Chatfield-LoPresti School

Care

Learn

Succeed

2018-2019

Parent-Student Handbook

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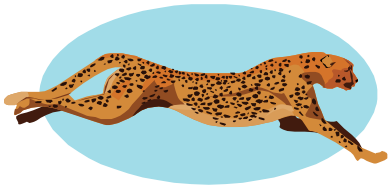


Welcome to Chatfield-LoPresti School!

Welcome to the 2018-19 school year! It is important that both parents and students carefully read through the student handbook as it provides important information on our daily schedule, routines, and procedures. In addition, Board of Education policies are referenced with which parents and students should be familiar.

The handbook should be a primary resource when you have a question relating to school matters. If you do not find your answer within it, by all means, please call our main office at 203-888-4640. Our office staff will be happy to assist you.

We look forward to another great year at CLS where our students **Care. Learn. Succeed.**

Sincerely,

David S. ☺lechna

Principal, Chatfield-LoPresti School

The *CLS* Student Pledge

I am responsible for my actions and behaviors every day.

I will come to school ready to learn and work hard.

I will respect the feelings, property, and rights of others.

I will be a good citizen by doing what is right – not because I am being watched, but because it is the right thing to do for myself and our community.

I **will** do my best at *CLS*.

The *CLS* Way…

Care.
Learn.
Succeed.

We are committed to Seymour Success at *CLS*!

Seymour Public Schools

Handbook Acknowledgement

Student Name (Please Print) _____

Parent Name (Please Print) _____

Homeroom Teacher_____ Grade _____

_____I have read and discussed with my child the policies of the Seymour Board of Education, as outlined in the Parent-Student Handbook for my child's school.

****

MEDIA RELEASE/DIRECTORY INFORMATION
(Seymour Board of Education Policy 5145.15)

The following school activities and media publications require parent permission for a student's name and/or picture to be published.

Please check one response (yes or no) for each of the following items, indicating whether or not you give your permission for the student's name and/or picture to be published:

1. A local newspaper ___YES ___NO
2. On local television station ___YES ___NO
3. In the school yearbook and other school publications ___YES ___NO
4. On the school or district website ___YES ___NO

****

INTERNET USE AGREEMENT/PARENT PERMISSION
(Seymour Board of Education Policy 6141.321)

_____I understand and will abide by the Internet Use Agreement. I further understand than any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Mission Statement

The faculty and staff of Chatfield-LoPresti are dedicated to creating an atmosphere where students can achieve their full potential as members of a strong community and to instilling a love of learning as we prepare our students for a productive future.

Seymour Board Of Education
2018 - 2019

Mrs. Jennifer Magri – Board Chair

Mr. Christopher Champagne

Mr. James Garofolo

Mrs. Kristen Harmeling

Mr. Jay Hatfield

Edward Hendricks

Mr. Peter Kubik

Mr. Frederick Stanek

Mr. Ed Strumello

Superintendent of Schools

Mr. Michael Wilson
203-888-4564

Associate Superintendent of Schools

Mrs. Vonda Tencza
203-888-4564

Assistant Superintendent of Finance and Operations

Mr. Richard Belden
203-888-4564

Chatfield-LoPresti School

5l Skokorat Street
Seymour, CT 06483

Telephone No.: (203) 888-4640
Fax No.: (203) 888-5920

David S. Olechna, Principal

Kathleen Freimuth, Assistant Principal

Karen Murphy, Secretary

Holly Zuraw, Secretary

Glen Frosceno, Head Custodian

Health Room

Telephone No.: (203) 888-4640, x1472

Alissa Brown, School Nurse

Cafeteria

Telephone No.: (203) 888-4640, x1496

Barbara Tucci

Chatfield-LoPresti Elementary School
Safe School Climate Plan

David S. Olechna, Principal (Safe School Climate Specialist)

The Safe School Climate Committee is made up of the principal, assistant principal, psychologist, guidance counselor, classroom teacher representatives, Language Arts Consultant, special education staff, and a parent representative.

School Climate Standard #1
The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive climate.

The administration annually addresses parents and all staff members at the beginning of each school year and periodically reviews climate expectations.

Each year the staff develops a social contract (working agreement) so that mutually agreed upon norms exist among all members of the staff and administration.

The school's focus is that intentional mean behavior is unacceptable. "If it's mean, intervene." In the beginning of each year, teachers review with students how intervening can appropriately be done at their grade level.

Responsive Classroom is the focal point for our school climate initiative. All classrooms work to build strong classroom communities.

All classroom teachers greet their children as they arrive each morning. This assists in students starting their day with personal contact with their teacher and the teachers can also ensure that students are traveling safely and appropriately in the hallways.

At dismissal staff members are stationed throughout the building to monitor hallways so that all travel safely.

To ensure that students are always with adult supervision:
a) Students do their work in classrooms, not in the hallways.
b) An adult is present in every classroom when there is indoor recess.

All staff members follow similar procedures related to Responsive Classroom and restorative discipline for behavior and classroom management. All staff members have had some training in these procedures.

Physical aggression or threats are office referrals and staff should contact the main office for immediate assistance. If children are sent to the office for an offense, staff will fill out a referral form. Ongoing behavioral issues should be documented and reported.

Monitoring staff will be documenting observations on both the playground areas during recess and in the cafeteria during lunch. Physical aggression or threats during lunch and recess are to be immediately reported to the office.

School Climate Standard #2
The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic, and intellectual skills, knowledge and dispositions and (b) a

comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.

At the start of each school year parents and students are required to sign that they have read and understood the Chatfield-LoPresti Student Handbook and the Board of Education policies related to school rules. Included in these policies, but not limited to, are the Bullying Prevention and Intervention Policy #5131.911.

Classroom teachers review the student handbook with their students during the first week of school. School administration and the guidance counselors teach and review in student-friendly words the key aspects of the student handbook in small group settings.

School Climate Standard #3
The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

Chatfield-LoPresti School embraces the Responsive Classroom model. All teachers have had some training in the model. The school continues to provide teachers and paraprofessionals with additional training each school year.

School Climate Standard #4
The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually, and physically.

Chatfield-LoPresti School welcomes parents as guest readers in their children's classrooms. Volunteers are also welcome to assist in the media center and art room. There will be a school volunteer orientation annually beginning in the fall.

A fifth grade Ambassador Team is responsible for welcoming new students to our school community including, but not limited to, a school tour, friendship groups, lunch buddies, and homework help.

School Climate Standard #5
The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.

Through both Developmental Guidance and social studies lessons our staff promotes the celebration of understanding and appreciating those with different backgrounds and beliefs of one another.

Upper grade classrooms are partnered with lower grade classrooms for Book Buddies. These partnerships provide worthwhile relationships that strengthen our school community.

Grade 5 students are provided with the opportunity to be mentors for kindergarten students as bus, lunch, and recess buddies.

The CLS Student Pledge is taught and revisited by all students every morning.

The preferred methods for addressing disciplinary infractions are the three parts of restorative discipline – logical consequences, "You break it, you fix it," and loss of privileges.

ACCOMMODATING STUDENTS WITH SPECIAL DIETARY NEEDS

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities. In some cases a student's disability may prevent him/her from eating meals prepared for the general population. Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student. All schools are also responsible for developing and implementing guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions and means to manage the student's allergy including avoidance measures.
[Review full Seymour Public Schools policy 5141.25]

ALCOHOL, DRUGS, AND TOBACCO

The school district prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to disciplinary actions as outlined in policy 5131.6.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

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 are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived jointly by the student and educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.
[Review full Seymour Public Schools policy 5131.6]

ASBESTOS MANAGEMENT

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. A formal asbestos management program has been in place in the Seymour Public Schools since 1986. The purpose of the program is to identify any asbestos containing materials that may be in our schools and take steps to make sure these materials do not present an exposure hazard to the students, faculty or staff. The plans are in compliance with the Asbestos Hazard Emergency Response Act of 1986 (AHERA). Requests to review these plans may be made in the school office of by contacting the Director of Facilities, Joe Falzone at 888-4513 Ext 1221.
[Review full Seymour Public Schools policy 3516.12]

AHERA ANNUAL UPDATE NOTICE

SEPTEMBER 2018

SEYMOUR PUBLIC SCHOOLS
Chatfield-LoPresti School

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act, (AHERA), in December of 1986, the Seymour Board of Education (SPS) performed inspections of each of the school buildings for asbestos-containing building materials. The inspection findings and asbestos management plans have been on file in each of the school administrative offices since that time.

The EPA requires that buildings be re-inspected for asbestos materials every three years. Re-inspections have occurred every three years since 1990, the last one completed in 2018. A licensed asbestos inspector performs these re-inspections. A licensed management planner reviews the results of these re-inspections and recommends actions to safely manage the asbestos material in the schools.

The results of the re-inspections are on file in the management plan in each school's administrative office. All parents, faculty and staff members may view the management plans during normal school hours (M-F, 8:00 a.m. - 4:00 p.m.), in the main school office or at the Board of Education Office at 98 Bank Street in Seymour. Any questions regarding the Plan can be answered by calling the Director of Facilities office at 203-888-4513.

