (Schools Closed)

December
4 - Early Dismissal
26-January 1 - Winter Holiday Break

January 2018
1 - New Year's Day (Schools Closed)
12 Early Dismissal/PD
15 - Martin Luther King Day (Schools Closed)
High School Mid-Year Exams (TBD)

February
16 Early Dismissal/PD
19 - Presidents' Day (Schools Closed)
20-21 - Vacation Days (No School)

March
9 - Professional Development (No School)
14-16 - Parent/Teacher Conferences, PreK-8 (Early Dismissal)
Professional Development, Grades 9-12 (Early Dismissal)
30 Good Friday, No School

April
13 Early Dismissal/PD
16-20 - Spring Break (No School)

May
16 Early Dismissal/PD
28 - Memorial Day (Schools Closed)

June
TBD - High School Final Exams
12 - Early Dismissal/
School Ends for Students/High School Graduation
(pending snow days)
East Haddam Public Schools does not discriminate on the basis of: race, color, religious creed, sex age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to) intellectual disability, past or present history of mental disorder, physical disability or learning disability, genetic information, or any other basis prohibited by state and/or federal nondiscrimination laws: and equal access to school facilities and school premises to Boy Scouts and other designated youth programs. (REF: Board Policy: 4000.1) The following person has been designated as to district compliance officer who will coordinate compliance with the non-discrimination requirement of Title IX and 504.

Joshua T. Martin, Director of Pupil Services
Title IX Compliance Officer/ Title IX Coordinator and Section 504 Coordinator
East Haddam Board of Education
26 Plains Road
Moodus, CT 06469
860 873-5046
The mission of the East Haddam School District is to develop a community of lifelong learners who are prepared to become independent, creative, and productive citizens for our diverse and ever-changing global society.
GENERAL INFORMATION

School Hours

8:40 ............................. Student Arrival  
8:45 ............................. Classes begin  
8:45 - 3:25 ........................ Grades K-3  
8:45 – 11:45 .......... AM Pre-Kindergarten  
12:25-3:25 .................PM Pre-Kindergarten

School Staff supervise students beginning at 8:40 a.m. For safety and comfort, children without adult supervision should not arrive any earlier than 8:40 a.m.

Drop Off Procedures

Students may be dropped off in the designated area to enter the building at the main entrance. Do not discharge children from the driver side of the car or at either playground area. Drivers should not get out of their seats to assist students while in the drop off lane. If you want to help your children, please park your car in a designated spot. Handicapped parking spaces are for those authorized to use them. The bus lane is restricted to busses only at all times during the school day.

Please follow these guidelines when dropping off your student from your vehicle:

• Please allow students to open the passenger side door only as you quickly drop off the child(ren).
• Allow them to close the door to the vehicle, without the driver leaving the seat. Please do not get out of your vehicle in the student drop off section in front of the crosswalk.
• Please be cognizant of those that will drive past the driver’s side of your vehicle.
• If any driver has to leave the car to help children exit the vehicle, please pull the vehicle into a parking space.

Arrival Supervisors

Supervising monitors will be present during morning arrival. They will also be watching the vehicles to ensure they are following the drop off and traffic procedures. Any violation of these procedures will be brought to the building administrator’s attention via walkie-talkie.
End of Day Dismissal Procedure

Please refrain from picking up your student prior to the designated 3:15 time whenever possible to allow the student to complete the school day with the class. In an effort to maintain the safety and efficiency of our end of school dismissal, procedures are in place for parent pick up. Please read these guidelines carefully and, whenever possible, allow your child to ride the school bus.

If you plan to pick your child up from school, please send in a note. The office staff will record this information on a log sheet. If you have an emergency pick up without sending in a note, please notify the office before 2:55pm (860-873-5076).

1) When you arrive to sign out your child(ren) at approximately 3:15 p.m., adults will wait in the cafeteria and sign the log sheet. Please wait in the cafeteria until your child(ren) has been dismissed and meets you there. A staff member will ensure that the students connect with their designated pick up adult.

Note: If there is a recurring pick up day, a one-time note is needed. If this plan changes, the office must be notified in writing of this change.

Early Dismissal of Students

It is hoped that whenever possible, appointments for doctor, dentist, etc., will be made after school hours. A handwritten note to the teacher/office is requested whenever a student is to be dismissed early from school. Parents will be asked to sign the sign-out sheet upon picking up a child for early dismissal. An early dismissal is any time before 3:15. Please refrain from picking up your student prior to the designated 3:15 time whenever possible to allow the student to complete the school day with the class.

STUDENTS WILL NOT BE PERMITTED TO STAY AFTER SCHOOL FOR ACTIVITIES OR GO ANYWHERE OTHER THAN HOME WITHOUT WRITTEN PERMISSION FROM THEIR PARENT OR GUARDIAN.
School Visitation

ALL VISITORS/VOLUNTEERS MUST REPORT TO THE OFFICE WINDOW UPON ENTERING THE BUILDING.

Visitors will be issued a visitor identification badge before gaining entrance to the building. Our school uses Raptor Inc. and V-soft. V-soft helps track all visitors, contractors and volunteers at our school, to provide a safely monitored environment.

During school hours when visitors, volunteers or contractors check-in, they will be asked to present a valid state or government issued ID. This ID will be scanned and in-turn enters the visitor’s information into the system. The system will then print a photo badge that must be worn throughout the school during the course of the visit. The system will check all visitors against the national sex offender data base and provide us with alerts. Additionally, all visitors are reminded that they must return to the office, at the conclusion of their visit and return their badge.

Parents are encouraged to volunteer in their child's classroom, attend assemblies and participate in special events. If parents wish to have a meeting with a teacher, they must schedule an appointment in advance. Conferences cannot be held during the time a teacher is scheduled to instruct the class.

If parents find it necessary to deliver articles of clothing, lunches, instruments, etc., to school, the items must be labeled (student’s name and class) and left in the office.

Classes will not be interrupted during instructional time, except in case of emergencies.
PARENT/GUARDIAN VISITATION AND OBSERVATION PROCEDURE

East Haddam Public schools encourages parent/guardian involvement and participation in their child’s educational experience. To this end, parents and/or guardians are encouraged to volunteer within their child’s school.

At times, a parent/guardian may wish to better understand what experiences their child is participating in at school, and a parent/guardian may wish to observe such experiences. The following procedures are established to support a parent’s request while ensuring minimal impact on the educational process.

- No later than 2 school days prior to the proposed date of observation, a parent or guardian must submit a written request to the building principal. This request must contain the following information:
  - The name of the student
  - A timeframe, not to exceed two hours. (i.e. 12:00pm until 2:00pm)
- Such request must be approved by the building principal prior to the parent entering to observe their student.
- Parents and/or guardians will be permitted to observe their student’s experience no more than one time per month, per student.
- The right to observe is for the parent to better understand the experiences their student has at school. It is not for the purposes of evaluating a teacher’s practice and is not transferrable to someone other than the parent or guardian.

The building principal will consider all requests that meet the above guidelines and expectations. The parent will be informed no later than one school day prior to the date of observation of the decision to allow, disallow, or seek an alternate date and time. Generally, parent requests will be granted as long as the request meets the following criteria.

- There is minimal impact to the educational process.
- Confidentiality obligations as outlined in 34CFR Part 99 (FERPA) and 34CFR Part 300 (IDEA) are maintained.

Volunteers

Adult/high school volunteers who assist our teachers are valued partners in promoting success within our school community and their service is greatly appreciated. We request that our assistants follow the same procedures for the Raptor system; meet with the teacher at the designated time; discuss tasks in need of completion and their timeliness; assist us in providing the most productive educational setting, with minimal distractions, and by refraining from cell phone use; respect confidentiality and everyone’s right to privacy; and communicate, in advance when possible, when the volunteer cannot fulfill a commitment to assist in class.

