

North Canaan Elementary School

Student Handbook



2020-2021

Safety, Respect, and Responsibility

North Canaan Elementary School



Record of Parent Annual Notice, 2020-2021

Dear Families:

Welcome to a new school year! This handbook is up-to-date with the latest information regarding our school. It is important that you and your child or children read and review its contents, and understand your rights under state statute. Please let me know if you have any questions. I ask that all families sign the bottom of this page and return it to your child's teacher to indicate that you have read and reviewed it as a family. If you have multiple children in your family, you may sign one form. Include the names of all of your children and return it to school through the folder of one of your children. Please be sure to read the [NCES Distance Learner consent letter](#) on page 5 of the handbook.

Thank you so very much,

A handwritten signature in blue ink that reads 'Alicia M. Roy'.

Dr. Alicia M. Roy
Principal

I have read and do understand the 2020-2021 North Canaan Elementary School Student Handbook.

Signature of Parent/Guardian

Date

Please print your name.

Please print the name of your child.

Please print the name of your child.

Please print the name of your child.

Please print the name of your child.



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School Personnel

Faculty

Dr. Alicia M. Roy
Principal

| | | | |
|-----------------------|----------------------------------|---------------------|---------------------|
| Danielle Medico | PreKindergarten | Sarah Mauro | Music 3-8 |
| Leigh Ann Merrill | Early Kindergarten | Luke Nelson | Physical Education |
| Melissa Bachetti | Kindergarten | Beth Johnson | Technology |
| Courtney Tomich | Kindergarten | Liz Allen | Art |
| Lisa Bradley | Grade One | Tom Olownia | Library |
| Assistant | | | |
| Jaime Crane | Grade One | Mary Davidson | Music PreK-2 |
| Dena Noubleau | Grade Two | Brigid Roche-Somers | Special Education |
| Denise Sorrell | Grade Two | Sarah Lyon | Special Education |
| | Grade Three | Brittni Scavotto | Special Education |
| Diane Selino | Grade Three | Linda Peppe | Reading Specialist |
| Shelby Diorio | Grade Four | Jennifer LaCoss | Reading Specialist |
| Maddie Cutler | Grade Four | Josie Pratt | Speech Therapist |
| Leila Wood | School Counselor | Karen Lindstrom | School Psychologist |
| Sarah Ponkos | Math Interventionist/Coach | | |
| Carol Anne Stiglmeier | Library Media Specialist | | |
| Renee Fleming | Grade Five/Six Language Arts | | |
| Katherine Hunt | Grade Five/Six Mathematics | | |
| Rachel Molczyk | Grade Five/Six Science | | |
| Eve Davis | Grade Seven/Eight Language Arts | | |
| Kate Earley | Grade Seven/Eight Mathematics | | |
| Dr. Sarah Braun | Grade Seven/Eight Science | | |
| Geoffrey Merrill | Grades Five-Eight Spanish | | |
| Douglas Murray | Grades Five-Eight Social Studies | | |

Support Staff

| | | | |
|-------------------|-------------------------|-------------------|-----------------|
| Katty Brennan | Teacher Assistant | Betty Swiderski | SpEd Assistant |
| | Teacher Assistant | Chea LaMedica | SpEd Assistant |
| Andrea Jasmine | Teacher Assistant | Katie Sherwood | SpEd Assistant |
| Jeanne Taylor | Teacher Assistant | Christine Claydon | Cafeteria Staff |
| Tammy McGuire | Teacher Assistant-Lunch | Tammy Fleming | Cafeteria Staff |
| Kerry Rooney | Office Secretary | Kathy Whiting | Cafeteria Staff |
| Brandy Devino | Office Secretary | Lester Robson | Custodian |
| Christine Olownia | Board Clerk | Steve Mallette | Custodian |
| | SpEd Assistant | Shane Cattelan | Custodian |
| Justin Hajek | SpEd Assistant | Jessica Jasinski | Custodian |
| Allycia Soule | SpEd Assistant | Lori Foley | School Nurse |

THE REGION ONE SCHOOL DISTRICT

The Superintendent of Schools and staff may be reached at (860) 824-0855.
The Director of Pupil Services and staff may be reached at (860) 824-5639.

Ms. Lisa Carter, Interim Superintendent
Dr. Scott Fellows And Jill Pace, Interim Assistant Superintendent
Carl Gross, Director of Pupil Services
Samuel Herrick, Business Manager

North Canaan Elementary School Office – (860) 824-5149

The office is open from 7:45 a.m. to 3:45 p.m. every day that school is in session.

North Canaan Elementary School Nurse’s Office – (860) 824-1149

The nurse is available from 8:15 a.m. to 3:15 p.m. every day that school is in session.

The School Day

The school day is scheduled from 8:35 a.m. to 3:10 p.m. Instruction begins at 8:40 a.m. and continues until 3:10 p.m. Students are not dismissed until 3:10 when walkers and pick-ups are called followed by bus dismissal. Parents picking students up after school should wait in the car line. The school will be open each morning at 8:20 a.m., the time supervision begins. Students who come to school in private cars and children who walk to school should arrive as close to 8:30 a.m. as possible and proceed directly to their classroom.

Preface

The material covered within this student handbook is intended as a method of communicating to students and parents general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time to time without notice. Please read the [NCES Distance Learner Consent letter](#), which may become necessary to implement as this year continues.

This handbook is written for our students and their families. It contains required and useful information. Because this handbook cannot be as personal as we would like, we address students as “the student,” “students,” or “children.” Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the NCES Student Code of Conduct, which is intended to promote school safety, responsibility, respect and to create an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated as changes are made, as policy adoption and revision may occur throughout the year. Changes in policies that affect portions of this handbook will be made available to students and parents through newsletters, the website, and other ongoing communications.

NORTH CANAAN ELEMENTARY SCHOOL

The School

North Canaan Elementary School (NCES) has approximately 250 pupils enrolled in pre-kindergarten through eighth grade and is one of six elementary schools comprising the Region One School District. The NCES campus is ideally located close to the center of town, which allows students' access to the Douglas Library, town offices, and other resources. North Canaan is very proud of its school with its programs and outstanding personnel. We are especially happy to have the North Canaan Child Center as a part of our school.

Each prekindergarten through fourth grade class has one teacher who is responsible for the teaching of basic subjects. Language arts, mathematics, science, social studies, and Spanish are taught by individual teachers in grades five through eight. Art, music, physical education (PE), library media and technology skills are taught at all grade levels by specialists in those disciplines. Individual education programs for pupils with special learning needs are provided by the Region One Pupil Services Center. The school is also served by a nurse, counselor, secretaries, teaching assistants, custodians, and cafeteria employees.

Mission Statement

NCES is dedicated to developing a collaborative community of learners who achieve academic excellence, exhibit social awareness, and demonstrate respect and responsibility.

Vision Statement

NCES prepares our students to become successful, compassionate, and productive members of a global and technological society.

Belief Statements

At North Canaan Elementary School we believe:

- Our school community flourishes in an environment where all members are safe, valued, and respected.
- Students are challenged, self-motivated, curious, innovative, and responsible for their own learning.
- Students reach their full potential as confident and critical thinkers, problem solvers, and decision makers.

EDUCATIONAL PROGRAMMING

For the 2020-2021 school year, we will operate on a weekly schedule. Art, Music, PE, and Library will be offered in three-week rotations. Spanish and social studies at the middle school will also operate in three-week rotations.

Mathematics Program

The mathematics program is designed to develop an understanding of numbers and the ability to use operations skillfully, both in and out of school. The mathematics curriculum allows the teacher to select the text and materials that best suit the children. Mathematical concepts and operations are taught through the use of concrete manipulatives, pictorial representations, and symbolic representations.

Throughout the curriculum, emphasis is placed on the children's learning and use of basic computational skills. Concepts and skills are reinforced by applications and periodic assessments. Other topics covered throughout the curriculum include measurement and data, numbers and operations, algebraic thinking, and geometry.