The custodial and maintenance staff has received the required Asbestos Awareness training and are annually retrained. This training is designed to alert the custodial and maintenance staff as to the types of asbestos containing materials in their buildings and to instruct them in methods to use to work safely around these materials.

The asbestos containing materials in the schools are inspected twice a year by a trained designated person. There is an ongoing abatement program to remove or repair any materials which are determined to present a hazard to the school occupants.

At Chatfield-LoPresti School all known asbestos containing materials which were formerly being monitored under an Operations and Management Plan have been abated from the building. During the construction/renovation project completed in August 2012, all known asbestos containing materials in the building were removed. There are no asbestos containing building materials in the building. Letters authored by the architect have been placed in the Management Plan.

ARRIVAL AND END OF THE DAY DISMISSAL PROCEDURES

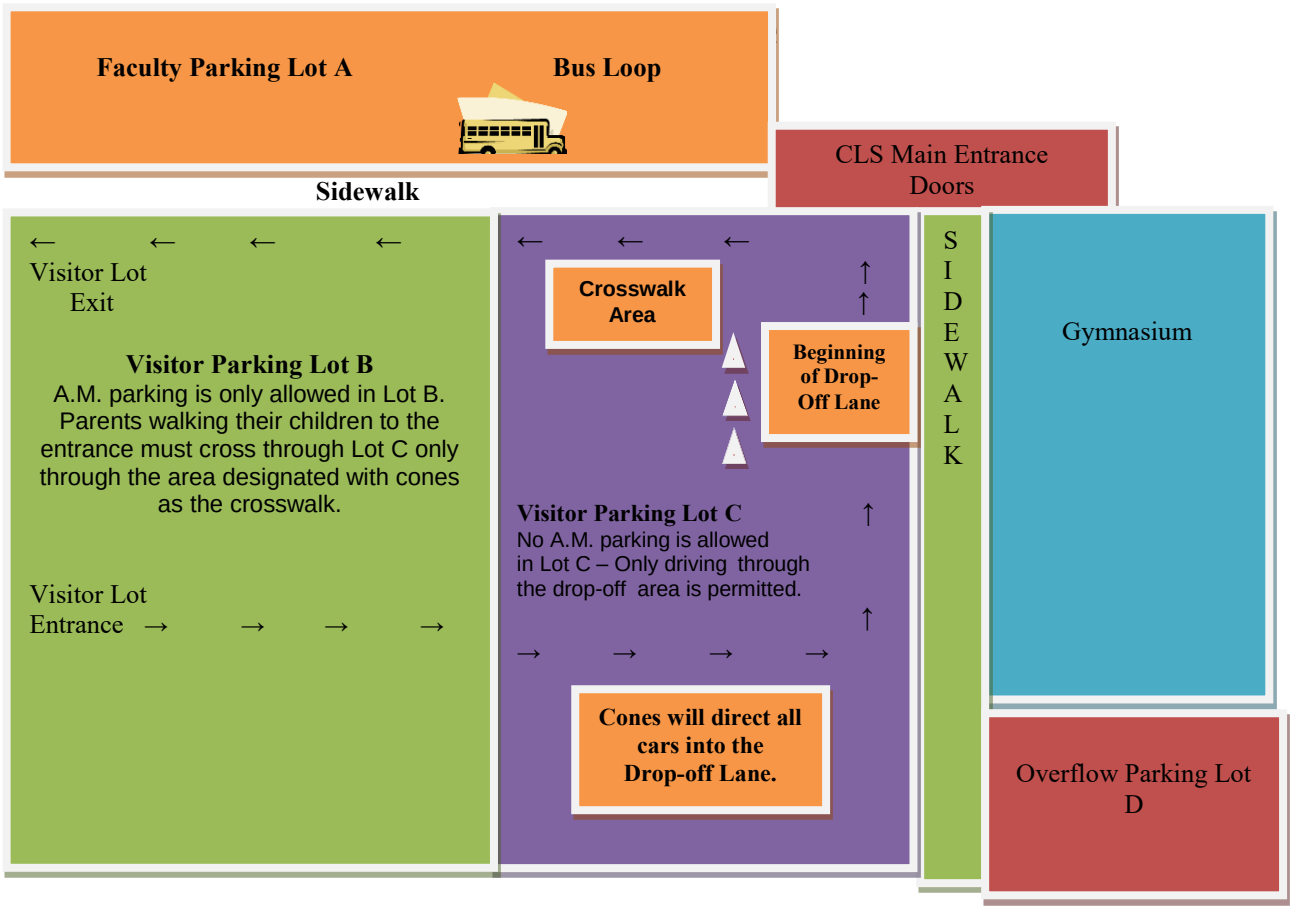
Morning Drop-off Procedures

Please refer to the diagram below which illustrates the traffic pattern. If you are planning to exit your vehicle, you will need to park in Visitor Parking Lot B. Cones will be placed to designate where people who plan to walk their child to the main entrance should cross Parking Lot C. Presently, as there is no cross-walk, we have people crossing in a number of places, which makes for an unsafe situation.

Parking Lot C will not be open for visitor parking during morning drop-off time. All traffic that enters Lot C must pass through the Drop-off Lane. Cones and a police officer will help to guide people where to go.

To keep all children safe, children should not get out of their cars until they reach the designated drop-off area. They should exit their cars on the right hand side so they step immediately onto the sidewalk. It is also imperative that all drivers in the Drop-off lane remain in their vehicles. Our staff will open the door if necessary to assist your child in exiting the car. If a parent needs to get out of the car, they must park instead in Visitor Lot B.

To err on the side of safety, even if your child has already left your car, please do not attempt to go around any cars that might be in front of you. This assists in protecting children who may inadvertently exit their car on the left hand side. Everyone needs to be patient and follow these steps. Drivers should leave through the exit area of the parking lot located next to the bus loop entrance.



CLS Walkers

We identify students who walk home to their houses as walkers. Walkers are escorted by staff to the crosswalk near Bunting Road following school dismissal. Children cannot go on their own to the parking lot at any time. Students who are walkers must go with the teacher all of the way to the crosswalk and will not be permitted to go to a car in a parking lot. Parents that intend to drive their child home need to follow the pick-up procedures which follow.

CLS Afternoon Pick-Ups

We identify students whose parents drive them home at the end of the day as *Afternoon Pick-Ups*. Parents and guardians who are picking up their child at the end of the day must park in a parking space before entering the building to sign-out their child in the front lobby (at the entrance by the gymnasium).

Parents picking up their child must enter the building at the entrance by the gymnasium and bring photo identification. Only individuals identified in advance by the parents will be permitted to sign-out a child. Parents must wait in the lobby for their child to come to them.

If your child is being picked up, but normally rides the bus, please notify the office. If your child will be picked up daily, please complete the form in your Opening Day packet titled, "Afternoon Pick-Ups." Parents who are picking up an Afternoon Pick-Up student will not be let into the school until 3:30 p.m. each day.

We want to emphasize that classroom instruction goes to 3:30 p.m. each day. Students should not be regularly picked up prior to 3:30 p.m. – only on a rare occasion. Due to the roles office staff is performing for dismissal procedures, the office will not be able to call individual students from their classrooms after 3:10 p.m. daily. Please plan accordingly for a doctor's appointment so that the students are picked up prior to 3:10 p.m. or contact the office in the morning via a note or phone call to let them know that on that particular day your child will be an Afternoon Pick-Up.

ATTENDANCE/TARDINESS/EARLY DISMISSAL FROM SCHOOL

Attendance

The Seymour Board of Education believes that regular attendance is essential to the overall academic, social and emotional Development of students. Parental guidance is essential to encouraging regular school attendance.

Excused Absences

A student shall be considered "excused" when he/she does not attend school due to illness or injury, death in the immediate family, religious obligation, an emergency, or other exceptional circumstances. Written excuse for such absences should be submitted to the school. All other absences, with or without written explanations, will be considered unexcused. If a student plans to be absent for reasons other than those listed above, the parent should seek approval of the Principal.

Students who do not attend school for a minimum of four (4) hours due to illness or other reasons will not be allowed to participate in any school related activity on the day of the absence. Exceptions to this rule may only be granted by the Principal.

Attendance and Possible Retention – Grades K-8

If a student is absent more than twenty days in one school year, that student will be seriously considered for retention unless the School Review Board (principals, teachers, staff members) determines that the student is eligible for advancement to the next grade. These absences include all legitimate illness absences and any or all other reasons a student may have for staying home or a parent may have for keeping a student home. Evidence of extraordinary illness must include statements from the child's physician.
[Review full Seymour Public Schools policy 5113]

Tardiness

The CLS school day begins at 9:00 a.m. At CLS chronic tardiness is a matter we take very seriously as all instructional time is important. As a result, any school time missed beyond the occasional doctor/dentist appointment should be prevented whenever possible. Being on time for school is important as it sets the tone in being prepared for the day and it demonstrates a commitment to success. When a parent brings a child to school late, the tardies are only excused by the school under the following circumstances:

1. Personal illness of student
2. Serious illness or death in immediate family
3. Student has a doctor/dentist/professional appointment (A note or phone call from parent or a professional note from doctor/dentist/professional will be required to verify.)
4. Family emergencies (approved by Principal or Superintendent)
5. Religious holidays

Consequences for being Frequently Tardy
Effective for the 2018-19 school year, the consequences for excessive tardiness at CLS will be as follows:

For every three (3) unexcused tardies a student accrues, he/she will be given an after-school detention, which will require parent pick up at CLS promptly at 4:15 p.m.