Emergency Forms

These forms should be filled out immediately to protect your child and to be sure the office has the most current contact information. Please return them to the school office no later than the second week in September. Please notify the office immediately of any changes in address or phone number during the year.
Delayed opening, school closing

Everbridge Rapid Communication Service
The East Haddam School District has joined with schools throughout the United States who rely on the Everbridge Rapid Communication Service to deliver voice and text messages within minutes to telephones or internet-enabled devices. This system is activated by the Superintendent of Schools to quickly disseminate information about delays, early closings, cancellations, or emergencies. Parents provide contact information used by this system when registering their children. It is imperative that any changes are communicated immediately to our office. More information is available about Everbridge at www.easthaddamschools.org.

In addition to the automated Everbridge message, parents are reminded that in the event of school closings, late openings, or early dismissal, they may listen to WTIC (1080 AM), WMRD (1150), WDRC (1360 AM & 103 FM), WRCH (100.5), KISS (95.7 FM), WTNH 8, WFSB 3, and WVIT 30.

 Unscheduled Delayed opening procedures for Preschool

Two hour delayed openings
Morning Preschool                  Afternoon Preschool
Cancelled                           Regular hours (12:25-3:25)

 Scheduled Early Dismissal procedures for Preschool

Morning Preschool                  Afternoon Preschool
8:45 A.M. - 10:45 A.M.             11:25 A.M. - 1:25 P.M.

 Procedure for Unscheduled Early Dismissal
In the event of an unscheduled early closing, parents should be sure their child knows what to do. It is essential that families have a plan in place for those days when the school may need to close early. The Superintendent will activate the Everbridge communication system to inform parents of the unscheduled early dismissal. As in the case of late openings and school closings, announcements will be made on the radio and television. In the event of an unscheduled early dismissal, Morning Preschool will be dismissed at 10:45 A.M. and Afternoon Preschool will be cancelled.
SCHOOL SERVICES

Reporting Practices
Close communication between parents and teachers by means of reports and conferences is essential in understanding the needs and progress of each student. The teachers and staff at EHES, with the support of the Board of Education, have made a strong commitment to implementing the Responsive Classroom approach. A component of the Responsive Classroom that we, as a faculty, recognize as critical is the home/school connection. We believe that by offering numerous opportunities for teachers and parents to meet we can strengthen our communication about your child’s educational program and progress. These opportunities include:

Meet & Greet
August 29th, 2:30-3:30 PM

1st Day of School
August 30

Open House/Curriculum Night
September 13th, Pre-K, K, 1st Gr.
September 19th, 2nd and 3rd Gr.

Picture Day
September 28th

Fall/Spring Conferences
October 18, 19, & 20
March 14, 15, & 16

Progress Reports Home
December
March
Last Day of School

You are encouraged to arrange a conference with us any other time, as you wish.

Students are promoted to the next grade level based on academic performance. Students unable to meet grade level expectations may be considered for retention. Retention is at the sole discretion of the Principal after a student’s academic and developmental progress is reviewed in conjunction with a mutual agreement between teachers and parents. (See district policy regarding retention)
**Grading**

All students in kindergarten through third grade, will receive a progress report three times, following a trimester schedule, in December, March, and on the last day of school in June. Each classroom teacher will grade their students’ progress and families will receive a copy of their child’s report card prior to our December parent/teacher conferences. Our Kindergarten students will receive a first trimester narrative that is linked to the assessed standards. All students in first, second, and third grade will be graded as described below (kindergarten students will follow this model for the second and third trimester):

Students’ academic performance (what the student knows, understands, and is able to do, including homework accuracy), and personal responsibility, will be graded as follows:

- 1 - Emerging
- 2 – Progressing
- 3 – Meeting
- 4 – Exceeding

As the year progresses, you will regularly receive copies of your child’s completed work and their corresponding grades.

**Connecticut Core Standards**

1. What are CT Core Standards?
   - Requirements for mastery of academic skills taught to students in kindergarten through grade 12, emphasizing critical thinking and effective communication, specifically through language arts and math.

2. Why were these standards written and how will they benefit students?
   - Core standards have been adopted throughout the nation. They are designed to promote in-depth mastery of skills necessary for success in college and careers.
   - Teachers use the standards to guide their instruction and assessments as they create their own lessons in the same way they did when using our Connecticut State Frameworks for Math and Language Arts.

3. How are the standards different, than the previous state framework, for Language Arts?
   - These standards include reading, writing, speaking and listening, and language:
     - Reading – Students read and understand texts of increasing complexity, using more non-fiction literature
     - Writing – Students write in all subject areas, think critically, and support their opinions with evidence from their reading. Students also participate in research projects
     - Speaking and Listening – Students learn how to develop effective oral presentations, gather information and points of view from discussions with peers
     - Language – Students building their vocabularies through conversations, reading, and writing as they learn English grammar
4. How do these standards affect student learning in math?
   - Students work on complex math concepts over their school years to build on what was learned in previous years. In addition, students are expected to:
     o Make sense of problems and sustain attention to accurately solve them
     o Reason abstractly and calculate
     o Apply what is learned to solve real-life problems
     o Identify and use patterns to solve problems
     o Construct valid arguments with evidence to demonstrate critical thinking skills

5. What is Smarter Balanced testing?
   - This online state assessment is standardized. In our school, only third graders participate in this testing during the late winter (March/April).
   - Students are involved in completing written performance tasks and online testing; a schedule will be provided to families prior to testing.

6. How can families help their child?
   - The following support should benefit your child in school:
     - Be certain your child attends school on time and throughout the entire day
     - Daily homework should be completed and returned to school as required for the assignment
     - Daily reading and writing at home will assist in fluency
     - Regularly planned Type to Learn keyboarding practice for all K-3 students at home in addition to their weekly classes in school
     - Use the outdoors or Internet resources to enhance discovery of new information for your child

Third Grade Annual Assessments
Annual state testing is administered for third graders to obtain a standardized evaluation of our instructional/assessment approach to teaching and student progress. Third grade online testing will take place in the spring (dates and test format to be determined by the State Department of Education). Results of these tests will be communicated via the middle school with parents upon the return of the results from the State’s testing service. In addition to classroom assessments, students in grades K-3 are universally screened utilizing AimsWeb and other language arts and math benchmark tests at least three times per year. Please ask your child’s teacher if you want more information.

Communication - School Newsletters
The purpose of the newsletter is to keep families informed of school events, classroom activities, and procedural information. In an effort to become more environmentally friendly, we offer families the option to receive their newsletters via email, rather than a hard copy. Please inform the office of your preference.

Communication - Parent/School
Parents are encouraged to contact their child's classroom teacher at any time during the academic year with any concerns. An early, positive relationship between the teacher and the parent is most productive in resolving issues that come up during the year. If you are uncomfortable contacting the teacher directly, please feel free to call on other school resources, including the principal, nurse, or school social worker. The principal will make every effort to ensure that concerns are resolved in a manner which is in your child's best interest. If, however, you are not satisfied with the proposed resolution, you may contact the office of the superintendent with your concerns.
**PowerSchool/East Haddam School Website**
The East Haddam School district uses the PowerSchool online system as a Teacher/Parent resource for student progress, attendance and scheduling. When your student reaches the Middle School, parents/guardians will be assigned a parent portal login so that they are able to look at their student’s progress.

For the most up to date information on District and School-wide events and notices, please visit the district website at [www.easthaddamschools.org](http://www.easthaddamschools.org)

**Photographs**
Annually each fall, we schedule a school picture day and parents are not obligated to purchase photos. Proceeds from school pictures are used for school activities.

**Divorce/Separation**
Divorce with Custody Decree - The school will follow the terms specified in the custody decree. It is the responsibility of the parent to present the custody documents to the building principal who will keep a copy of the document in a locked office cabinet. Copies of legal documents that pertain to care and custody of students will be kept confidentially in the office.

**Pupil Services**
Staff meet regularly to ensure that students are receiving the most appropriate level of support through the SRBI (intervention for remediation and enrichment) process. If staff or families feel that students may have a disability that is impacting their child’s ability to learn, the school or parent is able to make a referral to a Planning and Placement Team (PPT) or to a Section 504 meeting to discuss and further investigate these concerns. Parents are highly encouraged to participate in their child’s education program and are integral components to PPT or Section 504 meetings. If you have concerns, please contact the school office to receive a referral form.