Science Program

The science program offers a continuous progress curriculum in the areas of biology, earth science, physical science and engineering. A laboratory approach to teaching enables the students to become proficient in skills and concepts through active participation using the inquiry approach.

Language Arts Program

The Language Arts Program is divided into six areas: reading, writing, speaking, listening, viewing, and presenting. Students participate in a literature-based reading program. We use a variety of resources in our primary classrooms. Multiple resources are used in the areas of grammar, spelling, and composition.

Each of our students beginning in kindergarten is given the Fountas & Pinnell Benchmark Assessment Systems (BAS) at least once per school year. This assessment helps us identify every student's reading ability, document progress, and tailor specific teaching methods to drive effective reading instruction.

Students may be grouped for instruction according to their rate and degree of learning. The developmental nature of this program builds on all skills taught on prior levels: each child must possess the ability to use the skills acquired at previous levels. Evaluation of students' progress is based upon teacher observations, teacher-created assessments, basic reading tests, and standardized tests.

In grades 7 and 8 students refine their comprehension skills and develop deeper understandings of literary devices while reading selected and self-selected novels. Students will work on improving their reading ability and expanding their literary experiences while also focusing on grammar, word usage, and mechanical writing

skills. Formal instruction in narrative, descriptive, and expository writing, as well as the interpretation of literature, are integral components of the program.

Social Studies Program

The social studies program, through an inquiry approach, supports students learning their cultural heritage; learning the interrelationships of people at home, in the community, in the United States, and in their world; and sharing an understanding of our relationship to the land. Good citizenship is emphasized along with a respect for other people's cultures. Geology, topography, and territorial relationships that offset domestic and foreign concerns are emphasized throughout the grades.

Technology Program

The technology program is a sequential program for students in grades early kindergarten through eight. Students are taught skills in computer literacy, keyboarding, and computer applications as a part of their coe curriculum. A Makerspace is included in the library.

Students in all grades are also taught and reinforced the concepts of netiquette and Internet safety at grade and age-appropriate levels using web-based programs.

We provide Chromebooks to all students and certified staff, and all classrooms are equipped with interactive whiteboards or Promethean boards for instruction.

Music Program

The music curriculum at NCES is structured around the National Music Standards, which focus on literacy through the artistic processes of creating, performing, and responding. In General Music class, elementary students develop fundamental musical skills in singing, beat/rhythm, instrumental performance, and listening and responding to music. Beyond grade 4, students focus on developing musical vocabulary, reading and writing using musical notation, improvisation, and historical/cultural connections. Some features of the general music curriculum include hand drumming, recorders, composition/improvisation, bucket drumming, and music and media.

Band and Chorus are electives available to students in grades 5-8 and 4-8, respectively. All ensemble students focus on three main goals: to improve musicianship, to develop self-expression, and to expand knowledge of music. At the elementary level, students are considered beginners. They develop skills in instrumental technique, tone production, and literacy (Band), and vocal technique, group singing, and solfege (Chorus). Once they reach 7th grade, students move into the advanced ensemble where they build on their previously learned skills through more challenging repertoire and an emphasis on expression and context. All Band and Chorus students participate in concerts and various performance

opportunities throughout the year. Graduates from the Band and Chorus programs can expect to enter high school prepared for higher level musical learning in Band, Chorus, a cappella groups, and other music electives such as theory.

Art Program

The art program supports the development of visual/spatial learning, perceptual skills, fine motor coordination, artistic expression, problem solving, critical thinking skills, and creativity. The aims of the program are not only to teach students how to create various types of art, but also how to look at it and individually interpret and discuss it. The importance of having a strong art program is recognized by the Region One School District and is evident in its art curriculum, which follows the State of Connecticut and National Visual Arts Standards. These standards focus on four main artistic processes: creating, presenting, responding, and connecting.

The teaching model used in the art program is Teaching for Artistic Behavior (TAB), which is a nationally recognized choice-based, student-directed approach. Students are regarded as artists and observe demonstrations on art history, various artistic styles, and different types of art media. Students then use the art studio to direct their own learning as they choose individual projects. Students behave like artists in the art studio utilizing the Studio's Habits of Mind: observe, develop, craft, express, envision, engage, persist, reflect, stretch, explore, and understand the art world. Museum visits, visiting artists, and use of technology in the art studio are also part of the art experience. Making cross-curricular connections between art and other disciplines is also a very important aspect of the program.

Library Media Center

Students are invited to access the books in the library media center through the online system. During each class's scheduled library time, materials will be distributed to students. Students are responsible for any material they sign out. Borrowed materials will be returned to the classroom. Students must pay for any materials they lose or damage. A student's grades, transcript or report card may be withheld until a student's obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary action. It is the policy of the Board of Education that all students must sign an acceptable use policy that indicates that a student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

Physical Education Program

In physical education (PE) classes at North Canaan, we provide all students with positive experiences and set the tone for a lifetime of physical activity. We attempt to create an environment that stimulates students to think, observe, and become aware of the benefits of participating in appropriate physical activities.

Each student will have the opportunity to explore various activities and expand his or her knowledge and skills in a positive setting, in which each can be successful, de-emphasizing highly competitive situations and instead emphasizing cooperation and teamwork. The state has established four goals for students:

- demonstrate the skills and knowledge necessary to participate in a variety of activities;
- make decisions to establish and maintain healthy lifestyles to promote individual wellness throughout his or her entire life;
- recognize and understand the different effects of physical activity on one's mind and body; and
- develop interpersonal skills and exhibit positive character traits during physical activity.

If a student is ill or injured, please send a note to the PE teacher with the student. Please note that the nurse generally does not excuse students from PE class, unless the student is ill in her office.

World Language Program

Students in grades 5-8 are involved in a world language exploratory course, which introduces them to the Spanish language. Beginning students learn vocabulary, geography, and conversation. They also gain an appreciation for other cultures.

Seventh and eighth grade students have the opportunity to earn high school credit by completing a sequential two-year course, equivalent to the first year of language at the regional high school. They build on skills learned in fifth and sixth grade and add to this foundation an understanding of basic grammar.

Morning Meeting, Closing Circle and Positive Behavioral Interventions and Supports (PBIS)

Each day this year will begin with a Morning Meeting, starting our day preparing each student for the expectations of the day and helping us to continue to grow as a community. The Morning Meeting will be based on the PBIS framework we have used to improve the social behavior climate and to support or enhance the impact of academic instruction by increasing positive interactions and behaviors in our school community. Both Morning Meeting and PBIS use evidenced-based strategies and systems to assist schools decrease problem behavior, increase academic performance, increase safety, and establish a positive overall school culture. The day will come to a peaceful end with a Closing Circle to reaffirm the classroom community.

Our school focuses on safety, respect, and responsibility. The expected behaviors in the school are explicitly taught in all classrooms and non-classroom settings, including the expectations for behavior throughout the school.

Early Intervention Support

The success of all children is the main goal of all staff and families at NCES. The faculty prides itself on being sensitive to and keenly aware of the development and growth of each student. A child may be referred to the Early Intervention Team

(EIT) to help develop specific strategies to best assist the child in order for each to be successful in school.

Scientific Research-Based Interventions (SRBI) is a way to provide support and instruction to students who are struggling. The child's progress is studied and the findings used to make decisions about teaching and learning supports. The student's progress is monitored as a way for teachers to better understand each child's needs and demonstrate the growth each is making in a specific area.

Reading and Mathematics Support

North Canaan Elementary School has two Reading Specialists who provide services to students, extra help in reading for those who have been identified as needing remedial assistance. The school also has a Mathematics Coach/Interventionist to support staff and students in teaching and learning math,

Parental Involvement

The Board of Education recognizes that a child's education is the responsibility shared by the school and family during the entire time a child spends in school. To support the goal of the school district to educate students effectively, the school and parents shall establish programs and practices that promote parent involvement and reflect the specific needs of students and their families.

The Board also recognizes that there are certain additional responsibilities with regard to parent involvement. To facilitate parental participation, the Board encourages parents to be involved in regular meetings, communications and activities that will inform them about the school's programs, to participate in such programs, and to help improve their child's achievement.