If a child continues to be excessively tardy despite the school's interventions, DCF will be contacted to further assist in having a child be on time for school on a consistent basis.

Dismissal during School Hours

No student will be permitted to leave school at any time other than at regular dismissal without the approval of the parent or guardian.

BOARD OF EDUCATION STUDENT ACCIDENT INSURANCE

The Seymour Board of Education maintains student accident insurance coverage on a full excess basis for all students while they are engaged in school activities. This includes the regular school day, gym classes, recess and extracurricular activities sponsored by the Seymour Board of Education. The full excess policy will provide coverage, per the plan limits, for expenses not covered by your regular health insurance plan. The insurance form is provided by the school nurse to the parent/guardian of a child upon timely notification of a student accident. It is the responsibility of the parent/guardian to complete and file the insurance form within the prescribed time limits established by the insurance carrier. The provision of this insurance does not acknowledge negligence by the Board of Education or responsibility for student accidents occurring on school property.

VOLUNTARY STUDENT ACCIDENT INSURANCE

Voluntary student accident insurance may be purchased by parents/guardians for twenty-four (24) hour coverage at their own cost. The insurance coverage is offered in September for the current school year. Payment is made directly to the insurance carrier. The Seymour Board of Education does not acknowledge negligence or responsibility for any claims filed under the voluntary student accident insurance.

BULLYING PREVENTION AND INTERVENTION POLICY

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

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

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

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

1) causes physical or emotional harm to such student or damage to such student's property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, repeated written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, Developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.For purposes of this policy, "**Cyberbullying**" means any act of bullying through the repeated use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

(1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

(2) enable the parents or guardians of students to file written reports of suspected bullying;

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

(4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

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

(6) include a prevention and intervention strategy for school employees to deal with bullying;

7) provide for the inclusion of language in student codes of conduct concerning bullying;

(8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

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

(10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

(11) direct the Development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) direct the Development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

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

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

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

[Review full Seymour Public Schools policy 5131.911]

CYBERBULLYING

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else. Such behavior will result in disciplinary action.

In instances where the cyberbullying originated from a non-school computer, is brought to the attention of school officials, any disciplinary action shall be based on whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. Such conduct includes, but is not limited to, threats, or off school grounds making a threat, to kill or hurt a teacher or student.

Students and community members, who believe they have been the victims of such misuse of technology, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the school Principal or Director of Technology. The administration shall fully investigate all reports of cyberbullying.
[Review full Seymour Public Schools policy 5131.913]

BUS CONDUCT

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. If a youngster does not abide by these rules, the bus driver will first warn the student verbally of the unsatisfactory behavior. Further warnings will be written and will follow the listed administrative regulations.

Students will be advised that they may be suspended from transportation services for unsatisfactory conduct while waiting or receiving transportation to and from school which endangers person or property or violates a Board policy or administrative regulation.
[Review full Seymour Public Schools policy 5131.1]
[Review full Seymour Public Schools policy 5114/5114.1 Suspension/Expulsion; Due Process]

1st Written Warning
Principal talks to student; parents notified by written warning. Written notice is signed by parents and returned to Principal's office on the following day.

2nd Written Warning

Principal notifies parents of warning by phone; meeting with parents and students is made with principal within 5 school days.

*3rd Written Warning

Student is denied bus transportation for ten school days.

*If a youngster's behavior on the bus has been of such a serious nature then the two written warning procedures may be waived and the student would be denied transportation on a first offense for ten days.

Regulation approved: July 21, 2003
SEYMOUR PUBLIC SCHOOLS Seymour, Connecticut

BUS TRANSPORTATION

School buses transport many of our children to and from school.
The bus loop in the faculty parking lot in front of the school is the area of arrival and departure.

This area is reserved for buses only during the school day to insure safety.

As present board policy states, regular bus transportation will be provided only under the following conditions:

- Only children eligible for bus transportation are allowed to ride the regular bus.
- Eligible bus children may ride the bus only to and/or from designated stops.
- Changing designated bus stops is not allowed.
- Children who qualify as walkers may not use the regular bus transportation to provide a courtesy ride, to visit friends, to attend parties, to attend scouts, etc.
- Children who qualify as bus riders may not transfer to other buses for a courtesy ride, to visit a friend, to attend parties, to attend scouts, etc.

Children will not be given permission to ride a bus through an oral or written request of their parents or guardians. Children will be permitted to ride the bus **only** if they live in the eligible area in need of bus transportation. Enrollment increases do not permit this courtesy.

These measures are taken to ensure safe and secure bus transportation with responsible accountability for our children.

CAFETERIA RULES

1. Students are to enter the cafeteria in an orderly manner, go straight to their seats, and wait to be called to get their lunch by one of the supervisors.

2. Students are to be respectful in how they act and speak towards the cafeteria crew, custodians, supervisors, and their peers.

3. There is to be no sharing or trading of food from student to student.

4. When students clear their trash and have disposed of it properly, they must return directly to their seats.

5. Students are not allowed to leave the cafeteria until they are excused by a supervisor. Prior to being dismissed, students should assist in cleaning their area, including under the table so the area is clear for the next grade.

6. No food or beverages may leave the cafeteria. Unfinished food and drinks must be either consumed or disposed of properly.

7. Free and reduced rate lunches cannot be sold or used by any other student other than the person to whom it was issued.

8. Students are not permitted to leave the cafeteria to have their packed lunches heated by school personnel. Lunches brought from home need to be ready-to-eat.

9. Upon the discretion of administration, an individual, individuals or an entire grade's lunch wave will be issued assigned seating if behavior is not in accordance with the guidelines above.

CHEETAH CHAT AND CHEETAH TRACKS

Cheetah Chats are monthly informal meetings with **CLS** administration. We want you to feel welcome to visit, ask questions, and make suggestions. In addition, the principal's weekly Cheetah Tracks email is a newsletter intended to pass along recent news and upcoming events. Cheetah Tracks is sent via an e-Blast.

CHILD ABUSE

The Board of Education recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, The Board of Education realizes the importance of identifying students who may be suffering from abuse, neglect or placed in imminent danger of serious harm. Pursuant to Connecticut General Statutes 17a-101, as amended, any certified personnel, paraprofessionals, professional school staff including guidance counselors, social workers, psychologists, licensed nurses, and coaches of intramural or interscholastic athletics, are obligated by law to first 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 Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in the procedures. Reporting of child abuse and neglect is a responsibility which is taken seriously.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which 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 are also considered child abuse.
[Review full Seymour Public Schools policy 5141.4]

CLOSINGS, DELAYS, EARLY DISMISSALS

School Cancellations

The decision to close schools in the event of inclement weather is made by the Superintendent of Schools through consultation with the police department, the bus company, and neighboring school systems. The process begins at 4:30 A.M. with a final decision being made by 5:45 A.M. All factors are taken into consideration with the primary concern being the safety and well-being of our students.

Closings are posted on the District Web Page, Channel 3, Channel 8, Channel 30, and radio station KC101.3. The Connecticut Weather Center, Inc. (www.ctweather.com) is also notified. They send an e-mail communication to anyone who has signed for this free service notifying of cancellations or delays. Closings are also sent at 6:00 A.M. to all students, faculty and staff via our ConnectEd, telephone notification system.

DELAYS

In the event that the forecast predicts improvement, a 2 hour delay will be called giving personnel and public works a greater opportunity to improve road and parking area conditions. It is advised that you continue to monitor your local TV and radio station, should conditions worsen and a closing be implemented. **Chatfield-LoPresti will begin at 11:00 A.M. in the event of a delayed opening**. When a delayed opening occurs, Morning Pre-K/Pre-School is cancelled. In the event of a delayed opening, there also is no A.M. SONCCA. A ConnectEd message will be sent advising of a delayed opening.

EARLY DISMISSALS

In the event that the weather should become inclement during the school day, an early dismissal may be put into effect. Chatfield-LoPresti will be dismissed at 1:30 P.M. When an early dismissal is called, afternoon Pre-K/Pre-School is cancelled. All after school activities are cancelled as well, such as SONCCA and Boys and Girls Club. A ConnectEd message will be sent advising of an early dismissal and parents and guardians are advised to continue monitoring the above-mentioned TV and radio channels for further information.

EMERGENCY EARLY DISMISSALS

Although we have an established early dismissal time, unfortunately, at times due to weather conditions on a given day, dismissing at 1:30 P.M. may not always provide enough time for a safe dismissal of students. Due to this, the district has developed an **emergency early dismissal procedure**. Chatfield-LoPresti will be dismissed at 12:15 p.m. for emergency early dismissal.