**Notices Home**
There will be notices sent home periodically. Please remind your child to give you all notices from school. Our school newsletter provides updated information with specific information or changes in schedules. Many notices are also sent by email, please be sure the office has the most up to date email address if you would like to receive email notifications.

**Name tags (kindergarten and preschool)**
Please be sure that student wear name tags for the first two weeks of school. There are many people in the school community who need to learn your child’s name. Name tags promote better communication and support.

**Health Forms (kindergarten and preschool and newly enrolled students)**
These should be completed by your physician and presented at registration time.

**School Insurance**
School insurance is available to all students at a reasonable cost. Forms will be sent home on the first day of school.
Clothing
Parents are responsible for monitoring appropriate school clothing for their children. Please adhere to the following guidelines:

1. Clothing must be neat and clean.
2. Clothing having objectionable writing, pictures, or slogans may not be worn.
3. Clothing that could cause injury or damage may not be worn.
4. Cutoff or abbreviated length shirts or blouses above the waistline, spaghetti straps, tube, or halter tops, as well as low-cut shorts and pants, “short-shorts”, skirts below the navel, are not acceptable for dress for school.
5. Clothing, accessories, and/or makeup, that are disruptive to the educational process, may not be worn.
6. Hats are not to be worn in school.
7. Students must wear appropriate footwear at all times; sneakers for gym class.
8. Students must dress appropriately for comfort on our playscape equipment.
**Breakfast, Lunch and Milk**
The Board of Education determines breakfast, lunch and milk prices. Breakfast, lunch, and milk is available daily to all students, except Pre-Kindergarten. Our breakfast price is $1.60, lunch price is $2.85, and milk price is $0.50. School menus are sent home monthly. Students may pay in advance with a check and a daily expense will be deducted from the amount paid. This is particularly beneficial to young children who have difficulty managing money. Applications for participation in the Free or Reduced Federal Lunch Program will be available on the district school website at www.easthaddamschools.org. These forms can also be completed at any time during the year as a family’s resources change. Please contact central office 860-873-5090, if you have any questions regarding this program. Such conversations will remain confidential.

**Field Trips**
As part of the educational program of the school, children may take field trips to various points of interest. These field trips are carefully planned and supervised by teachers. Parents are encouraged to help chaperone field trips. A student will not be allowed to go on a field trip without a signed parent/guardian permission slip.

**Lost Books**
Occasionally books may be lost by students. In the case of lost or overdue materials, the school will notify parents/guardians of the loss. This notice will indicate that grades, transcripts and report cards may be withheld until restitution is made and will set a date for such restitution. All payments for instructional material(s) shall be made payable, by check, to the East Haddam Elementary School Activity Fund.

A decision on whether or not the materials are replaced will be made by the Superintendent or designee. It is essential that materials are returned in a timely fashion.

**Family Resource Center ~ FRC**
Our community’s Family Resource Center is a great resource for early childhood learning and parent/guardian support. This program has proven to be a huge success and great fun for participating families. The center has sponsored playgroup sessions and music classes, in addition to Positive Parenting workshops and more. We are proud of this program and those in charge of its operation. The FRC will again be located within our school’s early childhood wing in room 108.
**Reading/Math Intervention**

The Reading and Math Interventionists work closely with classroom teachers and paras to support students as they find success in their learning. Students are provided academic intervention support in reading/language arts and math. Interventions are provided to large and small groups of students, as needed. Our intervention teachers consult with classroom teachers and parents/guardians as they seek varying instructional strategies and materials for student learning.

**SRBI/Scientific Research-based Intervention**

Our grade level and department teachers meet regularly, and during our faculty meetings twice per month, to discuss procedures and instructional improvements, among other educational matters. We discuss the varying ranges of student learners and determine the best ways to support success. We will continue to further our work in complying with a state mandate that educators promote student learning success through the use of “scientific research-based interventions” ~ SRBI. You will continue to hear this term, along with interventions and progress monitoring, assessments and analysis, as a framework to improve teaching/learning and as you engage in discussions with teachers regarding your child’s learning and achievement.

SRBI is our State Department of Education’s terminology for Response to Intervention that has been developed to provide instructional support to students who struggle with specific aspects in their learning and for those who require enrichment. Student progress is examined and findings are used to make decisions about teaching and the supports necessary for learning. SRBI is a continuum of support to address learning needs mostly in the areas of reading/language arts, math, and behavior. You will hear of the three tiers, with different degrees of support, as outlined: ~ **Tier 1** ~ All students are involved in receiving high quality curriculum and differentiated instruction in the general education classroom; ~ **Tier 2** ~ The school provides help for students who need more support than they are receiving from the tier 1 general curriculum and instruction; ~ **Tier 3** ~ This support is in addition to Tier I support, is held in small groups, and occurs 4-5 times per week.

The key component to scientific research-based intervention is that nearly every student is involved in the general education program for reading and math instruction and receives quality instruction within the curriculum. In addition to instruction in science, social studies, and specials classes, our classroom teachers will continue to utilize a 90-minute instructional reading/language arts integrated block and 60-minute instructional math block, linked to Connecticut Core Standards, for all of our students, unless a special individualized program designates different expectations for the student.

Another component of SRBI is that our school conducts “universal” common grade level assessments and reviews of progress using the results. These assessments help us identify students who may need support or other types of instruction. Students are monitored to help teachers in determining if the methods used are successfully linked to progress in learning, this progress monitoring helps us determine whether a teaching strategy is successful or needs to be changed. The State of CT Dept. of Education provides us with specific guidelines to produce documented evidence for support and remediation prior to any student referral to special education. If you are concerned about your child’s learning, please talk with your child’s teacher as soon as you have questions. Please talk with our building administrators if you wish to understand more about our state guidelines and mandate for SRBI, our current procedures for intervention, regular education support, and criteria for special education support.
HOMEWORK EXPECTATIONS

See Board Policy 6154

Reading should occur daily, in addition to all homework assignments

Student Responsibilities

1. Understand the directions and requirements of the assignment.
2. Be responsible for determining and making up work when absent.
3. Meet deadlines and understand consequences.
4. Understand that the content, structure and appearance of all homework assignments are important elements in the grading process.
5. Assume responsibility for obtaining the proper resources and materials.
6. Utilize time realistically.
7. Understand that students have homework daily; even when assignments are not scheduled, students may read independently, review, preview, and/or improve the current assignments.
8. Relative to homework procedures for expected or unexpected student absences, students are encouraged to read and write daily when absent, in addition to working on ongoing homework/projects (depending upon circumstance) and in lieu of receiving new homework assigned daily during the student's absence. For example, when a student plans to leave school for a family vacation, the student may work on previously assigned homework or ongoing projects, read each day, and creatively write daily in a journal to describe vacationing events and create accompanying illustrations. This work may be shared upon the student's return to class.

Teacher Responsibilities

1. Explain to students at the beginning of the school year and subsequently as necessary, the homework policy/procedures and how this will be carried out in their respective classes.
2. Assign homework on a regular basis.
3. Assist students in understanding what to do and how to do it.
4. Ensure that every homework assignment is properly evaluated, recorded, and returned to the student within as short a time as possible after its completion.
5. Include homework as a portion of the student's overall rating for Academic Behavior. (See Guideline)
6. Communicate with parents when children are falling behind in completing homework assignments.
7. Inform students of homework procedures for expected or unexpected student absences. Encourage students to read and write daily when absent, in addition to working on ongoing homework/projects (depending upon circumstance) and in lieu of receiving new homework assigned daily during the student's absence. For example, if a student plans to leave school for a family vacation, the student may work on previously assigned homework or ongoing projects, read each day, and creatively write daily in a journal to describe vacationing events and create accompanying illustrations. This work may be shared upon the child's return to class.
Parent/Guardian Responsibilities

1. Arrange for a quiet, suitable place, with adequate workspace, for the student to work.
2. Encourage their child to complete homework assignments on time and to the best of their ability.
3. Communicate to the teacher when there is valid reason for homework not being completed on time.
4. The suggested homework times for children are not necessarily for the actual completion of assignments, but could be spent with the child discussing the events of the day at school. This is an excellent time for parents to help children maintain a healthy and positive attitude toward school.
5. Reading with or to your child is always appropriate for parents to extend the school experience.
6. Inform classroom teacher/school of expected or unexpected student absences. Encourage and guide student to read and write daily during absences, in addition to ongoing homework/projects (depending upon circumstance) and in lieu of receiving new homework assigned daily during the student's absence. For example, if a student plans to leave school for a family vacation, the student may work on previously assigned homework or ongoing projects, read each day, and creatively write daily in a journal to describe vacationing events and create accompanying illustrations. This work may be shared upon the child's return to class.
ATTENDANCE

See Board Policy 5113

Guidelines for Excused and Unexcused Absences
On June 27, 2012, the State Board of Education adopted definitions for excused and unexcused absences. It is our hope that, in partnership with our families, we can increase our students’ school attendance daily during full days between 8:45 – 3:25 and limit tardiness and early dismissals to allow students to learn with their class throughout the day.