Counseling Services

Social services and counseling are provided by professionally qualified members of the school staff. The responsibility of the school psychologist and school counselor is to help students function more successfully within the school environment. The district's comprehensive counseling program strives to assist students in acquiring critical skills in academic and personal/social aspects of development.

The school counselor will use a variety of methods to assist students in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and community, and to ensure that every child learns in a safe, healthy, and supportive setting.

Any student may seek the opportunity to talk with the school counselor for personal, social and/or educational reasons. The counselors will listen and be open and honest with students. Long-term individual counseling is available only with parental permission.

PUPIL SERVICES

Special Education

The State of Connecticut defines special education as “special classes, programs, or services designed to meet the educational needs of exceptional children.” Each local school district must provide programs designed to meet the particular educational needs of children whose handicaps have resulted in learning difficulties. For students in need of Special Education programs, a planning and placement team is designed to provide communication and decision making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning and Placement Team (PPT) for evaluation. The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan (IEP) based upon the diagnostic findings of the evaluation study will be developed by the PPT with parental involvement.

Programs and Services at North Canaan

The following programs and services are offered at North Canaan Elementary School to students with an Individualized Education Program (IEP) that is designed to meet his/her needs:

- Early Childhood Special Education is a prekindergarten program for children 3-5 years of age with special needs provided within a reverse-mainstream setting.
- Special Education Resource Rooms are for students with specific learning disabilities: social, emotional, and/or intellectual needs.
- Speech and Language Services are provided by a speech pathologist who evaluates and instructs students with disorders of articulation, oral language fluency, voice, and/or hearing needs.
- Occupational and Physical Therapy is provided by therapists who evaluate and instruct students with fine and gross motor needs.

Referral for Special Education

A teacher, a child’s parent/guardian, the school nurse, or the principal can make referrals to the school psychologist. Before a child is formally referred, the NCES early intervention team (EIT) must meet to review the concerns and help with planning early intervention strategies to best assist the child in order to be successful within the classroom. If a parent believes his/her child is in need of special education services, that concern should be discussed with the student’s teacher.

Every effort is made to help every child be successful in the regular classroom before special services are provided. A Planning and Placement Team (PPT) meeting may be held to discuss the child’s needs if modifications prove unsuccessful. Either the teacher or parent may then initiate a referral through the principal or the psychologist.

A PARENT’S GUIDE TO SECTION 504 OF THE REHABILITATION ACT

What is Section 504?

Section 504 is the part of the Rehabilitation Act of 1973 that applies to persons with disabilities. Section 504 is a civil rights act that protects the civil and constitutional rights of persons with disabilities. Section 504 states that no person with a disability can be excluded from or denied the benefits of any program receiving federal assistance. Section 504 and special education are two separate services. Our district has two Section 504 coordinators to answer your questions about Section 504. The present co-coordinators are Leila Wood and Evelyn Duffy.

How Does Section 504 Define Disability?

Section 504 of the Rehabilitation Act of 1973 protects students from discrimination based upon their disability status. A student is disabled within the definition of Section 504 if s/he has a mental or physical impairment that substantially limits one or more of the person’s major life activities. Major life activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the individual does not qualify under Section 504.

Eligibility

If the school and/or parent have reason to believe that, because of a disability as defined under Section 504, a student needs accommodations or services in order to participate in the school program, the school must evaluate the student. If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of all needed services and/or accommodations.

Services

Each child’s needs are determined individually. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to compete when compared to the nondisabled. The ultimate goal of education for all students, with or without disabilities, is to give students the knowledge and compensating skills they will need to be able to function in life after graduation. The determination of what services and/or accommodations are needed must be made by a group of persons knowledgeable about the student, including the school principal, classroom teacher(s), and other educators working with your child. The parent should be included in the process whenever possible. Accommodations that may be used include the following:

1. Modification of assignments and tests
2. Preferential seating

3. Use of study guide and organizing tools
4. Counseling

What are the School District Responsibilities under Section 504?

Section 504 falls under the management responsibility of the general education program. The school staff and parents work in collaboration to help guarantee the student is provided with the necessary accommodations. To be in compliance with Section 504 schools must do the following:

1. Provide written assurance of nondiscrimination.
2. Designate a 504 coordinator.
3. Provide grievance procedures to resolve complaints.
4. Provide notice of nondiscrimination in admission or access to its programs or activities. Notice must be included in a student/parent handbook.
5. Annually identify and locate all qualified children with disabilities who are not receiving public education.
6. Provide parents or guardians with procedural safeguards.
7. Conduct a self-evaluation of school district policies, programs and practices to make sure discrimination is not occurring.

What are the Responsibilities of the Parents/Guardians?

1. Share concerns with the school early before problems seem insurmountable.
2. Be involved in Section 504 meetings concerning your child.
3. Assist in developing appropriate accommodations and/or services for your child.
4. Encourage your child to cooperate with school staff and do his or her best.
5. When appropriate, collaborate with other agencies such as vocational rehabilitation.

What are the Responsibilities of the Students?

1. When appropriate, be involved at Section 504 meetings.
2. Cooperate and put forth maximum effort at school.

What are my Rights as a Parent under Section 504?

As a parent or legal guardian, you have the right to the following:

1. Receive notice regarding the identification, evaluation, and/or placement of your child.
2. Examine relevant records pertaining to your child.
3. If dissatisfied with the district's actions, request an impartial hearing regarding the identification, evaluation, or placement of your child, with an opportunity for the parent/guardian to participate in the hearing, to have representation by an attorney, and have a review procedure.

4. File a complaint with your school district Section 504 coordinator, who will investigate the allegations regarding Section 504 matters other than your child's identification, evaluation, and placement.
5. File a complaint with the appropriate regional office for civil rights. For additional information, contact: U.S. Department of Education, Washington D.C. (800-421-3481)

Parents or teachers may contact the school's principal or school district's Section 504 coordinators for more information or questions on Section 504.

STUDENT CODE OF CONDUCT

Philosophy

Students are responsible for conducting themselves properly in a responsible, respectful and safe manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school-related activities include the following:

- Attending school and all classes, regularly and on time
- Being prepared for each class with appropriate materials and assignments
- Being dressed appropriately
- Showing respect towards self, others, and other's property
- Behaving in a responsible manner
- Abiding by the code of conduct
- Obeying all school rules, including personal safety and Internet safety rules
- Following all classroom rules set forth by the teacher(s)

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Non-Classroom and Classroom Settings Code of Conduct

All students, staff members, and visitors are expected to behave in a safe, respectful, and responsible manner. The matrix in Appendix A outlines the expectations that apply to all non-classroom settings, which include the bus, hallways, cafeteria, bathroom, assembly areas and playgrounds. Students will be taught explicitly how to act safely, respectfully, and responsibly in all areas of our school. Reteaching of these rules may occur periodically throughout the year or when it is deemed necessary.

Dress Code

NCES takes pride in the appearance of its students. All clothing should be clean and neat. It is helpful when clothing items are marked so that ownership is easily identified. The attire of a student reflects the level of respect for oneself, respect for one's peers and respect for one's school. NCES is an environment that reflects the seriousness of education and prepares students for future roles in the

professional workplace. The most important change to the dress code this year due to the pandemic is the requirement that all students wear a mask covering their nose and mouth.

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disrespectful, or contrary to law. Students not in compliance with these guidelines shall be immediately sent to the principal who is responsible for making decisions concerning the appropriateness of dress based on this board policy. Consequences may include but are not limited to a verbal warning to the student, a call to the parents to request a change of clothing be brought to school, or the student may be given a change of clothing to wear during the school day.

Brief and Revealing Clothing

Students must recognize that brief and revealing clothing are not appropriate school apparel. The following guidelines are examples and do not cover all situations:

Tops

- Students shall not wear halter tops, spaghetti straps, or strapless tops.
- Sleeveless garments must extend two inches from the collar to the shoulder and fit closely under the arms.
- Garments that are “see-through,” cut low, or expose one’s midriff are not acceptable.
- Garments may not reveal the chest of any student, male or female.
- Visible undergarments are not acceptable.