During an emergency early dismissal there needs to be a minimum of 30 minutes between the middle and high school dismissal times and 45 minutes between the middle and elementary dismissal times. The reason for the emergency early dismissal will dictate if the dismissal will begin earlier or later than the scheduled early dismissal times, such as a rapidly approaching snow storm.

For students in our Pre-School and Pre-Kindergarten programs, the following information is very important**. If there is an event that causes the dismissal to occur outside of the normal early dismissal procedures, the students in the Pre-School and Pre-Kindergarten programs will be dismissed at the same time as the students in grades K-5.** A ConnectEd message will be sent advising of the emergency early dismissal and parents and guardians are advised to continue monitoring the above-mentioned TV and radio channels for further information.

CODE OF CONDUCT
5114
Students
Suspension and Expulsion/Due Process

The Seymour Board of Education in recognizing its moral and legal responsibilities to the total community, including parents, students and school personnel, is highly desirous of continued pride in its public schools. Recognizing that with every legal right that an individual in the public school possesses, an equal sense of responsibility must be shared by each individual for the common goal of respecting the rights of others in our

schools. It is the purpose and philosophy of the Seymour Board of Education to outline necessary administrative procedures that will provide for a fair but firm approach in promoting proper conduct of students in the Seymour Public Schools.

Removal/Suspension/Expulsion

The Board of Education recognizes the necessity of fair and judicious rules and guidelines to aid in the positive conduct of students and the administration of the schools in a manner resulting in the benefit of all students. The Board authorizes its teachers to remove students from class when they deliberately cause a serious disruption of the educational process within the classroom. The Board authorizes the administration of the its schools to suspend students whose conduct on school grounds or at a school-sponsored activity is violative of a published policy of such board, is seriously disruptive of the educational process, or endangers persons or property or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process. In making a determination as to whether conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38, and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol. Further, the Board may expel a student from school after an opportunity for a full hearing conducted under procedures covered in the law for such conduct.

I. Definitions

A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack, except a dog owned by law enforcement agency when such dog is in the performance of its duties under the direct supervision, care and control of an assigned law enforcement officer.

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

C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury.

D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.

F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

G. **Firearm,** as defined in 18 U.S.C §921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "destructive device" includes any explosive, incendiary, or poison gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other device similar to any of the devices described herein; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any

combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled.

H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

K. **School Days** shall mean days when school is in session for students.

L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

O**. Weapon** means any firearm facsimile, BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

P. **Notwithstanding the foregoing definitions**, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

1. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. ***Conduct off School Grounds:***

1. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion
Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's protected status, including but not limited to, age, marital status, present or past history of mental disability, mental retardation, learning disability or physical disability, including, but not limited to, blindness, gender identity or expression, sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Being on school grounds while on out-of-school suspension or expulsion without permission from the appropriate members of school administration.
21. Making bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a hand held electronic device such as cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
    a) causes physical or emotional harm to such student or damage to such student's property;
    b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
    c) creates a hostile environment at school for such student;

d) infringes on the rights of such student at school; or

e) substantially disrupts the education process or the orderly operation of a school.

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

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Any action prohibited by any Federal or State law.
39. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

A. The administration may consider recommendation of expulsion of a student in a case where there is reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.

B. The administration must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe: 1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous Instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or 2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or 3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. The terms "dangerous instrument," "deadly weapon," electronic defense weapon," "firearm," and "martial arts weapon," are defined above in Section I.

C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation. If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

D. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section IV(B)(1), (2) and (3) of this policy. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing
may be received by the principal or designee, but only considered in the determination of the length of suspensions.
4. The principal or designee shall make reasonable attempts to immediately notify by telephone and/or other means the parent or guardian of a minor student
following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.
9. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such

administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.
11. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:
Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181A. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.
B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice:

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
   a. The date, time, place and nature of the hearing.
   b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
   c. A short, plain description of the conduct alleged by the administration.
   d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
   e. The student may cross-examine witnesses called by the Administration.
   f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
   g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
   h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
   I. Information about free or reduced-rate legal services and how to access such services.

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. During the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
5. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
6. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer

and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

7. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
8. When considering the length and conditions of expulsion, the Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
9. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
10. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
11. The Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
12. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion: During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements: In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint

Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age*:
Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be 14 required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*
The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*
Notwithstanding Sections IX. A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. Students for whom an alternative educational opportunity is not required: The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school. In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. Student moving into the school district:
   1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board and/or administration shall retain the authority to suspend the student or to conduct its own expulsion hearing.
   2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district: Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

   1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
   2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students*:

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Transfer of IDEA students for Certain Offenses:*
School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. *Procedures Governing Expulsions for Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973 ("Section 504")*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

XIV. *Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center*

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. *Early Readmission to School*

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. *Dissemination of Policy*

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. *Compliance with Reporting Requirements*

A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

B. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

C. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:
Connecticut General Statutes:

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)
§§ 10-233a through 10-233e Suspension and expulsion of students. § 10-233f In-school suspension of students.
§29-38 Weapons in vehicles
§53a-3 Definitions
§53a-206 (definition of "weapon")
Packer V. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998). State
V. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State V. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).
Public Act 11-115, An Act Concerning Juvenile Reentry and Education.
Public Act 11-126, An Act Concerning Adult Education. Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws.
Public Act 11-157, An Act Concerning Juvenile Justice

Federal law:

Honig V. Doe, 484 U.S. 305 (1988) Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a). 18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
21 U.S.C. § 812(c) (identifying "controlled substances")
34 0C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

Policy adopted: June 18, 2012
Seymour Public Schools Seymour, Connecticut 20

Seymour Board of Education
CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent)1
(Parent's Address)

(Non-custodial Parent, if applicable)
(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; d.o.b.

Dear (Parent/Guardian):

In accordance with the Seymour Board of Education Policy (policy # & title), I am writing to advise you that the Seymour Board of Education (the "Board") will hold a formal hearing concerning your (son/daughter), (Name of Student) to consider the recommendation of (name of administrator) that (he/she) be expelled from school.

This hearing is being held pursuant to Section 10-233d and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the Seymour Board of Education Policy (policy # & title), a copy of which is enclosed. The Board intends to conduct the hearing in executive session, due to the confidential

nature of this hearing. The hearing will address the allegations that your (son/daughter) violated Board Policy (cite Student Discipline Policy number and any other specific policy number on date), by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process). (If the student has admitted to this conduct, note the admission here).

(If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s).

238924v48

The hearing has been scheduled for (**date, time, place**). You and your (**son/daughter**) are asked to attend this hearing. Your (**son/daughter**) has the right to be represented by an attorney at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board may also question witnesses. An opportunity will also be given for the administration and your (son/daughter) or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your (son/daughter) has a right to be represented, at your own expense, by legal counsel or other representative at the expulsion hearing. Obtaining an attorney or other representative is the responsibility of the family. Very low income families may be able to obtain free advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (**son/daughter**) is expelled as a result of the scheduled hearing, and your (**son/daughter**) is between the ages of sixteen (16) and eighteen (18) and has not been expelled before, the Board shall offer to your (**son/daughter**) an alternative educational opportunity if she/he wishes to continue her/his education. The Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who is expelled for possession of a firearm, deadly weapon or dangerous instrument or sale or distribution of a controlled substance on school grounds or at a school-sponsored activity, or to students who are eighteen years of age or older.

If you have any questions, please call my office at (number).

Sincerely,
(Name of Superintendent) Seymour Public Schools

Cc: Chairman, Seymour Board of Education
(Name of Special Education director)
(Name of Principal at school that student attends)
(Frederick Dorsey, Seymour Board of Education attorney)

(Name of Administration's Attorney, where applicable)
238924v48

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for Seymour Public Schools, NAME OF STUDENT and NAME(S) OF PARENTS (the parents of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits that he engaged in the following conduct on or about _____, 2012:
3. NAME OF STUDENT's conduct, as described above, violates Seymour Board of Education Policy _____ (Student Discipline).
4. Subject to the approval of the Seymour Board of Education (the "Board"), NAME OF STUDENT shall be expelled from school, effective _____, 2011 and continuing through _____, 2012, under the following conditions:
   a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration.
   b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of his participation in the alternative education program.
   c) Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, as well as his attendance and effort level in the alternative educational program, for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
   d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through _____, without the need for any further proceedings before the Board.

5. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
6. The Superintendent, NAME OF STUDENT and NAME OF PARENT understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.
7. NAME OF STUDENT and NAME OF PARENT enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

Date:

NAME OF SUPERINTENDENT
Superintendent of Schools

Date:
NAME OF STUDENT
Student

Date:
NAME OF MOTHER and/or NAME OF FATHER
Parents of NAME OF STUDENT
238924v48

5114.12
Students
Student Handbooks

The administration shall publish and annually revise a handbook containing information about the District and about the individual schools and the rules and regulations with which students are expected to conform. The administration is responsible to ensure that the handbook does not conflict with any district policies or state or federal law. The handbook shall be available on each school website. Parents and students will sign a handbook acknowledgement notice within the first two weeks of each school year and/or at the time of enrollment in the district. The signed acknowledgement indicates that the parents and student have reviewed the student handbook and are aware of district and school policies and procedures. Paper copies are available upon request.