Connecticut state law requires parents/guardians to ensure their children to attend school regularly during the hours and terms the public school is in session. Learning experiences that occur in the classroom are meaningful and essential components of the learning process. The East Haddam Board of Education requires that accurate records be kept of the attendance of each child. A student should not be absent from school without the parent’s or guardian’s knowledge and consent. Verification of absence should be written by parent or guardian.


An absence shall be considered “excused” when a child does not attend school due to illness or injury, death in the immediate family, religious obligation, an emergency, or other exceptional circumstance. **Written excuse for such absences should be submitted to school officials by the child's parent or guardian.** All other absences with or without written explanation shall be considered unexcused.

**It is your responsibility to call the school to report an absence and the reason for your child missing school.** A special answering machine will take your calls after the close of school and until 8:40 each morning. **Please assist our process by providing student’s name, grade, and reason for absence.** The phone number that will be used for this purpose is 860-873-5078.

Please note written documentation for a student’s absence must be submitted to the teacher and office referencing the date and reason for absence and the signature of the parent/guardian. In cases of where there is concern regarding chronic absenteeism or increased tardiness or early dismissals, families will receive written notification of the concern. At times, families may be requested to meet with the building administrator to discuss various ways in which to increase the student’s daily attendance.
Attachment A: State Board of Education Definitions
Connecticut State Board of Education
Definitions of Excused and Unexcused Absences
Adopted June 27, 2012
The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for the purpose of reporting truancy, pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of excused and unexcused absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).

Excused Absences
A student’s absence* from school shall be considered excused if written documentation† of the reason for the absence has been submitted within ten school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

* The Connecticut State Board of Education policy states that “A student is considered to be ‘in attendance’ if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.” A student not meeting the definition of ‘in attendance’ is considered absent.

† Such documentation should include 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. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English-speaking parents/guardians to submit documentation in their native language.

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; and

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 (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of 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 (additional documentation required);
5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences
A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:
A. the absence meets the definition for an excused absence (including documentation requirements); or
B. the absence meets the definition of a disciplinary absence.

Disciplinary Absences
Absences that are the result of school or district disciplinary action are excluded from these definitions.

Connecticut State Department of Education, April 2013
TRANSPORTATION

See Board Policies 3541.31, 3541.35 and 3541.5

Code of Behavior for Bus Students
In order to ensure safe, pleasant bus transportation, the following code of safe riding practice has been established. Children are directly responsible to the school bus driver.
1. Courtesy will be shown at all times to schoolmates and bus drivers.
2. Students abusing or destroying property will be responsible for payment. Any damage should be reported to the driver.
3. All students will observe rules of safety when waiting for, boarding, and leaving the bus.
   a. While waiting, stand away from traffic. Wait in designated bus stop. Do not wander on private property. Be at your stop at least 5 minutes prior to pickup.
   b. While boarding, follow directions of the driver. Board in single file.
   c. While leaving, follow directions of driver. Leave in single file. Students will cross the highway in front of the bus.
4. While on the bus, students will remain seated.
5. During emergencies or emergency practice drills, students will follow directions of the bus driver.
6. Hands, heads, etc., should remain inside the bus during the bus ride.
7. Bus drivers may assign seats.
8. Fighting or disruptive behavior is not permitted. Appropriate language is expected at all times.
9. There will be no eating or drinking on buses. No refuse or trash should be left on the bus.
10. Smoking and lighting matches are prohibited by law.
11. Students bringing large projects to school will need to arrange for parent assistance in transporting these items to school. Pets, wildlife and other distracting articles shall not be transported.
12. Reasonably sized school bags should be used to carry personal possessions. Band instruments should be secured in their cases at all times.
HEALTH AND WELFARE

See Series 5141 on the Website for full Board Policies.

Medicines in School
No medications, including over the counter medications, can be administered in school without written permission from a physician and/or parents.

Per Connecticut State Law, NO prescription medication can be administered in school without a signed “medication authorization” form from both physician and parent. These forms are available in the nurse’s office. Any orders that cover your child’s medications or treatments at school are also in effect on field trips. The Health Office will pack physicians or emergency orders for the field trip and medication and/or treatments will be administered according to the orders that were signed by you and your physician when the medication was brought to school.

Parent/Guardian only are allowed to transport medication to school and should bring it to the nurse. For the safety of all, students are not allowed to carry/transport any medication, including over the counter medications such as cough drops. All medication is to be dispensed in the nurse’s office. We ask for parent/guardian cooperation in this matter. Medication not transported by an adult and/or accompanied by a signed authorization form cannot be administered. We will attempt to contact you so that we can make arrangements for you to pick up medications. Medications will not be sent home with students.

Regular Health Assessments
Prior to enrollment in Preschool or Kindergarten and during Grade 3, each student is required to have a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse, a physician assistant or the school medical advisor to ascertain whether the student has any physical disability or other health problem which could be a barrier to learning.

Health Screenings
According to Public Act 96-229 Section 10-214, screening tests for vision (K-6 and gr.9) and hearing (K-3, 5 and 8) are required annually for students. Testing will be completed by June 30th of the school year. If any abnormalities are found, parents will be notified in writing about the problem and advised what action to take. Results from the required Kindergarten and Grade 3 physical exams are accepted in lieu of in-school screening, if the physical takes place during the required school year.

Illness
If your child has a fever, vomiting, diarrhea or continuous bronchial coughing, please keep him/her out of school for 24 hours after symptoms are gone. This is for both your child’s health and the health of the other students.
Communicable Illness
Please let the nurse know if your child has/or recently had any communicable illness.

Strep throat: May return 36 hours after treatment begins.
Chicken pox: May return when rash is completely scabbed over.

Follow doctor’s recommendations for other contagious conditions, such as impetigo, pink eye, ringworm, scabies, mononucleosis, scarlet fever or Fifth Disease.

Injury
If your child is seriously injured at school every effort will be made to contact you. Please fill out emergency contact information completely and promptly and inform us of any changes in phone numbers, address, or medical information.

Excuses from Physical Education/Physical Activity
A parent’s note will be accepted to excuse a child from one day of physical activity. A doctor’s note is needed for more than one day’s exclusion and should include a date when the child can return to full activity. A child who has a cast or crutches will be automatically excluded from Physical Education and will need a note from a doctor to resume full activity.

Child Abuse
Teachers and school employees have the responsibility as mandated reporters to provide information to child protection agencies. District policy and state law define the methods and procedures that must be used. The overall goal of this effort is to ensure the safety of all children. See Policy 5141.4

Asbestos
In 1985, the State of Connecticut enacted legislation that required all public school buildings to be inspected to determine if asbestos was present and to evaluate the potential for human exposure to airborne fibers of asbestos. Major contaminants have been removed but small amounts of contained fibers, as in floor tiles, remain. These are within legal exposure limits. An Asbestos Management Program has been developed to guarantee that these materials are maintained in a condition in which they do not pose a health hazard. As part of the program, these materials are inspected every six months. Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the schools, may ask to see the Asbestos Management Plan which is on file in the Board of Education office.

Pesticide Application
Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)’s school assignment area may contact the business manager.