Bottoms

- All garments must be worn at the waistline and prevent exposure of undergarments.
- All garments must be free from rips and/or holes above the knees, unless leggings/bicycle shorts are worn underneath.
- Skirts, shorts, and dresses should have a hemline that is mid-thigh.
- Pants should not drag on the floor when students walk.
- Pajamas, pajama pants, slippers, and all other lounging attire are not acceptable.

Rude or Offensive Clothing

Students shall not wear clothing items, jewelry, body art or tattoos that contain messages that display words or symbols that advocate or depict profanity, violence, drugs, alcohol, sex, hate groups, gang affiliation or illegal or disrespectful activity, expressed or implied.

Headgear

Students shall not wear headgear during the school day. Headgear includes, but is not limited to headphones/earbuds, caps, hoods, bandanas, headbands (other than the type that girls wear to hold back hair), wave caps, doo-rags, and sweatbands. All headgear must be kept out of sight and placed in the student’s backpack or

locker upon arrival in the classroom. Exceptions will be granted for caps at recess, for religious or medical reasons, and on designated hat days as granted by the principal.

Accessories

Students must not wear or possess articles of clothing or clothing accessories that could cause injury or threat of injury to others, including but not limited to sunglasses (permitted at outdoor recess), chains, cleats, spikes, or studs. Accessories also must not disrupt learning due to noise.

Other

Exceptions to the above dress code will be considered for medical reasons, special events, cultural beliefs, or to promote school spirit as determined by the school principal. Permission from the school principal must be granted prior to the event or activity.

CO-CURRICULAR ACTIVITIES

Eligibility Policy

Students will lose the privilege of participating in a co-curricular activity if their Achievement Grade in any subject is not yet proficient at the time of midterm progress reports or report cards.

The student, teacher, principal, and coach/advisor will meet to determine the conditions under which the student can regain eligibility. Possible conditions include making up missing assignments, completing the reassessment process for summative assessments that are not yet proficient, reports of productivity during independent work periods, completing classwork and homework, and improvement of achievement grades.

Athletics

(No athletics due to the pandemic, but will be reevaluated if conditions change.)

Athletics are considered an integral part of the school's educational program. Whether participation is on the intramural, interscholastic, or class level, students have an opportunity to acquire qualities of fitness, self-discipline, and cooperation.

Students in grades seven and eight are given first priority at the start of each sport season. Sixth grade students may participate if space permits. Students participating in our sports programs are representatives of the North Canaan Elementary School and will be held to high standards of academics and sportsmanship.

Students must also show proof of a physical examination dated within a year of the first practice. Students may not be older than 15 years of age. Coaches may decide to hold tryouts and may need to "cut" students from a team depending on the number of students interested in playing. Coaches will set expectations and a code of conduct for student athletes.

North Canaan Elementary School will follow all policies set forth by Region One, which are outlined in the Region One Middle School Athletic Handbook.

Clubs and Performing Groups

Student clubs, performing groups, athletic teams, and other extracurricular activities may establish rules of conduct for participants that may be stricter than those of students in general.

Use of Gum

Students shall not chew gum at school. Please do not send it to school with your child(ren).

Smoking

Students shall not smoke or use tobacco products of any kind on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. Vaping is included and is prohibited.

Substance Abuse

The North Canaan Board of Education prohibits the manufacturing, distribution, dispensing, possession or use of alcohol, controlled substances, or drug paraphernalia on school grounds or during school activities. Any student violation will be subject to disciplinary action set by the school system. The consequences of each violation may result in additional education, counseling, parental involvement, medical referral, law enforcement referral or expulsion from school.

In addition to the prohibition pertaining to alcohol, drugs, tobacco, and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular school activity or program, other than use for a valid medical purpose as documented by a physician and on record with the school nurse.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics, or alcoholic beverages is considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators, and other professional staff on substance abuse problems.

Cell Phones

Cell phones are very popular in our middle school. We understand this trend for students to have phones, and it is not our desire to restrict students from bringing them to school. However, cell phones can be a distraction from learning. Because all of the middle school students have access to a computer provided by

the school and because the office staff will pass emergency messages along to students, cell phones are not needed during the school day.

The expectation is that all students will handle the privilege of bringing a cell phone to school. Most importantly, cell phones are not to be out of a student's backpack or purse or bag during the school day. Students may check them one time during lunch and then place them back in their purse or bag. If students have phones when they should not, the following progressive discipline will be followed:

- FIRST time: We will take the phone and a parent or guardian will have to come in to pick it up.
- SECOND time: Students will lose phone privileges for the remainder of the week, meaning they cannot bring them to school.
- THIRD time: Students may not bring their phone to school for an entire week.
- FOURTH time: Students may not bring their phone to school for a month.
- FIFTH TIME: Students cannot bring their phone to school for the remainder of the school year.

Hazing Activities

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purposes of initiation or admission into or affiliation with any student organization.

Dangerous Weapons and Instruments

No guns, knives, laser pointers or any other objects, including martial arts weapons capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Any student found to possess a weapon on school grounds or during a school activity will face consequences. Violators will be subject to arrest and prosecution as well as appropriate disciplinary action.

DISCIPLINE POLICY

Dealing with Infractions

In order to provide consistency throughout our school, any student in any grade who violates the school's code of conduct shall be subject to disciplinary action. The following or other similar actions may be applied: change in setting, loss of privileges, before or after-school attention time, or in-school suspension. Actions will be appropriate for the offense and age of the student. In addition, when a student violates the law, that student may be referred to legal authorities for prosecution. Students are subject to discipline up to and including suspension and expulsion for misconduct that is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off school property and during non-school time.

All staff members will use the school's disciplinary referral form when any student violates the code of conduct. This form will be completed in its entirety and given to the administrator for review. Students may be directed to complete a reflection form related to cases of misconduct. The information recorded on the referral form will be entered into PowerSchool for the purpose of recording student behavior in order to implement behavioral supports. Discipline data can be analyzed by the administrator and faculty in order to determine when or if re-teaching of school expectations is necessary. Any information shared with faculty and staff will be kept confidential and any graphs created will not include student names.

Attention Time

Offenses that can earn attention time include, but are not limited to, uncooperative behavior when there is a substitute teacher, copying another student's homework or providing homework for a student to copy, and any action that causes an interruption of learning. A student may be detained outside of school hours from 3:15 p.m. to 4:15 p.m. on one or more days for violation of the code of conduct. The attention time shall not begin, however, until the student's parents have been notified of the reason for the attention time (and can make arrangements for the student's transportation.) A student may not participate in school-sponsored activities until the attention time has been served. Failure to serve the time will be considered defiance of authority and will be grounds for an in-school suspension. Any student who receives attention time or a suspension jeopardizes participation on field trips (which may not be scheduled until further notice.)

Suspension

A teacher may remove a student from a class when the student deliberately causes serious disruption of the teaching and learning process within the classroom.

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which the suspension was imposed.

However, no student shall be suspended without an informal hearing before the principal or her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instances the informal hearing will be held during the suspension.

Suspension from school will result in loss of co-curricular and social privileges during the period of suspension. For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions.

Expulsion

The Board of Education may expel any student whose conduct endangers persons or property or is seriously disruptive of the educational process, or violates a published policy of the Board, provided that a formal hearing is held under C.G.S. 10-233d. The Board shall expel any student found to be in possession of a dangerous weapon in school, on school transportation, on school grounds, or at a school-sponsored activity. Consideration may also be given to expelling a student whose conduct off school grounds is seriously disruptive of the educational process or is in violation of a Board policy.

Persistently Dangerous Schools/Victim of Violent Crime

Students enrolled in a school identified as “persistently dangerous” by the State Department of Education or a student who is a victim of a violent criminal offense, as defined by the State Department of Education, are entitled to transfer to a safe school elsewhere in the district with free transportation.