The administration shall have the handbook and any revisions reviewed by the Superintendent or his/her designee.
Adopted: July 21, 2003
Policy revised: January 25, 2006
Policy revised: July 6, 2015

DRESS CODE
Students
Dress and Grooming
The Board of Education encourages students to dress in clothing appropriate to the school situation. Restrictions on freedom of student dress may be applied whenever the mode of dress in question:
1. is unsafe either for the student or those around the student.
2. is disruptive to school operations and the education process in general.
3. is contrary to law.

Legal Reference: Connecticut General Statutes
Sec. 10-221 Boards of education to prescribe rules

Policy adopted: July 21, 2003

DRESS CODE
Students

Dress and Grooming

1. The administration will take appropriate determination on the newest clothing fads or styles as they pertain to the above dress policy. The administration will determine what attire is unclean and dangerous, or distracts from the educational process.

2. Students must wear proper and safe footwear. Any footwear deemed dangerous to the student or others will be prohibited.

3. Sexually provocative clothing - short shorts, see-through clothing, no shirts, garments designed or worn in such manner as to expose parts of the body constituting what generally is considered immodesty.

4. Clothing bearing messages that countervail the educational process – profanity, sexual suggestiveness, glorification of the drug/alcohol culture, insignias or other apparel that advertises membership in a gang, messages that incite violence.

5. Articles that are part of one's attire but also designed so that they can be used as weapons – rings that simulate brass knuckles, belt buckles with the edges sharpened, nailed or cleated shoes, jewelry obviously designed to inflict injury.

6. Grooming/apparel or lack thereof that constitute a health hazard – long hair that is unbound while a student is operating machinery in a classroom or swimming in the pool, wearing six-inch platform shoes, not wearing shoes, wearing heavy outdoor coats in classrooms.

[Review full Seymour Public Schools policy 5132]

Electronic Devices

Use of Beepers/Paging devices/Cellular telephones/Cameras/Video cameras/Digital Music or Video recorders or players/Portable video games, etc.
[Review full Seymour Public Schools policy 5131.81]

Disciplinary action may be taken against any student for using a cellular telephone, or other **electronic** device such as pagers, laser pointers and attachments that is otherwise not banned by this policy, in any manner that disrupts the educational environment, including using the device to cheat, signal others, or otherwise violate student conduct rules. Unless otherwise banned under this policy, all **electronic devices** must be kept off and out of sight during the regular school day unless:

a. The supervising teacher grants permission
b. Use of the device is provided in a student's IEP
c. It is needed in an emergency that threatens the safety of students, staff or other individuals.

Without such permission, the items will be collected by teachers and turned into administration. Administration will determine whether to return the item at the end of the day for it to be taken home by the student or whether the parent will be contacted to pick up the item. Without prior consent, the use of cameras, video cameras, cell phones, iPads, iPods, or other electronic devices with the ability to record pictures, video, or audio is strictly prohibited on school grounds and on school transportation.

If a student chooses to bring an electronic device to school, the school district will not be responsible for loss or theft of such an item. All electronic devices, headphones and other listening devices are to be stored and powered down in a student's backpack upon entering the school building. Possession of electronic devices during the school day may result in a discipline referral. Students who repeatedly break the Electronic Devices policy will face escalating consequences.

e-Readers

The school recognizes e-Readers, such as Kindles, Nooks, etc. as traditional books and these may be used during independent reading time in class when the classroom teacher indicates it is appropriate to do so. Since students are reading, the headphone feature should not be used in school unless the classroom teacher gives permission for a specific instance. As with any personal possession brought to school, the school assumes no liability for damage or theft of a child's e-Reader. Before bringing an e-Reader to school, the child should bring the signed Seymour e-reader Permission Slip to their classroom teacher that acknowledges the child has parental permission to bring the e-Reader to school.

EXEMPTION FROM INSTRUCTION

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parent or guardian. However, it is our strong recommendation that all students receive this information.

EXTENDED SCHOOL YEAR SERVICES (ESY)

Extended School Year Services (ESY) is made on an individual basis based on the needs of a student who receives special education services. The type of service, amount of service and duration of the ESY program for eligible children is determined by the needs of each individual child who is eligible for ESY services. During a student's annual review, criteria should be reviewed to determine a child's eligibility for services, including discussion regarding a child's eligibility for ESY and what that program would entail.

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on the trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity.

Before, a child is permitted to go on a trip; the parent/guardian must sign a permission form. Any parent/guardian who does not want the child to take a trip may have the child excused from the activity, but not from school. Any child not going on a trip will be assigned to another class for that period of time.

Parents or other adults may serve as chaperones on trips. All chaperones shall be approved by the building principal. All staff members, chaperones, and other adults participating in the trip shall at all times conduct themselves in such a way as to demonstrate the finest examples to the students.

Chaperones for field trips must sign-in at the main office. We do not permit visitors (including chaperones) in the hallways or classrooms during the students' morning arrival time of 8:40 to 9:00 a.m. Upon their arrival, chaperones must wait in the office until the classroom teacher is ready for chaperones to come to his/her room.

[Review full Seymour Public Schools policy 6153]

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in the classroom. A crisis response drill may be substituted for one of the required monthly school fire drills every three months.

Students are expected to follow the directions of the teachers or others in charge quickly, quietly and in an orderly manner.

The signal for a fire drill is the message received over the emergency warning system. When the alarm sounds, students are to precede along the posted exit routes in a quick, quiet, and calm manner. Students should not return to the building until the return signal is given.

FOOD SERVICE

The Seymour Public Schools provide nutritious, affordable and delicious meals daily to students. The Seymour Schools participate in the National School Lunch Program and meals are prepared to meet all state and federal guidelines as set by the U.S. Department of Agriculture and the State Department of Education. All meals meet the Dietary Guidelines for Americans and one-third of the Recommended Dietary Allowances for school-aged children.

Meal prices for elementary students are listed on the Nutrition Services website located on the Seymour Schools District Website. Free and Reduced Meal Applications are sent home on the first day of school with students. Parents may also contact the school at any time for an application or go to the website.

GREEN CLEANING PROGRAM IN SCHOOLS (CT PUBLIC ACT 09-81)

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

Seymour Public Schools is committed to the implementation of this law by providing the staff and, upon request the parents and guardians of each child enrolled in each school with a written statement of the school districts green cleaning program as well as making it available on its web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning

products be independently certified by one of two third party certified organizations: ***Green Seal or Eco Logo***

2. By July 1, 2011 and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.

3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on attachment "A"

4. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this school districts program as stated in the new law;
"NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT"

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff. Any questions concerning the program can be direct to the Director of Facilities at 203-888-4513.

SEXUAL HARASSMENT

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

Definition

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

Procedure

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

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

The District Title IX Coordinator is Vonda Tencza, Associate Superintendent and can be reached at the Board of Education offices, 98 Bank Street, Seymour, CT, or by calling 203-888-4564.
[Review full Seymour Public Schools policy 5145.5]

HEALTH SERVICES

The school nurse is in our school from 8:40 a.m. until 3:40 p.m. each day. If a child is dismissed because of illness or an accident, the parent must provide transportation unless it is necessary to call an ambulance. During the year, all children have their eyes tested. Hearing is tested in Grades K, 1, 2, 3, and 5, or at any time if requested by the teacher or parent. A scoliosis screening is also done on grade 5 students. These tests are general screening tests. If a child's response indicates further examination, the parents will receive a referral notice.

A physical examination, performed by the family physician, is required in Kindergarten. State Law requires all children to have all immunizations completed before entering Kindergarten.

Illness, Accident and Medical Emergency

If your child shows signs of illness or he/she is not feeling well, please keep your child at home.

On the Medical Emergency Record please list the name of someone (be sure to receive permission to do so) who would take care of your child in case of need. If information (telephone number, place of employment, physician, etc.) on your medical emergency records changes, please notify us.

Standing Health Orders for Common Communicable Disease

DISEASE	EXCLUSION FROM SCHOOL POLICY
Chickenpox	6 Days or until all lesions are crusted
Conjunctivitis	Has received appropriate therapy for 24 hours and has permission from the physician to return to school
Diarrhea and/or vomiting	A full 24 hours without symptoms
Elevated Temperature (100 degrees or over)	A full 24 hours after the child is afebrile (99.9 degrees or lower)
German Measles (Rubella)	7 days after onset of rash

Impetigo	Has received appropriate medically prescribed therapy for 24 hours and has permission from the physician to return to school
Hepatitis	Has physician's permission to return to school
Infectious Mononucleosis	No set time – only while illness lasts, has permission from physician to return to school
Measles	5 days after appearance of rash
Meningitis	No set time – only while illness lasts, has permission from physician to return to school
Mumps	Until swelling has subsided or not less than 9 days after onset of parotid swelling
Shingles	Treat like chickenpox. Exclude until all lesions are scabbed over
Pediculosis	No appearance of live nits and has used prescribed shampoo or over-the-counter treatment, especially for the treatment of Head Lice
Pinworms	12-24 hours of school exclusion
Ringworm of Scalp	None, if under proper treatment
Scabies	Has received appropriate medically prescribed treatment for 24 hours and has permission from physician to return to school
Streptococcal Infection	Has received appropriate therapy for 24 hours and has permission from physician to return to school

Fifth Disease	Excluding children from school is not recommended as a public health measure

The school nurse must evaluate children excluded from school with any of the above health problems before returning to the classroom.