No Smoking Policy
East Haddam Board of Education policy prohibits smoking at any time on school property. Any person who refuses to refrain from smoking will be asked to leave the premises.
Sexual Harassment
It is the policy of the Board of Education that any form of sexual harassment, verbal or physical, is forbidden in the workplace, whether by supervisory or non-supervisory personnel, by individuals under contract, or volunteers subject to the control of the Board, or by students. It is the expressed policy of the Board to encourage victims of sexual harassment to report such claims. The accuser is to be verified and protected, so as to be safe from retribution. Any student who feels that a form of sexual harassment has occurred should report the incident to the school administration.

Required Parental Notification

In addition to those policies that are included in this handbook, State and Federal regulations require that the following policies also be listed for parental notification:

<table>
<thead>
<tr>
<th>Policy Title</th>
<th>Policy Number</th>
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<tbody>
<tr>
<td>Migrant Students</td>
<td>6141.312</td>
</tr>
<tr>
<td>Healthy, Hunger Free Act 2010</td>
<td>6142.101</td>
</tr>
<tr>
<td>McKinney Vent, Act</td>
<td>5118.1</td>
</tr>
<tr>
<td>Transportation Safety Complaint</td>
<td>3541.5</td>
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<tr>
<td>Green Clean Program</td>
<td>3524.2</td>
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<tr>
<td>Reporting to Parents/Progress Reports</td>
<td>5124</td>
</tr>
<tr>
<td>Psychotropic Drug Use</td>
<td>5141.231</td>
</tr>
<tr>
<td>Child Abuse Reporting Policies</td>
<td>5141.4</td>
</tr>
<tr>
<td>Nondiscrimination/Grievance (Title IX)</td>
<td>5145.6</td>
</tr>
<tr>
<td>Smoke-Free Environment</td>
<td>1331</td>
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<tr>
<td>Intra-District Choice</td>
<td>6121.1</td>
</tr>
<tr>
<td>Homeless Student</td>
<td>5118.1</td>
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<tr>
<td>Limited English Proficient Programs</td>
<td>6131.311</td>
</tr>
<tr>
<td>Comparability of Services (Title 1)</td>
<td>6161.3</td>
</tr>
<tr>
<td>Surveys of Students/Privacy</td>
<td>6162.51</td>
</tr>
<tr>
<td>Teacher/Paraprofessional Qualifications</td>
<td>4222/4222.1</td>
</tr>
<tr>
<td>Title I Parental Involvement</td>
<td>6172.4</td>
</tr>
</tbody>
</table>

Copies of these policies can be obtained by contacting the Superintendent’s office at 860-873-5090 or via the school district website at www.eastaddamschools.org and clicking on the link labeled Policy Manual. If you have any questions about any of the aforementioned policies, please contact your child’s principal or call Mr. Brian Reas, Superintendent of Schools, at 860-873-5090.
Instruction

Homework

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior 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, corrected, and count for class credit.

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

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents with the work students do in school.

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

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.
Instruction

**Homework** (continued)

5. Assignments should make use of a variety of skills.

6. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.

7. 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.

8. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.

2. The Board expects that each principals will clearly define the homework policy of his/her departments. All such departmental policies must keep with this Board of Education homework policy.

<table>
<thead>
<tr>
<th>Level</th>
<th>Average Time (minutes per week)</th>
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<tbody>
<tr>
<td>K</td>
<td>(45 minutes)</td>
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<tr>
<td>1-3</td>
<td>(150 minutes)</td>
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<tr>
<td>4-5</td>
<td>(175 minutes)</td>
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<tr>
<td>6-7-8</td>
<td>(300 minutes)</td>
</tr>
<tr>
<td>9-12</td>
<td>(600 minutes)</td>
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</tbody>
</table>

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: September 14, 2004

EAST HADDAM PUBLIC SCHOOLS
Moodus, Connecticut
Business/Non-Instructional Operations

Regular Routes and Services

The Board of Education shall provide free transportation to all eligible East Haddam students in accordance with Connecticut laws and East Haddam Board of Education policy. It is the aim of the Board to enable students to attend school by school bus whenever transportation is reasonable and desirable.

I. Definitions

A. “School transportation” means the procedure, program, or plan to bring a student to and/or from his/her bus stop at public expense.

B. “Walking distance” means the linear measure of a prescribed or authorized pedestrian route from the point on the road nearest the residence to the vehicle embarkation point established by the Board of Education.

C. “Hazard” means a thing or condition, as prescribed in these guidelines, affecting the safety of students walking to and from school or a designated bus stop. The Superintendent of Schools or his designee will be responsible for determining the existence of a hazard in accordance with this policy.

II. Walking Distances

A. Any walking route to either the bus stop or the school which is in excess of the following distances shall be considered to be unreasonable:

1. One mile for students enrolled in the elementary school;
2. One and one-half miles for students enrolled in the middle school; and
3. Two miles for students enrolled in the high school.

In situations where a standard 71 passenger school vehicle cannot safely use the roadway, the walking distances will be increased by a distance equivalent to the length of the route not suitable for the vehicle to travel.

III. Hazardous Conditions

A. A street or road which has no sidewalks or raised walking area shall be deemed hazardous to walk along when any one of the following conditions exists:

1. For students enrolled in the elementary school, when the traffic count when students are walking to or from school exceeds 60 vehicles per hour;
Business/Non-Instructional Operations

Regular Routes and Services

III. Hazardous Conditions (continued)

2. For students enrolled in the middle school and high school, when the traffic count when students are walking to or from school exceeds 90 vehicles per hour; or

3. For all students, any street or road, with speed limits in excess of 40 miles per hour.

B. Any street or road shall also be deemed hazardous to walk along for students enrolled in elementary school, if any one of the following conditions exist. For students enrolled in middle or high school, such street or road shall be deemed hazardous when two or more of the following applicable conditions exist:

1. When (for a street or road without a sidewalk or raised walk area) the line of sight visibility together with posted speed limit do not permit vehicular braking stopping in accordance with the Connecticut Department of Motor Vehicles, Connecticut Department of Transportation, or other reasonable standard.

2. For all pupils, the usual or frequent presence of any nuisance such as open manholes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisance which is hazardous or attractive to children;

3. For students in the elementary school, a proximate lake, pond, stream, culvert, waterway, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier between the students and the water;

4. For students in the elementary school, any area adjacent to a roadway, walkway, sidewalk or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes and without a fence or suitable barrier.

C. Whenever a student enrolled in the elementary school shall be required to walk to or from school at any time 45 minutes prior to sunrise or 45 minutes after sunset.

D. In situations requiring judgment concerning: 1) the ability to drive safely a 71 passenger school vehicle on any road; 2) the ability to break or stop safely; or 3) the presence of hazards or unsafe attractive nuisances, the Superintendent shall inspect the route or situation. The judgment of the Superintendent shall be final subject to appeal to the Board of Education.
Business/Non-Instructional Operations

Regular Routes and Services

III. Hazardous Conditions (continued)

If a walking route exceeds the specified maximum distance, or is along a roadway with a speed limit more than forty miles per hour, or is determined to be hazardous, students shall be eligible for transportation services.

The conditions stated in this policy do not apply to any road or street where the posted speed limit is 15 miles or less.

Legal References: Connecticut General Statutes:

14-275(a) Use of standard bus required
Business/Non-Instructional Operations

Procedures for Emergencies; Safety

In the event that a school bus is involved in an accident which renders the bus immobile, the following procedures will be followed:

1. The bus driver will contact the bus company as quickly as possible.
2. The bus company will contact the Superintendent of Schools and school principals.
3. The principal or designee will notify parents by phone.

Delay

In the event that a school bus is delayed for any reason, for more than 20 minutes, the procedure outlined for bus accidents will be implemented.

Reroute

In the event that a school bus is rerouted for any reason, the following procedures will be followed:

1. The bus driver will contact the bus company.
2. The bus company will contact the Superintendent and principals.
3. Parents who have questions concerning the rerouting may contact the principal’s office.