ATTENDANCE INFORMATION

Admission

A student seeking enrollment in the North Canaan Elementary School for the first time or following attendance in another Connecticut public school district, out-of-state school district, private school or admission through a bona fide foreign exchange program, should contact the school office. A student who is transferring from a non-public school or a school outside the district will be placed in her/his current grade level pending observation and evaluation of the student and her/his records by classroom teachers and the school principal. After such observations and evaluations have been completed, the principal will determine the grade placement of the child. Nonresident students may attend school on a tuition basis provided space is available. Students enrolled in a school identified for school improvement pursuant to federal law may transfer to another public school within the district that has not been identified for school improvement. Transportation will be provided by the district.

Prekindergarten Admission

The prekindergarten program is a reverse-mainstream class for three and four year old children with and without special needs. To be eligible for this program, the child must be at least three years old and have participated in the school's monthly screening. The results of the screening are shared with the child's family and, if necessary, the child may be referred to a Planning and Placement Team (PPT) so more information can be obtained. Once a student has been screened, the child may also enter the program through participation in the lottery system for each new school year.

Kindergarten Admission

Any child whose fifth birthday falls on or prior to the first day of January of any calendar year is eligible to enter kindergarten. Parents with questions about their child's readiness to enter kindergarten should make an appointment to see the principal and a kindergarten teacher.

Transfers and Withdrawals

Parents must notify the school office of a student's withdrawal one week in advance of the last day. At that time, they will be given forms to complete. Included will be a formal written statement of withdrawal and release of records form. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.

Tardiness to School

Prompt arrival at school every day is the North Canaan Board of Education's expectation for each student who attends North Canaan Elementary School. The instructional day begins at 8:40 a.m. and students are expected to be in class and ready to work. Students need to participate in Morning Meeting to start every day to be prepared for the expectations of the day.

Instances of tardiness have an impact on learning for the student who is late, as well as the entire class. Chronic tardiness is viewed as a serious matter. Accumulation of four (4) tardies in a given month will equal one unexcused absence. Unexcused absences that accrue to "four (4) in any one month or ten (10) unexcused absences from school in any school year," will be subject to the procedures of the North Canaan Board of Education Attendance and Truancy Policy 5112.

After three instances of tardiness in any one month, it will be necessary for the parent or guardian to meet with the principal or her designee and the school counselor, and/or school psychologist, and/or the school nurse to create an action plan that will result in a remedy of the problem.

A student who arrives at school after 8:40 a.m. will report to the office to sign in and present a note from the parent or guardian explaining the reason for the tardiness. Students arriving late due to bus breakdown or other bus problems will be admitted without penalty. Once a student has signed in, the student will be issued a pass to present to her/his classroom teacher.

Student Attendance and Truancy

Please refer to the procedures outlined in the North Canaan Board of Education Attendance and Truancy Policy 5112 explained later in this Student Handbook.

Reporting an Absence

When a parent determines that an absence is necessary, parents are requested to contact the school nurse at 860-824-1149 between 8:00 a.m. and 9:00 a.m. on the day of the absence.

Makeup Work

Students are expected to make up all work missed due to absence. Parents should use Seesaw (PK-2) and Google Classroom (3-8) to take advantage of the collection of assignments for the student who must be out for several days. In the event of a

prolonged absence, the teacher(s) will set a reasonable deadline for all makeup work to be completed.

Early Dismissal Requests

Under no circumstances may a student leave the school or school grounds during school hours without permission from her/his parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the teacher to be submitted at the beginning of the school day. The teacher will forward the written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.

Emergency School Closing Information

In the event school is closed, delayed or dismissed early because of bad weather or another emergency, announcements will be made on the following radio and television stations: WTIC 96.5 FM, 98.1 FM, WSBS 105 FM, WSNG 610 AM, 860 AM, 1020 AM, 1080 AM, NBC Channel 30 New Britain, CBS Channel 3 Hartford, and ABC Channel 8 from New Haven. Families will also be contacted via a main phone number submitted for emergency purposes. Families will also be informed of any change in COVID status.

SCHOOL HEALTH AND SAFETY PROGRAMS

Health Services

The nurse's office is designed to provide care to students who become ill or are injured while in school. Please see the NCES Reopening Plan for more specific information related to COVID.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information.

Parents will be notified of any non-emergency, invasive physical examinations that are required as a condition of attendance, administered by the school and not necessary to protect the immediate health and safety of students.

Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, s/he is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

Administration of Medication

Parents of students requiring medication during school should contact the school nurse. Special forms available from the school nurse are required to permit the administration of medication in school by the nurse. Students may not carry medication. Exceptions will come only from the nurse. All medication must be

brought to the nurse in its original container with proper labels. The principal, in the absence of the school nurse, may administer prescribed oral medications.

Communicable and Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information regarding diseases may be obtained from the school nurse.

Before any child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that the child has recovered sufficiently to prevent exposing others.

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

Students who are injured on school grounds are to report all injuries, no matter how slight they may seem, immediately to the teacher in charge. If the injury was received in a sports competition, students must report it to the coach. Minor cuts/abrasions will be treated in the school's health office. More serious injuries will be referred to the child's parent/guardian. In the event of an emergency, and if the parent is not available, the school medical advisor, Dr. Suzanne Lefevre in Kent, will be notified.

Disabilities

The school district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S 10-76a and any similar law or provision.

Health Records

The school nurse maintains health records using the Connecticut "Health Assessment and Record Form." The records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or principal. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent when a student transfers to another school in the state. If a student is moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The district will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

Immunizations

All students must be immunized against certain diseases and must present a certificate from a physician or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or parent must be provided. The required immunizations are Diphtheria, Tetanus,

Polio, Pertussis, Measles, Mumps, Hepatitis B, Varicella (Chicken pox), Rubella, and Haemophilus Influenzae Type B.

In addition to the required immunizations for initial entry into school for kindergarten and for regular and special education preschool programs, additional immunizations are required for entry into seventh grade and eighth grade. The school must enroll any homeless student even if the student is unable to produce the required medical and immunization records. For further information regarding immunizations contact the school nurse.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district (C.G.S. 10-204a). A health assessment shall also be required in grade seven. Physical examinations are required for all students participating in after-school sports. All students in grades K-6 will undergo vision screening by the school nurse. Hearing screening will be conducted for all students in grades K-3, grade 5 and grade 8. Postural screening will be conducted for all students in grades 5 through 8. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, the district medical advisor, school psychologists, school social workers and school counselors may recommend that a student be evaluated by appropriate medical practitioners. Further, the district is prohibited from requiring a child to get a prescription before s/he may attend school, be evaluated to determine eligibility for special education, or receive special education.

Homebound

Homebound instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is the school principal.

Migrant Students

A full range of services will be provided to migrant students, including applicable Title I programs, special education, vocational education, language programs, and counseling programs. Parents/guardians of migrant students will be involved in

and regularly consulted about the development, implementation, operation and evaluation of their child's program.

Accident Prevention

Student safety on campus and at school-related events is a high priority of the district. The district has implemented safety procedures that require the cooperation of students to ensure school safety. Students, therefore, are asked to adhere to the following:

- Avoid conduct that is likely to put the student or other students at risk.
- Observe the school's code of conduct.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Respond immediately to the instructions of staff who are overseeing student welfare.

Exemption from Instruction

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), Bilingual Education, or Family Life and Sex Education upon receipt of a written request for such exemption from her/his parent or guardian.

Wellness

Student wellness, including good nutrition and physical activity, is promoted through the district's educational program, school activities, and meal programs. Federal and state standards will be met pertaining to all foods and beverages available for sale to students. A sequential program of physical education is provided, in addition to time in the elementary school day for supervised recess.

TRANSPORTATION INFORMATION

Transportation

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or other disciplinary action that is appropriate for misconduct.