All communicable diseases such as chickenpox, strep, impetigo, or head lice should be reported to the nurse. The School Health Committee has determined the following:

- The responsibility of treatment beyond first aid rests with the family.
- Personal contact by the nurse, principal, or teacher will be made should an apparent serious injury occur which may require additional treatment.
- Parents of children with asthma are responsible for them at all times. If an attack occurs at school, the parent will be notified. If the parent or family physician is not available for immediate care the child will be taken to the emergency room at the hospital.
- Transportation for children who must be sent home for health reasons is the responsibility of the parent or guardian. (The Information Sheet completed by the parent or guardian has a place to indicate parental wishes. It is very important to notify the school if a change of address, phone number, or other information takes place.) The police may be notified as a last resort.
- The nurse should be notified in writing if the child is on medication or if any special health problems and/or allergies exist, or if any special precautions are to be made for students.

Medications

As much as possible, medication should be administered outside of school. If medication needs to be given at school, State Law requires the following procedures (even for over-the-counter medicine). NO EXCEPTIONS will be made.

1. A State Medication Authorization Form must be filled out by the physician, licensed to practice medicine in Connecticut, and also signed by the parent/guardian and kept on file at school. A form for this purpose is available to you at the school office, or at your doctor's office.
2. The parent/guardian must deliver the medication to the nurse, principal, or teacher with the State Medication Authorization Form completed.
    a. Not more than three month's supply of a prescribed medication will be stored in school.
    b. Unused medications are to be picked up by the parent/guardian within one week after it has been discontinued or it will be disposed of by the school nurse.
3. The original medication container must have:
    a. Student's name
    b. Physician's name
    c. Name and strength of medication
    d. Date of original prescription
    e. Directions for administration
    f. Duration of the order

HOMELESS/MIGRANT STUDENTS

Homeless students, as defined by federal and state legislation (McKinney Vento Act), 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 Associate Superintendent of Schools, Vonda Tencza. (203-888-4564).
[Review full Seymour Public Schools policy 5118.1]

HOMEWORK

Homework in the Seymour Public Schools is an essential part of the school program. The quality and quantity of the homework assignment will vary and relate to the content of the classroom instruction and shall supplement its purpose and objectives.

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. There is, therefore, a steady increase in the amount of homework expected of students from elementary grades through high school.

Homework develops in children the attitude that learning is important and that it may go on at any time and any place. In Grades 2-5, an assignment planner is provided to help students organize their work. Assignments can also be located on the teacher's webpage. Specific questions about the procedures of particular teachers should be addressed directly to them.
[Review full Seymour Public Schools policy 6154]

THE CLS HOMEWORK PHILOSOPHY

In support of Seymour's Homework Policy, beginning with the 2018-19 school year, the Chatfield-LoPresti staff wishes to move forward with the following homework philosophy. We wish to clarify expectations for all members of the CLS community as we work in partnership with parents for their children to grow towards their academic potential. We want parents to know how they can assist their children and when they should reach out to the school when either the child or the parent/guardian is feeling frustrated about homework. We want homework to be a positive experience to the greatest extent possible.

The CLS staff believes that reading is the most important homework a child can do in grades kindergarten through fifth grade and our philosophy supports this stance. Homework is not when new material will be introduced. We embrace the concept of quality over quantity so that the homework our teachers assign will be meaningful experiences that will help students practice basic skills and properly apply and reinforce concepts previously taught in class.

The roles of teachers and parents/guardians are and should be different. We view the teachers as the instructors and the parents/guardians as the supportive team who can make sure children spend the proper assigned time practicing their skills and reinforcing/applying what they have learned at school.

To aid in this effort, we realize that math can often be a great source of angst when done at home. We are committed to making a school-wide shift in both the kind and the number of mathematics problems assigned for homework. For example, the kinds of problems assigned will be more of the practice and application variety, with fewer challenging ones. Challenging problems are important for your child to do - they are called ones that foster "productive struggle" in which students learn to persevere to work out a solution for a problem that may take several minutes and have multiple steps. The CLS Staff is simply making a shift in where your children will tackle the majority of these kinds of problems - at school. We believe students should work on these more challenging problems at school where their teacher can see firsthand the kinds of difficulty they are having and the kinds of errors they are making in order to properly address them.

When children cannot do math problems without parental support at home, it can become frustrating for both children and the parents, often leading to the comment, "That's not the way my teacher does it." We believe assigning fewer, more specific problems which will reinforce what has been taught without requiring parents to act as the teacher is the best approach. To assist parents on what they can do to support their children, CLS teachers will communicate strategies throughout each year that parents/guardians can use when guiding their children across all subject areas.

It is critical that all children read at home as well as at school. Children who only read in school and never at home will likely not make appropriate yearly progress. Nationwide a child not reading on grade level by the end of first grade has an 88% chance of not being on grade level by the end of fourth grade. This is why reading at home to practice and apply the strategies learned in school right from the beginning of kindergarten is so important.

For parents of emergent readers, their homework at the beginning of the school year will be learning their upper and lower case letters, letter sounds, and high-frequency words (also called sight words). It is important that parents read aloud to their children daily (at least 5 days per week) since children's listening vocabularies are larger than their reading vocabularies (initially children only have a listening vocabulary).

Recommended Time Allotments for Homework

Daily homework assignments will generally be given Monday through Thursday. Homework will not be routinely be assigned on weekends. Occasionally, weekend and vacation assignments may be necessary for the continuity of learning. Students are encouraged to use the weekends and vacations for long-term assignments and daily reading.

Homework will increase gradually in amount, variety, and frequency as students advance from grade to grade. The following chart indicates what we believe is the appropriate amount of time for children in each grade to spend on different kinds of homework. It is important to note, these are suggested on task times because we know that the amount of time it takes each student to complete homework assignments will vary. If your child diligently does his/her homework for the maximum allotted time and does not complete it, you are encouraged to write a note to the teacher explaining the situation. If this is an ongoing problem, please make arrangements to talk to your child's teacher.

CLS Daily Homework Guidelines

Grade	Reading	Additional Assignments	Approximate Total Minutes
Kindergarten	Early Fall - Families and children spend time reading books together, listening to parents read aloud, learning upper and lower case letters, and sight words By Winter - Families and children spend time reading books together, learning sight words, beginning to read the books the kindergarten teachers	Twice weekly	15 minutes

	send home independently (with parent support as needed) 15 minutes/day = 75 minutes/week		
First	15 minutes/day = 75 minutes/week	15 minutes	30 minutes
Second	20 minutes/day = 100 minutes/week	15 minutes	35 minutes
Third	20 minutes = 100 minutes/week	20-25 minutes	40-45 minutes
Fourth	20-30 minutes =150 minutes/week	25-35 minutes	45-60 minutes
Fifth	25-30 minutes = 150 minutes/week	35-40 minutes	60-70 minutes

Math Fact Fluency Practice – Kindergarten - 5 minutes/day for 3 days/week = 15 minutes/week
Grades 1-5 – 5-10 minutes/day for 3 days/week = 15 – 30 minutes/week

CLS recognizes that some students may have difficulty in getting their recommended independent reading completed each night for a number of reasons which include extra-curricular activities, parent work schedules, etc. That is why the CLS Daily Homework Guidelines also included the number of recommended minutes for each grade by the week as some children may find reading over the weekend a more manageable way to hit the weekly reading targets. As long as students are reading the recommended number of minutes outside of school per week, when the students do so can be determined by students and their families.

If your child thoroughly and neatly completes their homework in less than the allotted time and you believe that your child needs additional homework, we recommend extra reading, writing in a Writer's Notebook, or additional practice with Mathematics skills (such as fact fluency practice).

Students are recommended to practice their math facts a few times each week for 5-10 minutes each time, whether via an online program or in some other manner (flashcards, quizzed by a family member, etc.). Students in grades kindergarten, first, and second grade need to know their addition and subtraction facts, with mastery of addition and subtraction by the end of second grade. Students in third, fourth, and fifth grade need to practice their multiplication and division facts.

Homework assignments are created based upon the intended purpose of the teacher. Some examples of elementary assignments may include:

- Unfinished class work
- Drill and practice exercises (spelling and vocabulary words, math facts, and computation)
- Preparation for tests and quizzes
- Research activities and reports

- Reading and writing assignments

Homework Responsibilities

Student success with homework depends upon the cooperative efforts of students, parents/guardians, teachers, and administrators.