Discipline

In the event that a student requires disciplinary action for misconduct on a bus, the bus driver will fill out discipline referral form. The student will be seen by the principal or designee and a copy of the form will be mailed to the parents.

Safety Procedures

Early Dismissal (Adverse weather or emergency) Bus Policy

In the event of an early closing due to adverse weather conditions or an unforeseen emergency, area radio and television stations will be informed as to the time of dismissal. Telephone contact will be attempted for elementary students.
Business/Non-Instructional Operations

Procedures for Emergencies; Safety

Buses will try to negotiate every road that appears to be driveable. If the bus cannot negotiate a road, it will radio the base for assistance who will then contact the appropriate school. Buses will give their location, bus route number, problem they are encountering, and a rough estimate of how long the delay will be. After the problem is taken care of, the bus will continue on its route. A bus experiencing a problem will try to maintain radio contact with the schools through the bus dispatcher.

If a situation develops where it becomes necessary to re-route the bus in order to get the children safely home, the driver will do so. If there is a significant difference in time, the school should be notified so parents may be contacted.

For roads designated too dangerous to travel during inclement weather, alternate routes will be established. When an early dismissal occurs, the established alternate routes will automatically go into effect.

If a bus is unable to negotiate a road (even after assistance), then it should return the students to the school where an administrator will be responsible for the children until claimed by a responsible adult.

An administrator will remain at the school until notified by the bus company that all students have been delivered home safely.
Business/Non-Instructional Operations

Records and Reports

Transportation Complaints

All complaints concerning school transportation safety will be made to the Business Manager. The
Business Manager will maintain a written record of all such complaints, and will conduct appropriate
investigations of the allegations.

The Superintendent will provide the Commissioner of Motor Vehicles with a copy of the written
record of safety complaints within thirty (30) days of the end of the school year.

Legal Reference: Connecticut General Statutes

10-221c Development of policy for reporting complaints re school transportation safety.
Students

Truancy

Introduction and Definitions

The district’s policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted.

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

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

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

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

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

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

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

Remediation of Truancy

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

1. Notify parents annually of their obligations under the attendance policy.


Students

Truancy (continued)

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 previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child’s family is a family with service 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, to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

(a) retention in the same grade to acquire necessary skills for promotion or promotion

(b) a requirement to complete a summer school program successfully before being promoted to the next grade.

8. File a written complaint with the Superior Court, not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (item #6) or upon the failure to cooperate with the school attempting to solve the truancy problem, alleging that the acts or omissions of a child identified as "truant" are such that the student’s family is a “family with service needs”, if the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.
Students

Truancy (continued)

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

10. Provide coordination of services and refer “truants” to community agencies which provide family services.

Chronic Absenteeism

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

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

10-198a Policies and procedures concerning truants (as amended by PA 00-157 and P.A. 11-136)

10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)


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

10-202e-f Policy on dropout prevention and grant program.


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

Action taken by the State Board of Education on January 2, 2008, to define “Attendance.”

Policy adopted: March 9, 2004
Revised: October 11, 2011
Revised: April 12, 2016
EAST HADDAM PUBLIC SCHOOLS
Moodus, Connecticut

ANNUAL NOTIFICATION OF PARENTAL OBLIGATIONS
UNDER C.G.S. 10-184

Dear (Parent Name),

Connecticut law requires that annually the school district provide you a written notice of your obligations under Connecticut General Statute 10-184. This law requires each parent or guardian of a child five years of age and older and under eighteen years of age to ensure that the child attends school regularly when school is in session — unless such parent or other person shows that the child is receiving equivalent instruction elsewhere, or that the child has graduated from high school. The parent or person having control of a child sixteen or seventeen years of age may consent to such child’s withdrawal from school by signing a withdrawal form at the school district office.

Regular student attendance is essential to the educational process. So we can inform you if your child is absent without a previous explanation, Connecticut laws also require that we obtain from you a telephone number or other means of contacting you during the school day. Please complete and return the form attached.

Thanks for your cooperation.

Sincerely,

Principal
Community Relations

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, required regular contact with all parents, two flexible parent-teacher conferences for each school year [required beginning July 1, 2010], and drop in hours for parents, home visits and use of technology.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted: August 13, 2002
Revised: December 14, 2010
Students

Hazing

Bullying

The East Haddam Board of Education believes that a school climate that is conducive to teaching and learning must be free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited and will not be tolerated.

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

Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, 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:

A. causes physical or emotional harm to such student or damage to such student’s property,
B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
C. creates a hostile environment at school for such student,
D. infringes on the rights of such student at school, or
E. substantially disrupts the education process or the orderly operation of a school.

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

Hazing

Bullying

Definitions (continued)

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

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

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

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

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

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

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

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)
Students

Hazing

Bullying

Definitions (continued)

Examples of bullying include, but are not limited to:
1. physical violence and attacks
2. verbal taunts, name calling and putdowns including ethnically-based or gender-based
   verbal putdowns
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or
   sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating”
   characteristics such as race; color; religion; ancestry; national origin; gender;
   sexual orientation; gender identity or expression; socioeconomic or academic status;
   physical appearance; or mental, physical, developmental, or sensory disability.

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-
related activity, function or program whether on or off school grounds, at a school bus stop, on a
school bus or other vehicle owned, leased or used by the 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, and outside of the school setting if such bullying:
1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,
   are subject to appropriate disciplinary action up to and including suspension, expulsion and/or
   referral to law enforcement officials.

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

Hazing

Bullying

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;

2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;

3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;

4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;

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

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

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

8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school’s response and any consequences that may result from further acts of bullying;
Students

Hazing

Bullying

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

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

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

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

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

14. Requires the principal of a school or the principal’s designee, to notify the appropriate local law enforcement agency when such principal or the principal’s designee believes that any acts of bullying constitute criminal conduct;

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

Hazing

Bullying

16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district’s safe school climate plan, and

17. Requires all school employees to annually complete the training required by C.G.S. 10220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;

19. The Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and

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

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

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

Hazing

Bullying

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

The Superintendent of Schools shall appoint a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District’s safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District’s safe school climate plan.
Students

Hazing

Bullying

Safe School Climate Specialist

The Superintendent shall appoint someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District’s Safe School Climate Plan;

2. Collect and maintain records of reports and investigations of bullying in the school; and

3. Acts as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

The Superintendent shall a committee that is responsible for developing and implementing a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District’s Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.
Students

Hazing

Bullying

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Safe School Climate Plan

The Superintendent shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall establish deadlines for reporting investigating, and notifying parents and guardians about bullying incidents; prohibit retaliation against those who report bullying; and require school officials to notify law enforcement officials when it is believed that bullying conduct constitutes a crime.

Safe School Climate Assessment

The Superintendent shall complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

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

(cf. 0521 – Nondiscrimination)
(cf. 4131 – Staff Development)
(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.21 – Violent and Aggressive Behavior)
(cf. 5131.8 – Out-of-School Misconduct)
Students

Hazing

Bullying

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

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.
PA 14-234: An Act Concerning Domestic Violence and Sexual Assault
Students

Bullying

Cyberbullying

The District’s computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District’s acceptable computer use policy and procedures.

Malicious use of the District’s computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other inappropriate behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website points, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the school principal or any school staff member.

The administration shall fully investigate all reports of cyberbullying.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats or making a threat off school grounds to kill or hurt a teacher or student.

Disciplinary action may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

(cf. 0521 – Nondiscrimination)
(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.21 – Threats or Acts of Violence)
Students

Bullying

Cyberbullying (continued)

(cf. 5131.8 – Off School Grounds Misconduct)
(cf. 5131.912 – Aggressive Behavior)
(cf. 5131.911 – Bullying)
(cf. 5144 – Discipline/Punishment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes

Public Act 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (SC 15862)
Instruction

Copyrighted Materials

It is the intent of the East Haddam Board of Education to adhere to the provisions of current copyright laws and congressional guidelines. Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled “Copyrights,” and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Specifically:

1. Copyrighted materials may not be unlawfully produced on district-owned equipment.

2. Unlawfully copied copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.

3. The legal and insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted materials.

4. Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under sections 107 or 110 of USC 17 for materials that have been used or copied.