The following rules shall apply to student conduct on school transportation:

- Maintain personal space
- Remain seated in the assigned seat while the bus is in motion
- Follow safety guidelines when entering and exiting the bus
- Control voice volume
- Use good manners
- Be kind with your words and actions
- Leave no trace
- Take care of bus and personal property

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or a co-curricular activity:

- The bus driver will stop the bus and warn the offenders.
- If the misconduct does not stop, the bus driver will write up the student(s) using the discipline referral form and appropriate disciplinary action will be taken.
- A conference involving the principal, the student passenger, the driver, and the parent(s) may be required.
- The principal may suspend the student's bus riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
- In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to remove the student and call for law enforcement assistance. The principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions listed in the Individual Education Plan (IEP).

All vehicles coming into or leaving school grounds must follow school rules.

Transportation Safety Complaint Procedures

All complaints concerning school transportation safety are to be made to the principal. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Video Recorders on School Buses and School Campus

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Videotaping will be done randomly during the school year. Students will not be notified when a recording device has been installed and in use on their bus. Tapes will be viewed by the administration. Students violating bus conduct rules will be handled in accordance with the district's discipline policy.

Video/audio equipment also will be used to monitor student behavior in common areas of the school. Students will not be told when the equipment is being used. The principal or his/her designee will review tapes and document a student's misconduct. Discipline will be in accordance with the district's discipline policy.

Student Bicycles and Scooters

Students with parent permission may ride their bicycles and scooters to and from school. Students must wear a helmet when biking. Upon arrival at school, students should place their bicycle or scooter in the rack by the flagpole. Students are requested to bring a lock for their bicycle or scooter, as the school will not be responsible for theft or damage to student personal property.



SCHOOL BUILDING AND OPERATIONS INFORMATION

Facilities

Our school is an integral piece of this community. The building and property need to be respected and safe at all times. It is the responsibility of all people to ensure that this occurs.

Parking

Cars should not be parked in the circle in front of the school. This space must be reserved for buses and emergency vehicles. Visitors to the school should observe posted no parking and handicap parking areas.

Parents may briefly drive through the front circle in order to drop their children off in the morning. Vehicles cannot be left unattended in the front circle.

Telephone Use

To keep phone lines open for emergency purposes, we ask that all after-school arrangements be made the night before. However, office staff may call for emergencies. We are most appreciative of your cooperation.

Scheduled Early Dismissal

On the days school is scheduled for early dismissal, lunch will be served. Early dismissal days include professional development days, conference days, or days prior to a holiday vacation. Please refer to the school calendar for early dismissal days and times.

Recess

The faculty and wellness committee both indicate a strong desire to give children physical exercise and a break from their academic endeavors during the school day. Students are expected to follow expectations and listen to the teachers on recess duty.

Property, Lockers, and Equipment

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act. In addition, disciplinary action may be taken and may include up to arrest or civil prosecution when deemed appropriate.

In addition, anyone who witnesses a destructive act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Students may be assigned a desk, locker, and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year, and should be kept in good order and not abused. Students are not to go into another student's desk or assigned space.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by district policy. Parents will be notified if any prohibited items are found in the student's desk or locker.

Students should not attempt to repair school equipment but should notify the teacher immediately if it isn't functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students are warned not to bring large sums of money or valuables to school as liability for these items remains with the student.

Computer and Textbook Care and Obligations

Students are responsible for the care of the computer, books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the computer, textbooks, library books, or other educational materials.

Lost and Found

Any unidentified articles found in the school or on school grounds should be turned in to the teacher. Loss or suspected theft of personal or school property should be reported to the main office.

School Lunch Program

In order to facilitate the collection of lunch money during the pandemic each family should use the online program to pay for lunch. See the website to access this program. **Lunch price for 2020-2021:** The Board of Education has approved an increase in the student lunch price to \$2.80 to be in compliance with the federal requirement.

Assessments

All students in grades 3 through 8 will participate in the Smarter Balanced Assessment Consortium (SBAC).

Promotion and Retention

The Board of Education believes that much data need to be assembled on each student, the data studied carefully and objectively, and a determination made by the professional staff on the best placement for each student for the forthcoming year. When a student is not progressing satisfactorily, the teacher, principal, and the parent/guardian are responsible for investigating the reasons, planning modified educational programs and services and monitoring carefully the progress being made.

Fire Drills and Emergency Preparedness

Fire drills are held at regular intervals as required by state law. A crisis response drill may be substituted for one of the required monthly school fire drills every three months.

When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students are expected to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Students and staff may not return to the building until the return signal is given.

Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help each student reach instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self direction; stimulate worthwhile use of leisure time; and acquaint parents with the student's work in school.

Report Cards

Teachers assess student progress throughout the year and report to parents at intervals. Assessments are used throughout the year to check progress and direct the pace of instruction. The school year is marked by three periods or trimesters, reflecting a more accurate time frame in which to measure student accomplishments. The trimester contains 12 weeks of study followed by a final grade. At the end of each term teachers evaluate a child's progress within units of study. Report cards serve as a way to communicate a child's achievement in the classroom.

The Connecticut Core Standards are applied at every grade level. They provide the foundation of what is to be taught and learned in each grade and discipline.

Honor Roll

An academic honor roll is published at the end of each term for grades 5 - 8. See Appendix B at the end of this handbook for details.

School Observances

The school district recognizes the value of certain observances in promoting patriotism and good citizenship among students. Therefore, activities in school commemorating national holidays such as Memorial Day, Thanksgiving, and President's Day are encouraged. Students, faculty, and administrators hold various religious beliefs and are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs.

Therefore,

- school and class plays shall not be overly religious, and church-like scenery will be avoided;
- religious music shall not entirely dominate the selection of music; and
- program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme with conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork, and/or symbols in a particular course or activity, the principal should be contacted.

An opportunity will be provided, at the beginning of each school day for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Non-participants are expected to maintain order and decorum appropriate to the school environment.

Technology

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that email communication using district computers is not private and may be monitored by staff.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful and inappropriate for students as defined in the Children's Internet Protection Act and as determined by the superintendent or her designee.

Website

Our website is www.nceschool.org. We consider the website an invaluable resource to make the connection between home and school stronger. School web pages must contain material that reflects educational purposes. School web pages are not to be used for personal, commercial or political purposes, and are considered a publication of the Board of Education. The principal or her designee will approve all material posted on the school's website.

School Notices and Monthly Calendar

School notices will be delivered electronically weekly on **FRIDAY** or as often as necessary via email. It is important that you provide your email address on the registration form and that you check your email daily, especially during the pandemic.

In order to bring you the most current information, a calendar is found on the right side of the school's home page. Since our intention is to provide timely

information regarding school activities, items will be posted continuously and you will be able to look ahead to future months.

Parent Portal and Demographic Information

The PowerSchool parent portal is open for you to view demographic information and grades. Any changes in demographic information should be reported to the main office immediately. The opportunity to follow your child's grades will be especially important if you have a student in grades 5-8. Grading information/student progress will be available 24/7 for students in grades 5-8.

PARENTS ARE PARTNERS IN EDUCATION

Student-Led Conferences

Parents are encouraged to become a partner in their child's educational successes. Virtual conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules. Scheduled conferences are held every fall and spring with families and students. Watch the calendar for specific dates.

Parent Involvement and Communications

Research shows that education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities. There are many ways that families can support their child's learning at home. For example, reading and playing together can be an everyday habit; families can conference with their child's teacher on a regular basis; homework and assignments can be monitored, providing assistance as necessary; progress can be checked online through the Parent Portal; celebrations of your child's successes can be ongoing; and time can be dedicated to learning more about what your child is experiencing at school. Participation in the PTO and attendance at Board of Education meetings is also encouraged.

Parent Teacher Organization

The PTO is a vital link between the school, community, and the students it serves. Thus, parents are urged to join and take an active part in the PTO, which is made up of parents and teachers who are interested in supporting and promoting the educational opportunities offered to the children of North Canaan. The PTO members are active in many aspects of school life and contribute much to the learning environment. We welcome and encourage everyone to attend the meetings, which will be announced on the school calendar.