Student Responsibilities

- Use the provided assignment planner to keep a record of all assignments, tests, and other responsibilities. Collect the necessary materials needed to complete the assignments.
- Ask questions and seek help from the teachers if confused about the assignment or any part of the work.
- Be responsible for completing and returning all assignments on time to the teacher. This includes making up homework when absent. Follow all expected standards of quality concerning heading, neatness, content, and directions.
- Budget time wisely and share time plans with parents/guardians, especially on long range assignments.
- Study in a quiet place with few interruptions and distractions that limit focus.
- Review your completed homework with parents, seeking help when needed.
- If homework is left at school or not completed, be upfront with your teacher as to the reason why it is not done and accept any potential consequences; learn from the experience so it is not repeated if possible.

Parent/Guardian Responsibilities

- Assist children in setting up a regularly scheduled homework time at a reasonable time each day. Family routines, including set homework times, have been linked to higher achievement.
- See that he/she meets that daily commitment.
- Help children create a place that supports studying. Most children do best in quiet, well-lit environments.
- Allow sufficient time for homework even though children may be involved in family and community activities (sports, scouts, dance, arts, etc.)
- Check children's assignment planner daily and encourage completion of all homework.
- Encourage children to have an organized approach to homework by providing all needed materials.
- When a child leaves his/her homework at school and/or it is not completed, assist your child in accepting responsibility and learning from the experience.
- Be available if children have questions.
- Please remember the homework is the child's responsibility. Parents can support their children by looking over homework and giving suggestions, but should not do the homework for them.
- Parents should encourage accountability and monitor student efforts to show support. This applies to daily and long-range assignments and projects.
- If a problem arises over homework such as its level of difficulty, the lack of clarity in the assignment, or lack of completion due to extenuating circumstances, contact the child's teacher via a handwritten note, email, or other means of communication as established by the teacher.

CLS Teacher Responsibilities

- Be sure all assignments are created and posted in PowerSchool.
- Prepare students to do the assignments (explain all tasks and directions).

- Give meaningful homework and provide students with prompt feedback on their assignments.
- Review and provide feedback to students. This feedback may include self-evaluation and/or tracking of progress, peer feedback, or teacher comments.
- Take into account participation in school-wide events, community activities, religious holidays, etc. when giving assignments.
- Inform parents/guardians of long-term assignments and expected timelines for completion.
- Teach and encourage students to use an assignment book and check it regularly to insure effective use.
- If a problem arises over homework quality or completion, contact parents/guardians by making a telephone call or sending an email.
- Provide homework assignments that are directly related to instructional objectives and take into account the differences among students so that it can be completed independently.
- Seek feedback from students and parents regarding the level of assistance needed to complete homework assignments as needed.
- Communicate strategies throughout each year that parents/guardians can use when guiding their children across all subjects areas.

CLS Administrator Responsibilities

- Assist in the dissemination and implementation of the CLS Homework Philosophy and the CLS Homework Guidelines to all teachers, parents, guardians, and students.
- Help to explain, clarify, and interpret all parts of the guidelines and to assist in the mediation of disputes regarding homework practices.

Moving Forward, A Living Document

The CLS Staff realizes that when implementing something new there is always the need to make tweaks and adjustments. We welcome input and feedback from parents/guardians on how we are progressing this upcoming school year with our implementation of this philosophy. Throughout the year we plan to have discussions at Cheetah Chats, PTA meetings, Meet the Teachers Nights, and parent-teacher conferences. If there is an area that has not been addressed or is in need of further clarification, we will continue to adjust the CLS Philosophy of Homework in order for it to be one the entire CLS community can fully support.

HOMEWORK FOR ABSENT STUDENTS

Homework requests for absent students will be honored on the second consecutive day of absence from school. Requests must be made prior to **9:30 a.m.** Work may be picked up in the office after **3:30 p.m. Requests made after 9:30 a.m. may mean materials are not ready until after 3:30 p.m. on the following school day.**

The classroom teacher needs ample time to prepare the assignments to be sent home. We try to do this with the least amount of interruption to the regular classroom teaching time. Therefore, your cooperation is most appreciated.

INTERNET ACCEPTABLE USE POLICY

The Internet, a global electronic information infrastructure, is a network of networks used by educators, businesses, the government and numerous organizations. The Board of Education believes that the Internet is a valuable tool that should be used in schools to educate and inform students, much like books, magazines, videos and other informational sources. The Board of Education endorses student use of the Internet for learning and research which enhances information available through other mediums. This includes the participation in

distance learning activities, asking questions of and consulting experts, communicating with other students and individuals, and locating material to meet the educational needs of the students of the Seymour Public Schools.

While the Internet can provide students with a vast array of educational and informational resources, it can also be a window through which students could access information which is neither pertinent to nor appropriate for an educational setting. The availability of such electronic information does not imply endorsement by the Board of Education of its content nor of the use of such information by students and staff. It is important to give students assistance and guidance in accessing information which is beneficial to their education and equally important to recognize that total monitoring of students' access to the Internet would be impossible. Therefore, individual users of the Seymour Public Schools Network are responsible for their use of the network and are expected to use it responsibly.

The school district is providing access to its computer networks and the Internet for only educational purposes. The use of the Internet is a privilege. Failure to adhere to the established guidelines may result in the loss of Internet access, disciplinary action and/or referral to legal authorities.

To ensure appropriate usage, all students and parents must read the **Acceptable Use of the Internet policy 6141.321** and both the parent and student must sign the **Computer and Internet User Agreement and Parent Permission Form** found in the beginning of this handbook. Students without a signed form will not be permitted to access the Internet.
[Review full Seymour Public Schools policy 6141]

LIMITED ENGLISH PROFICIENCY

The No Child Left Behind (NCLB) federal law requires states to set specific student achievement goals for children learning to speak English. Assessments are used to measure the Development of your child's progress, provide reliable and practical ways to identify students for placement in, and exit from, bilingual/ESL programs. The tests assess vocabulary, fluency, reading comprehension, and mechanics and usage objectively with selected-response items as well as the student's writing skills.

Students must meet the criteria from the following assessments in order to be exited from the ELL/Title I program:

- Proficiency on the Language Assessment Scales (LAS Links)
- Grade level performance on the Developmental Reading Assessment (DRA) K-3
- Proficiency on the Connecticut Mastery Test (CMT) Connecticut Academic Performance Test (CAPT)

If you have any questions about the performance of your child, please contact Vonda Tencza, Associate Superintendent, for information on programs within Seymour to help English language learners attain English proficiency and meet academic goals.

NCLB PARENT MODIFICATION MANDATE

"As a parent you have a right under the Federal No Child Left Behind Act to request information regarding the professional qualifications of any teacher/paraprofessional your child has in any school in Seymour that receives Title I funds, information on the level of achievement of your child, and timely notice that your child has been taught for four or more weeks by a teacher who is not highly qualified."

PARENTAL INVOLVEMENT- TITLE I

Parents of a child in a Title I funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title I programs.

PARENT-TEACHER CONFERENCES

In addition to report cards, a parent teacher conference concerning a child's progress is held at a scheduled appointment time in November and also March. At other times during the year, parents may make appointments with the teacher by calling the school to request a conference. Report cards are issued four times a year in Kindergarten through Grade 5.

PARENT-TEACHER ASSOCIATION

The Chatfield-LoPresti Parent-Teacher Association is organized under the authority of the Connecticut Congress of Parents and Teachers. Its main objective is to improve the welfare of the child.

All parents and teachers are urged to join the PTA. During Meet the Teacher Night, information will be provided to all who attend. Monthly meetings occur at CLS September through June on the first Wednesday every month at 6:30 p.m. in the Kenneth Ewaskie Library Media Center. The CLS PTA will have fundraisers which contribute to the school community in the form of class trip monies, cultural events, classroom enrichment supplies, and parent programs. Support and cooperation between parents and teachers is a vital part of our school. We encourage you to be an active part of this important group.

CLS PTA Officers for 2018-19

President – Tarra Andrews
Vice-President – Lindsay Commune-Browning
Secretary – Melissa Sproles
Treasurer – Taryn Christiani
Vice-President of Ways and Mean (Fundraising) – Melissa Gonzalez
Vice-President of Community Events – Jaime Matheson
Vice-President of Membership and Community Outreach – Tara DeMarco

PTA Email: chatfieldloprestipta@gmail.com

PARTY INVITATIONS

Seymour Schools District's policy does not permit the passing of party invitations at school or on the school bus. To help with this matter, a release form, for your consent, will be sent home with your child allowing us to give out your child's name and phone number to their classmates for such occasions.

PESTICIDE APPLICATION

The Board of Education believes that structural and landscape pests can pose significant hazards to people, property, and the environment. Pests are living organisms such as plants, animals or microorganisms that interfere with human uses for the school site. Strategies for managing pest populations will be influenced by

the pest species and the degree to which the population poses a threat to people, property, or the environment. Further the Board also believes that pesticides can also pose hazards to people, property and the environment. The intent of this policy is to ensure the health and safety of students, teachers, staff, and all others using district buildings and grounds.

Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the Director of Facilities, Mr. Joseph Falzone (203-888-4513 ext.1221).
[Review full Seymour Public Schools policy 3524.1]

PLEDGE OF ALLEGIANCE

Seymour Public Schools shall ensure that time is available each day for students under its jurisdiction to recite the "Pledge of Allegiance." This policy shall not be construed to require any person to recite the "Pledge of Allegiance."

***Legal Reference**: Connecticut General Statutes §10-230(c), Policy on the Reciting of the "Pledge of Allegiance."*

PRIVATE TRANSPORTATION

All motor vehicles are to enter and depart from the parking lot access. Parking will be permitted only in the parking lot area, excluding the crosswalk reserved for walkers, fire lanes reserved for emergency vehicles, and bus circles for bus turnarounds.

PROMOTION/RETENTION

Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade. Students who fail to master basic learning objectives at a normal rate will be considered for retention. Schools shall identify students in danger of failing and being at risk for retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance. In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the decision making process. Parents will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 15. The Principal shall be responsible for making the final decision as to retention and assignment.
[Review full Seymour Public Schools policy 5123]

PUBLIC SCHOOL OPEN CHOICE

Connecticut celebrates a long tradition of excellence and innovation in education. Its schools offer a range of educational programs to meet the diverse needs and career aspirations of its students in a variety of settings including comprehensive local schools, regional vocational-technical schools, vocational agriculture centers, charter schools, and magnet schools. All these programs serve to prepare students for college, the workplace and active citizenship.

The Open Choice program allows urban students to attend public schools in nearby suburban towns. It allows suburban and rural students to attend public schools in a nearby urban center. Enrollments are offered by school

districts on a space-available basis in grades K-12. Lotteries are used to place students when there are more applications than spaces available. The program includes Hartford, Bridgeport and New Haven and their surrounding districts.

Public School Choice in Connecticut: A Guide for Students and Their Families. This document is available for viewing by contacting the main office of any of Seymour's Public Schools.

SCHOOL HOURS

- Regular Day
  - K-5 & All Day PK/PS - 9:00 a.m. to 3:30 p.m.
  - PK/PS AM - 9:00 a.m. to 11:40 a.m.
  - PK/PS PM - 12:50 p.m. to 3:30 p.m.

- Early Dismissal Times
  - K-5 & All Day PK/PS - 9:00 a.m. to 1:30 p.m.
  - PK/PS AM - 9:00 a.m. to 10:50 a.m.
  - PK/PS PM - 11:45 a.m. to 1:30 p.m.

- Inclement Weather 2 Hr. Delay
  - K-5 & All Day PK/PS - 11:00 am to 3:30 pm
  - PK/PS - No Morning Session
  - Pm Session – 12:50 pm to 3:30 pm

- Called Inclement Weather Emergency Early Dismissal
  - K-5 & All Day PK/PS - 9:00 am to 12:15 pm
  - PK/PS Morning - 9:00 am to 10:50 am
  - No PM PK/PS

SEARCH AND SEIZURE

Desks and school lockers are property of the schools. The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's desk, locker or other school property if at the inception of the search there is reasonable cause to believe that the search will turn up evidence that the student has violated or is violating either the law or school rules.

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.

A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or

is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.

A student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Such evidence may include, but is not limited to weapons, contraband material or the fruits of crime.
[Review full Seymour Public Schools policy 5145.12]

SPECIAL PROGRAMS/SUPPLEMENTARY SERVICES

Throughout the school year, many special programs/supplementary services are integrated into our curriculum to support our school offerings. The presentation of supportive programs will be announced to the parent/guardian by written notification.

Any student will be exempt from a specific program upon receipt of a written request for exemption from the parent or guardian. However, permission slips for each individual program will not be provided. Any concerns a parent/guardian may have will be clarified by contacting the principal.

SPECIAL SERVICES

Special education is provided for a child with an identified disability who needs a specially designed instructional program to address his or her unique educational needs which will allow the child to access the general education curriculum of Seymour School District. A child who is eligible for special education services is entitled by federal law to receive a free appropriate public education (FAPE). As a parent of a child who has or who may have a disability that requires specialized instruction you will work closely with a team of educators and specialists to determine the needs of your child and to design an appropriate program to address your child's educational needs.

The **Individuals with Disabilities Act (IDEA)** requires that parents of a child with disabilities be given a copy of procedural safeguards one time a year and also upon initial referral or parental request for an evaluation, request for a due process hearing or upon request of a parent.

STATE ASSESSMENTS

Connecticut requires that all students are assessed yearly in certain grades and subject. All students in grades 3 through 8 will participate in the Connecticut Smarter Balanced Assessment, which measures student growth and achievement in English/Language Arts and Mathematics. Students in grade 11 take the SAT which measures student achievement in English/Language Arts, and in 2017-2018, it is anticipated that students in grades 5, 8, and 11 may be participating in the Next Generation Science Standards Assessment Field Test, in place of the CMT science. Additionally, English Language Learners are assessed through the LAS Links assessment to determine English Language Proficiency. Special education students participate in all assessments except in rare cases when participation in this testing is detrimental to the student's IEP and alternate assessments are administered. In order to graduate, students must meet district standards for graduation in addition to required course credits.

STUDENT 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 school to 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 students at the assigned school. The principal 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 interpretation 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:

1. Working with the student;
2. 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;
3. Compiling statistical data; or
4. 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.

A student over 16 who has completed the 10th grade 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 district refuses the request to amend the records, 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.

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, major field of study, 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.

Military recruiters or institutions of higher learning shall have access to secondary school students names, addresses and telephone listings, unless a parent/guardian or secondary student aged 18 or over requests in writing that such information not be released.

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.
[Review full Seymour Public Schools policy 5125]

SUICIDE PREVENTION AND INTERVENTION

The Seymour Board of Education recognizes that suicide is a leading cause of death among young people and is a concern to this school system and the community it serves. It is the policy of the Board of Education to actively respond in any situation where a student verbally or behaviorally indicates suicidal ideation, intent to attempt suicide or to do physical harm to himself/herself.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

It is recognized by the Board of Education that suicide is a complex mental health issue and that, while school staff members may identify potentially suicidal youth, they should not as educators make clinical assessment of risk nor provide in-depth counseling or treatment but refer the youth to the appropriate agency for such assessment and counseling. If deemed necessary by the School a clinical assessment may be required and written documentation may be required and submitted to the Principal or designee stating that "the student is no longer at risk to harm himself/herself or others."

Therefore, any school employee who may have knowledge of a suicide threat or of a student at risk must take the proper steps to immediately report this information to the school administrator or his/her designee who will in turn notify the appropriate school officials and the students' parents.
[Review full Seymour Public Schools policy 5141.5]

TELEPHONE CALLS

During the school day, children are **NOT** called to the phone except in case of emergency. Other calls will be received and messages delivered from the school office. Children must receive permission from their teachers or the office in order to use the phone for personal calls.

VISITORS

Parents and other visitors are welcome to visit district schools. As part of the Seymour Public Schools Emergency Crisis Plan, whenever visitors come into the building, they must produce a photo ID before entering the building, state the reason for their visit to the school, report directly to the office and show the photo identification to the staff. You will then obtain a visitor's badge from the staff which must be visibly displayed.

When ringing the office and speaking via the intercom, visitors must indicate their destination to our office staff. The office staff will confirm that there is an appointment before buzzing the visitor into the building. If there is not a scheduled appointment, our office staff will be happy to assist you in scheduling one. **Visitors may only go to the destination to which they have an appointment.**

Once the school day has begun with students in the building after 8:40 a.m., visitors cannot go to the classroom because teachers are working with their students. If you are dropping an item off for your child or for his/her entire class, you may leave the item(s) in the office and our staff will make sure they get to the proper classroom.

Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

VOLUNTEERS

Parent support is a valuable asset and is encouraged in our school. Chatfield-LoPresti School expects all staff members and volunteers to maintain the highest professional, moral and ethical standards in their conduct with students and adults. Volunteers should understand their role and responsibility in the overall operation of the school.

There are several different ways that parents can volunteer at CLS. Parents may assist

- by making copies for our weekly notice distribution.
- by becoming more involved with our PTA events and fundraisers.
- as a guest reader in their child's classroom.
- as a chaperone for most field trips.
- in the media center checking out books and restocking shelves.

We do permit a volunteer to assist one day per week, up to 2 hours on that day. We adhere to this in order to "spread the wealth" and allow multiple people to volunteer in our school. Other than as a chaperone, assisting with the checking out of materials in the media center, and as a guest reader, we do not have our parent volunteers work directly with children. Parent volunteers are not in the classroom when students are working due to our having hired staff to perform those needed roles.

Confidentiality is the right of all of our students. During your volunteer assignment, you may see or hear things about a student's academic progress or personal situation. Please note that this information must remain confidential, unless you have reason to believe that a student might be harmed, in which case you should talk with a staff member.