Employees who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

1. The materials have been purchased from an authorized vendor by the individual or the district and a record of the purchase exists.

2. The materials are copies covered by a licensing agreement between the copyright owner and the district or the individual employee.

3. The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

Students

Removal/Suspension/Expulsion

I. Definitions

A. “Exclusion” is defined as any denial of public school privileges to a student for disciplinary purposes.

B. “Removal” is defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 90 minutes.

C. “Suspension” is defined as an exclusion from school privileges and/or from transportation services for not 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. Students in grades Pre K, Kindergarten, one and two are excluded from this policy.

A student in grades preschool, Kindergarten, one and two 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.

D. “In-school suspension” is defined as an exclusion from regular classroom activity for not more than five consecutive school days, but not an exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. An in-school suspension may include reassignment to a regular classroom. Program in a different school in the school district; such reassignment shall not constitute a “suspension” or “expulsion” under this policy.

E. “Expulsion” is defined as an exclusion from school privileges 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 such exclusion shall not extend beyond a period of one (1) calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

F. “Emergency” is defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

G. “Days” is defined as days when school is in session.
Students

Removal/Suspension/Expulsion (continued)
I. Definitions (continued)

H. “School sponsored activity” including school sponsored transportation is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.

I. “Possess” means to have physical possession or otherwise to exercise dominion or control over tangible property.

J. “Deadly weapon” means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.

K. “Dangerous instrument” means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a motor vehicle and a dog that has been commanded to attack.

L. “Firearm” means 1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the weapons described herein.

M. “Vehicle” means any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

N. “Martial arts weapon” means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

O. “Dangerous Drugs and Narcotics” is defined as any controlled drug in accordance with Connecticut General Statutes 219-240

II. Removal from Class
A. Each teacher shall have the authority to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom, provided that no student shall be removed from class more than six 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 as set forth in section IV C of this policy.
Students

Removal/Suspension/Expulsion  (continued)

II.  Removal from Class (Continued)

B. Whenever any teacher removes a student from the classroom, 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 against whom such disciplinary action was taken and the reason therefor.

C. Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such program 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 for Conduct Off School Grounds

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.

F. Mandatory Expulsion

1. The student, on school grounds or at a school sponsored activity, was in the possession of a firearm, as defined in 18 U.S.C. 921*, weapon, dangerous instrument, or martial arts weapon as defined by C.G.S. 53A-3.

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the students did so possess and/or use 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 student enrolled in a preschool program provided by the Board shall not expelled unless the students actions meet the criteria of the Gun Free School Act.

III. Standards Governing Suspension and Expulsion

A. Conduct on school grounds or at a school sponsored activity as set forth in Section C, herein, or that is otherwise prohibited by Board policy or by any code of student conduct in effect in the schools that is:
Students
Removal/Suspension/Expulsion (continued)

III. Standards Governing Suspension and Expulsion (continued)

1. Violated of a publicized policy of the Board, or
2. Is seriously disruptive of the educational process, or
3. Endangers persons or property will be cause for suspension and/or expulsion.

B. Conduct off school grounds as described in paragraph A, above, that is:

1. Violated of a publicized policy of the Board, and
2. Seriously disruptive of the educational process will be cause for suspension and/or expulsion.

C. The following exemplifies student conduct that is prohibited and that will be considered cause for suspension and/or expulsion:

1. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school community, including any teacher, member of the school administration or any other employee, or a fellow student;
2. Use of physical force, against another person which is not reasonably necessary for self-defense;
3. Theft of personal or school property, or taking or attempting to take personal property or money from another person, or from his/her presence, by means of force or fear;
4. Willfully causing, or attempting to cause, damage to school property;
5. Participation in an unauthorized occupancy of any part of any school or school premises or other building owned by any school district, and failure to leave such school premises or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
6. Intentional incitement which results in an unauthorized occupation of any part of a school or other facility owned by any school district;
7. Possession, use, transmission or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
Students
Removal/Suspension/Expulsion (continued)

III. Standards Governing Suspension and Expulsion (continued)

8. Possession or transmission of a facsimile of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana;

9. Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

10. Possession or transmission of, or knowingly being in the presence of those who are in possession of or transmitting, any firearm, deadly weapon, dangerous instrument, martial arts weapon, or knife, or facsimile of any weapon or instrument;

11. Using or copying the academic work of another and presenting it as his/her own without proper attribution;

12. Possessing or consuming tobacco products;

13. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;

14. Intentional and successful incitement of truancy by other students;

15. Bullying as defined in Board policy 5131.911

16. 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, and;

17. Violation of any other Board policy, rule, agreement, or directive dealing with student conduct, including that dealing with conduct on school buses and the use of school district equipment.
Students

Removal/Suspension/Expulsion (continued)

III. Standards Governing Suspension and Expulsion (continued)

D. Expulsion proceedings pursuant to section V, shall be, required whenever there is reason to believe that any student 1) was in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, on school grounds or at a school-sponsored activity; 2) off school grounds, did possess a firearm or did possess and use such a firearm, dangerous instrument, deadly weapon or martial arts weapon in the commission of a crime; or 3) on or off school grounds, offered for sale or distribution a controlled substance as defined in Connecticut General Statutes, §21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under §§21a-277 and 21a-278. A student shall be expelled for a period of one calendar year if the Board of Education finds that the student engaged in any of the conduct described herein, provided the period of expulsion may be modified on a case-by-case basis.

In the event it is determined by the Superintendent that a student issued a threat against a member of the school community as described in paragraph C. 1, above, the matter shall be referred to law enforcement officials for possible criminal prosecution and the Superintendent shall take all available measures to ensure the safety of persons in the school community in the event of the student’s return to school.

IV. Suspension Procedure

A. The administration of each school is authorized to invoke suspension for a period of up to ten (10) days, or to invoke in-school suspension for a period of up to five (5) days, of any student for one or more of the reasons stated in section III, above, in accordance with the procedure outlined in Paragraph C of this section. Moreover, the administration is authorized to suspend a student from transportation services whose conduct while receiving transportation violates the standards set forth in section III, above. The school administration is authorized to immediately suspend any student when there is an emergency as defined in section I, above.

If an emergency exists, the hearing outlined in Paragraph C of this section shall be held as soon as possible after the suspension.

B. In the case of suspension, the school administration shall notify the Superintendent of Schools within twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason for suspension. Any student who is suspended shall be given an opportunity to complete any class work, including, but not limited to examinations passed during the period of his/her suspension.
Students
Removal/Suspension/Expulsion (continued)

IV. Suspension Procedure (continued)

C. Except in the case of an emergency as defined in section I, above, a student shall be afforded the opportunity to meet with the member of the administration and to discuss the stated charges prior to the effectuation of any period of suspension or in-school suspension. If at such a meeting the student denies the stated charges he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The school administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the school administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension or expulsion.

D. No student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in section V. B. of this policy is first granted.

E. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in section V. B. of this policy is first granted.

F. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student’s cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.

V. Expulsion Procedure

The Board of Education may expel any student for one or more of the reasons stated in section III if, in the Superintendent’s judgment, such disciplinary action is in the best interests of the school system. An expulsion hearing is required in any instance in which the Superintendent has reason to believe a student has engaged in the conduct described in section III D. The procedures outlined in Paragraphs A and B, below, shall be followed prior to the effectuation of any expulsion unless an “emergency” as defined in section I, above, exists. If an emergency exists, such a hearing shall be held as soon after the expulsion as possible.