Visitors

Parents and other visitors may not enter the building during the pandemic. Parents delivering forgotten items should place them in the container in the front of the school. We will deliver the items to students.

BOARD OF EDUCATION POLICIES

Board of Education

Board of Education members are unpaid, elected public officials with the responsibility for governance of the school district. The current members of the North Canaan Board of Education are:

Chairperson: Erin Drislane

Vice-Chairperson: Amy Dodge

Secretary: Rebecca Cahill

Members: Dorothy Cecchinato, Matt Devino, Michael Ellington, Sarah Visconti

Region One Representative: Brian Bartram

In order to perform its duties in an open and public manner and in accordance with state law, the North Canaan Board of Education holds regular business meetings on the second Tuesday of each month at 6:30 p.m. in the North Canaan Elementary School library. Parents, students, and other community members are encouraged to attend.

Student Attendance and Truancy

At North Canaan Elementary School regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. It is our goal to maximize student learning, hence attendance is critical. To assist parents and other persons in meeting their responsibility, the North Canaan Board of Education, through its Superintendent or designee, will adopt and maintain procedures to implement this policy.

Administrative Regulations Regarding Attendance and Truancy

A. Definitions

1. "Absence" – any day during which a student is not considered "in attendance" at his/her assigned school, or is not on a school-sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Educational evaluation" – For purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
3. "Excused absence" – An absence from a regularly scheduled school day for at least one-half of the school day for which absence the school has

received written documentation describing the reason for the absence within ten days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

- A. Any absence before the student's tenth absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and
 - B. For the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons:
 - a. student illness (verified by an appropriate licensed medical professional);
 - b. religious holidays;
 - c. mandated court appearances (documentation required);
 - d. funeral or death in the family, or other emergency beyond the control of the student's family;
 - e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;
 - f. lack of transportation that is normally provided by a district other than the one the student attends.
4. "In Attendance" – Any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip) for at least one half of the school day.
 5. "Student" – A student enrolled in the North Canaan Elementary School.
 6. "Truant" – Any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
 7. "Unexcused absence" – Any absence from a regularly scheduled school day for at least one half of the school day, unless the absence is an excused absence as defined above or the absence is a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or her designee. Parents/ guardians having control of the child may appeal that decision to the Superintendent or her designee, whose decision shall be final.

8. "Written Documentation" includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, which explains the nature of and the reason for the absence as well as the length of the absence.

B. Truancy Exceptions

1. A student five (5) or six (6) years of age shall not be considered truant if the parent/guardian having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student seventeen (17) years of age shall not be considered truant if the parent/guardian consents to such student's withdrawal from school. Such parent/guardian shall personally appear at the district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from the guidance counselor or school administrator from the school that the district provided the parent/guardian with information on the educational options available in the school system and community.
3. If a parent/guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

C. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student no later than three (3) school days after the student requests readmission.

D. Determination of Whether a Student is "in attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by

the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

E. Procedures for student in grades K-8

1. Notification

- a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent/guardian of the student enrolled in grades K-8 in writing of the obligations pursuant to Connecticut General Statute 10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the North Canaan Elementary School.
- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent/guardian of the student in grades K-8 a telephone number or other means of contacting such parent/guardian during the school day.

2. Monitoring

- a. The school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled day, school personnel under the direction of the building principal or his/her designee shall make a reasonable effort to notify the parent/guardian of such student by telephone or by mail of the student's absence, unless school personnel have received an indication that the parent/guardian is aware of the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent/guardian at the telephone number provided by the parent/guardian. Such attempts shall be recorded by the school nurse. Mailed notice of the student's absence shall include a warning when four unexcused absences from school in a month or five unexcused absences in a school year. Subsequent unexcused absences may result in a complaint filed with the State Department of Children and Families or with the Superior Court pursuant to section 46b-149 alleging the belief that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notices shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent/guardian and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten (10) days after

the student becomes truant. The district shall document the meeting, and if parent/guardian declines to attend the meeting, or is otherwise nonresponsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with, and referrals of, students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. If the parent/guardian of a student who is truant fails to attend the meeting held pursuant to *subsection a* above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. 46b-149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.
- d. In addition to the procedures specified in *subsections a through c* above, a regular education student who is experiencing attendance problems should be referred to the building Early Intervention Team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (PPT) meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- e. If a Family with Service Needs petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate education evaluation if no such evaluation has been performed within the preceding school year.
 - i. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Early Intervention Team. Upon completion of the evaluation of a regular education student, the Early Intervention Team shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions.

Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

- ii. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's needs for special education services and the need, if any, to write and/or revise the student's individualized education program (IEP).

G. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the *Strategic School Profile* for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, national origin, religion, age, economic status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, extracurricular activities or other school resources.

The Superintendent of Schools is the designated district compliance officer who will coordinate compliance with the nondiscrimination requirement of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Bullying

Bullying of a student by another student is prohibited. Such behavior is defined as any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus which acts are committed more than once against any student during the school year. Bullying that occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school. Such behavior will result in disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

Harassment Statement

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make a child feel afraid or embarrassed because of their race, color, religion, origin, sex or any disability. This school has zero tolerance for harassment of any kind. Students are expected to treat other

students and school employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if s/he is harassed or sees harassment happening to someone else that s/he should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware of by calling attention to this policy or by direct disciplinary action, if necessary. Any allegations will be investigated and addressed and appropriate disciplinary action taken as necessary.

Sexual Harassment

The district wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcomed sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Sexual harassment, whether verbal or physical, includes, but is not limited to the following: insulting or degrading sexual remarks or conduct; threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that person's employment or education or that will interfere in any way with that person's employment or educational performance or create an intimidating, hostile or offensive work or educational environment.

Any student who believes that s/he has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, social worker, school counselor, administrator, school nurse or any responsible individual with whom the student feels comfortable, either informally or through filing of a formal complaint.

The district will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator, the Superintendent of Schools for Region One.

Title IX – Grievance Procedure for Processing Complaint Alleging Discrimination on the Basis of Sex

The North Canaan Board of Education designates the Superintendent of Schools, Warren Turnpike Road, Falls Village, CT 06031, 824-0855 as compliance officer with regard to Title IX of the Education Amendments of 1972 and the regulations promulgated thereto. The compliance officer, or his/her designee, will, at least annually, notify all students, parents, and employees of the name, address, and phone number of the compliance officer and the procedure for processing grievances.

Step I – Informal Level

A student or parent (grievant) who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested within fourteen (14) calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, the grievant may file a formal complaint within five (5) calendar days from the informal meeting with the principal to the compliance officer or his/her designee. All formal level grievances must be filed within sixty (60) days from the alleged Title IX violation.

Step II – Formal Level – Compliance Officer

After the formal grievance is received the compliance officer or his/her designee shall schedule a meeting promptly with the grievant to discuss the complaint. But, in no event shall the meeting be held later than fourteen (14) days from receipt of the meeting request. Upon completion of his/her investigation, but in no event later than fourteen (14) days after meeting the grievant, the compliance officer shall render a written decision to the grievant as to the disposition of the grievance.

If the grievant is not satisfied with the disposition of his/her grievance, or at any time during the grievance procedure, s/he may within one hundred eighty (180) days from the alleged Title IX violation file a complaint with the U.S. Department of Education, Office of Civil Rights, Boston Office U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 Telephone: 617-289-0111, email: OCR.Boston@ed.gov

Child Abuse

Teachers, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Family Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility that is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases. Child abuse is defined as any physical injury inflicted by other than accidental means or injuries that are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect is also considered child abuse.

Search and Seizure

The right to inspect desks, lockers, and other equipment assigned to student may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's desk or locker under the following conditions:

- There is reason to believe that the student's desk or locker contains contraband material.
- The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

The district may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. Drug-sniffing dogs will not be used to sniff students. A locker or an item in the classroom to which a trained dog alerts may be searched by school officials.

STATE MANDATED INFORMATION

Student Records

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

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from the school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's

custodian or designee will respond to reasonable requests for explanation and interpretations of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
- Compiling statistical data; or
- Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the records are not amended once a request is made, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records. The district's policy regarding student records is available from the principal's or superintendent's office.

Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during school hours, upon

written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, grade level, photograph, email address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

The district will release to the Parent Teacher Organization (PTO) the names, addresses, telephone number and grade levels of students, unless the District is informed by September 15 of the school year that designation of such directory information has been refused as to a particular student, provided such information is to be used by the PTO for its own school activities or school business.

The district, when a student moves to a new school system or charter school, will send the student's records to the new district or charter school within ten business days of receiving written notice of the move from the new district. Unless the parents/ guardians of the student authorize the record transfer in writing, the sending district is required to send a notice when the records are sent to the new district.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605

Teacher and Paraprofessional Qualifications

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught, the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested, as to whether the child is provided service by paraprofessionals and their qualifications.

Asbestos

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office.

Pesticide Application

Only certified pesticide applicators shall be used in schools or on school grounds for any non-emergency. Areas to receive pesticide application will be posted and a written record of all pesticide application 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 application inside their child(ren)'s school assignment area may contact the principal.

OTHER USEFUL INFORMATION

Distribution of Materials

Printed materials may be distributed to parents by students as a means of communication. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations, will be referred to the principal to determine whether the request complies with school policy.

The principal may approve such distribution providing:

- The material is related to the school, community, local recreational or civic activity.
- The material does not relate to any religious belief or activity, or promote private gain.
- The material does not promote any outside governmental political party, candidate, or position.
- The material does not promote profit making organizations.
- The material does not advocate a position regarding a referendum question.

Materials that have a religious content may be made available to students during non-instructional time. The school has the right to impose neutral time, place and manner restrictions on the dissemination of religious materials to ensure that students are aware that the materials are not endorsed or sponsored by the school.

Publications prepared by or for the school may be posted or distributed with prior approval by the principal, sponsor, or teacher. Such items include school posters, brochures, school newspaper, and yearbook.

Distribution of Literature

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the principal.

First Amendment Rights

The North Canaan Elementary School recognizes that students have a right to bring into our school, in a judicious manner governed by regulations, items for

posting that are not considered obscene, libelous, disruptive, vulgar, and are deemed by the principal to be consistent with community standards.

Fundraising

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fundraising drives for approved school purposes. Fundraising is not permitted on school property unless approved by the principal.

Any food items sold as part of any fundraising activity must meet the nutritional standards published by the Connecticut Department of Education. Beverage or foods not allowed for sale during regular school hours may be sold provided (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) the sale is at the location of such event, and (3) the food or beverage are not sold from a vending machine or school store.

Student Publications

Students have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

The school encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications must comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, statements or materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted.

Expressions of personal opinion must be clearly identified as such and must bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications that are paid for by the school district and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board of Education reserves the right to edit or delete such student speech which is inconsistent with the district's basic educational mission.

Posters

Signs and posters that students wish to display must be approved by the principal. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

Public Complaints

The right of community members to register individual or group concerns about district instruction, programs, materials, operations, and/or staff members is recognized. Complaints and grievances will be handled and resolved as close to their origin as possible. Complaints will be referred back through the proper administrative channels before investigation or action by the Board, unless the complaint concerns Board actions or operations only. A procedure also exists for the following: the placing and response to criticism or approval of instructional materials; identification and evaluation of the educational placement of a student with a disability; loss of credit due to absences; discrimination on the basis of sex; harassment; sexual abuse or harassment; and instructional materials.

National Assessment of Educational Progress (NAEP)

Our school may be selected to participate in this national testing program. Parents of children who will be taking the test will be notified. Parents have the right to inspect all NAEP data and to exclude their child from testing.

Limited English Proficient (LEP) Students

Parents of Limited English Proficient (LEP) students participating in a language instructional program will be notified of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the LEP program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance, and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

Surveys and Student Data Privacy

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation that concerns:

- political affiliations or beliefs of the student or the student's parent;
- mental or psychological problems of the student or the student's family;
- sex attitudes or behaviors;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
- income; or
- religious practices, affiliations, or beliefs of the student or the student's parents.

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a student, prior to its use.

The [District website](#) includes links to all of the contracts with consultants, operators, and/or contractors with any access to student information, student records, or student-generated content, to be in compliance with state law, Public Act 16-189.

| | SAFETY Make healthy and informed choices | RESPECT Put empathy into action | RESPONSIBILITY Monitor your words and actions |
|--------------------|--|--|---|
| Classrooms | <ul style="list-style-type: none"> ● Maintain personal space ● Follow school safety procedures ● Use equipment properly | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words ● Embrace diversity | <ul style="list-style-type: none"> ● Arrive to class prepared and on time ● Actively participate ● Complete all assigned tasks on time ● Leave no trace |
| Hallways | <ul style="list-style-type: none"> ● Maintain personal space ● Walk to the right ● Let others exit a classroom before entering | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Arrive to class on time ● Follow pass procedures |
| Cafeteria | <ul style="list-style-type: none"> ● Maintain personal space ● Walk at all times ● Raise your hand to get permission to leave your seat | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Neatly stack trays and return utensils to the slot ● Follow entrance and exit procedures |
| Playgrounds | <ul style="list-style-type: none"> ● Maintain personal space ● Stay in playground boundaries ● Use equipment properly | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Dress appropriately ● Follow line up procedures |
| Buses | <ul style="list-style-type: none"> ● Maintain personal space ● Remain seated when bus is in motion ● Follow safety guidelines when entering and exiting the bus | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Take care of bus and personal property ● Follow pass procedures |
| Bathrooms | <ul style="list-style-type: none"> ● Maintain personal space ● Report any problems to an adult ● Use facilities properly | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Wash your hands ● Follow pass procedures |
| Library | <ul style="list-style-type: none"> ● Maintain personal space ● Use facility and materials appropriately | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Follow computer and material sign out and return procedures ● Follow pass procedures |
| Assemblies | <ul style="list-style-type: none"> ● Maintain personal space ● Listen to directions | <ul style="list-style-type: none"> ● Voice volume ● Use good manners ● Be kind with your actions and words | <ul style="list-style-type: none"> ● Leave no trace ● Follow entrance and exit procedures |

Grade 5-8 Honor Roll

Honor Roll will acknowledge students in grades 5-8 who meet the following expectations for their **Achievement Grades** and **Learning Practices** in all subjects.

Honor Roll will be compiled at the end of each trimester using the following **criteria:**

| | The PRODUCT of Students' Learning | | The PROCESS of Students' Working |
|-----------------------|--|--|--|
| CATEGORY: | <i>Achievement Grade Requirements for <u>Core Academic Subjects</u></i> | <i>Achievement Grade Requirements for <u>Unified Arts Subjects</u></i> | <i>Learning Practices Requirements for <u>all Subjects</u></i> |
| Highest Honors | <ul style="list-style-type: none"> ● <u>All</u> As ○ No Bs, Cs or NYPs | <ul style="list-style-type: none"> ● <u>All</u> 4s ○ No 3s, 2s, or 1s | <ul style="list-style-type: none"> ● <u>All</u> 4s ○ No 1s, 2s, or 3s |
| High Honors | <ul style="list-style-type: none"> ● A <u>majority</u> of As ○ No Cs or NYPs | <ul style="list-style-type: none"> ● A <u>majority</u> of 4s ○ No 2s or 1s | <ul style="list-style-type: none"> ● A <u>majority</u> of 4s ○ No 2s or 1s |
| Honors | <ul style="list-style-type: none"> ● A <u>combination</u> of As and Bs ○ No Cs or NYPs | <ul style="list-style-type: none"> ● A <u>combination</u> of 4s and 3s ○ No 2s or 1s | <ul style="list-style-type: none"> ● A <u>combination</u> of 3s and 4s ○ No 2s or 1s |

For a complete explanation of the grading practices in Region 1, go to the North Canaan Elementary School website, click on Parents, then open the link for Region One Grading Practices.