A. The Board of Education shall notify the student concerned and his/her parents, or the student if he/she has attained the age of eighteen (18), that expulsion is under consideration. Such notice shall contain the information required under Paragraph B of this section. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel provided that three affirmative votes shall be required for expulsion.
V. **Expulsion Procedure** (continued)

B. The procedure for any hearing conducted under this section shall be determined by the hearing officer or Board Chairperson, as appropriate, but shall include the right to:

1. Notice of the proposed hearing which shall include:
   
a. a statement of the time, place, and nature of the hearing;
   
b. a statement of the legal authority and jurisdiction under which the hearing is to be held;
   
c. reference to the particular sections of the Connecticut General Statutes or school policies involved;
   
d. a short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student; the statement so provided may be limited to a statement of the issues involved if it is not possible to state the issues in detail at the time such notice is served. Upon request from the student concerned a more definite and detailed statement of the issues shall be furnished; and
   
e. a statement, where appropriate, that the Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen and eighteen who (1) has been expelled previously or (2) is found to have engaged in conduct which endangered persons and involved (a) possession on school property or at a school-sponsored activity a firearm, deadly weapon, dangerous instrument or martial arts weapon, or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance as defined by law. (See section VII on Alternative Educational Opportunity);

2. The opportunity to be heard;

3. The opportunity to present witnesses and evidence;

4. The opportunity to cross-examine adverse witnesses;

5. The opportunity to be represented by counsel; and

6. Prompt notification of the decision of the Board of Education which decision shall be in writing if adverse to the student concerned.
Students
Removal/Suspension/Expulsion (continued)

V. Expulsion Procedure (continued)
C. The record of any hearing held in an expulsion case shall include the following:

1. All evidence received or considered by the Board of Education, including a copy of the initial letter of notice of proposed expulsion, if any, and a copy of all notices of hearing;

2. Questions and offers of proof, objections and rulings on such objections;

3. The decision of the Board of Education rendered after such hearing; and

4. The official transcript, if any, of proceedings relating to the case, or, if not transcribed, any recording or stenographic record of the proceeding.

D. Rules of evidence at expulsion hearings shall include the following:

1. Any oral or documentary evidence may be received by the Board of Education but as a matter of policy irrelevant, immaterial or unduly repetitious evidence shall be excluded;

2. The Board of Education shall give effect to the rules of privilege recognized by law;

3. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;

4. Documentary evidence may be received in the form of copies or excerpts if the original is not readily available provided, however, that any party to a hearing shall be given an opportunity to compare the copy with the original;

5. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;

6. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board’s specialized knowledge provided, however, the parties shall be notified either before or during the hearing of material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noted;

7. A record of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party.
Students
Removal/Suspension/Expulsion (continued)

V. Expulsion Procedure (continued)

E. In determining the length of an expulsion, the Board of Education may receive and consider evidence of past disciplinary problems, which have led to removal from a classroom, in-school suspension, suspension, or expulsion.

F. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

G. Any student who is expelled shall be offered an alternative educational opportunity consistent with the requirements of state law as set forth in Section VII of this policy.

H. Whenever a student is expelled pursuant to the provisions of this policy, notice of the expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the student graduates from high school.

I. Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student’s cumulative educational record and (2) the Board of Education shall complete the expulsion hearing and render a decision.

J. The Board of Education may adopt the decision of a student expulsion hearing conducted by another school district, provided that the Board shall hold a hearing pursuant to this policy which shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of the Board of Education. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements and this policy.

K. Students requiring special education and related services shall be subject to discipline consistent with state and federal law. Whenever a student requiring special education services is found to have: (1) been in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or, school grounds or at school sponsored activity; (2) off school grounds, possessed a fire arm or possessed and used such a fire arm, dangerous instrument, deadly weapon or martial arts weapon in the commission of a crime; or (3) or off school grounds offered for sale or distribution a controlled substance as defined in Connecticut General Statutes §21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Sections 21a-277 and 21a-
Students
Removal/Suspension/Expulsion (continued)

V. Expulsion Procedure (continued)

K. (continued)
278, said student shall be referred to a Planning and Placement Team (PPT) for a determination of whether the above behavior is a manifestation of the student’s disability. If it is determined that the behavior is a manifestation of the student’s disability the PPT shall modify the student’s individualized educational plan in order to prevent the reoccurrence of such behavior and to ensure the safety of other children in the school.

L. Students with Disabilities

A special education student’s IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child’s special education teacher, shall make the service determination.

If the disabled student’s suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student’s IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student’s cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a “student with disabilities”):
Students
Removal/Suspension/Expulsion (continued)

V. Expulsion Procedure (continued)

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student’s disability or if the conduct in question was the direct result of the District’s failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student’s educational needs as determined by the IEP team (PPT) in light of such expulsion and the student’s IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.

3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District’s failure to implement the student’s IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student’s misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.

4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
Students
Removal/Suspension/Expulsion (continued)

V. Expulsion Procedure (continued)

L. Students with Disabilities (continued)

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, “weapon” means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. “Serious bodily injury” is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

M. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student’s conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

2. If a student’s expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
Students
Removal/Suspension/Expulsion (continued)

V. Expulsion Procedure (continued)

M. Other Considerations (continued)

3. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students’ cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.

4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.

5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student’s cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.

6. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.

7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.

8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education. The Board as appropriate, may condition such readmission on specified criteria.

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
Students
Removal/Suspension/Expulsion (continued)

VI. Notification to Parents or Guardian
A. The parents or guardian of any minor student either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.

B. The Superintendent of Schools shall forward to the student concerned and his/her parents, or the student if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent sends out the notice that an expulsion hearing will be convened.

VII. Alternative Educational Opportunity
The Board of education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such a student who does not choose to have his or her child enrolled in an alternative program shall not be subject to the provisions of section 10-184 of the General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative may include, but shall not be limited to, the placement of such student in a regular classroom program of a school other than the one from which the student has been excluded and, for students at least sixteen (16) years of age, placement in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative educational opportunity to be offered under this section the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

State statutes do not require the Board to offer an alternative educational opportunity to a student between the ages of sixteen (16) and eighteen (18) who has been expelled previously or who is expelled because of conduct which endangers persons and it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) possession on school property or a school-sponsored activity of a firearm, deadly weapon, dangerous instrument, or martial arts weapon or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance as defined in subdivision (9) of C.G.S. §21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. §§21a-277 and 2la-278. If the Board expels a student for the sale or distribution of such a controlled substance the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If the Board expels a student for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department. The Board shall give the name of the student and a summary of the Board’s action in so referring the student, to the Commissioner of Education within thirty (30) days after the student is expelled.
Students
Removal/Suspension/Expulsion (continued)

VII. Alternative Educational Opportunity (continued)

Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion. This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

VIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973

A. Expulsion of students identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973:

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a “Section 504 Student”) who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

2. The district shall immediately convene the student’s Section 504 team (504 team), for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion, in order to determine whether the student’s behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the administration shall not proceed with the recommendation for expulsion. The 504 team shall consider the student’s misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.

4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the administration may proceed with the recommendation for expulsion.
Students
Removal/Suspension/Expulsion (continued)
IX. Dissemination of Student Conduct and Discipline Policy
The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

X. Compliance with Reporting Requirements
1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in C.G.S. §53a-3, the violation shall be reported to the local police.

XI. Gun Free Schools Act
The Board of Education shall submit to the Commissioner of Education such information on expulsions for the possession of weapons as is required for purposes of the Gun Free Schools Act of 1994, 20 U.S.C. §8921., et seq.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record.
10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
PA 94-221 An Act Concerning School Discipline and Safety.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence)
P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

Policy adopted: March 9, 2004
Revised: November 15, 2011
Revised: December 8, 2015

EAST HADDAM PUBLIC SCHOOLS
Moodus, Connecticut
Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

   Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

   Parents or eligible students who wish to ask the [School] to amend their child’s or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
  8. Income, other than as required by law to determine program eligibility.

- **Receive notice and an opportunity to opt a student out of**—
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- **Inspect**, upon request and before administration or use—
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The East Haddam School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The East Haddam School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The East Haddam School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

**Parents who believe their rights have been violated may file a complaint with:**

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C.  20202
Notice of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that East Haddam Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, East Haddam Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the East Haddam Public Schools to the contrary in accordance with East Haddam Public Schools procedures. The primary purpose of directory information is to allow the East Haddam Public Schools to include information from your child’s education records in certain school publications. Examples include (but not limited to):

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want East Haddam Public Schools to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the East Haddam Public Schools in writing by September 15th of each school year. East Haddam Public Schools has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems 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.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, 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.