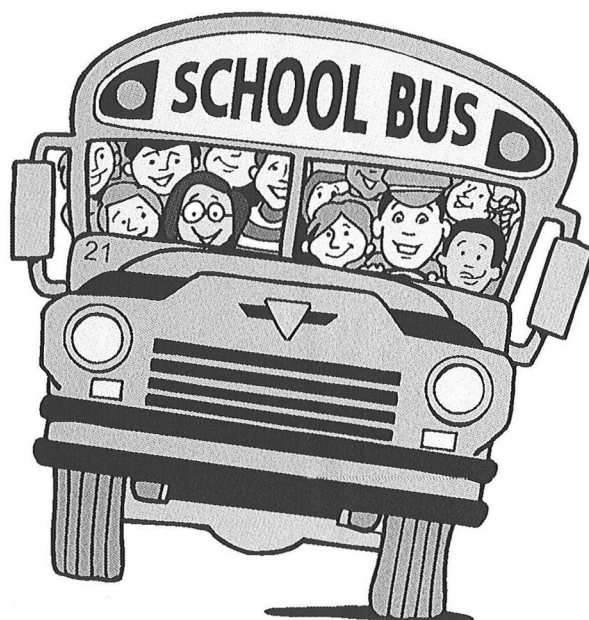


*NORTH HAVEN PUBLIC SCHOOLS
NORTH HAVEN, CONNECTICUT*



ELEMENTARY SCHOOL HANDBOOK

2018 - 2019

Elementary School Hours

Kindergarten – Grade 5
8:30 a.m. – 3:02 p.m.

Pre-school
8:45 a.m. – 11:25 a.m.
12:20 p.m. – 3:00 p.m.

North Haven Public Schools

www.north-haven.k12.ct.us

For Board of Education Policies and District Handbook look under
Board of Education, BOE Documents, on above website.

Clintonville Elementary School - www.north-haven.k12.ct.us/clintonville
456 Clintonville Road
North Haven, CT 06473
(203) 239-5865
Principal: Laretta Dowling

Green Acres Elementary School - www.north-haven.k12.ct.us/greenacres
146 Upper State Street
North Haven, CT 06473
(203) 239-5387
Principal: Laurie Bankowski

Montowese Elementary School - www.north-haven.k12.ct.us/montowese
145 Fitch Street
North Haven, CT 06473
(203) 239-2564
Principal: Kathryn Russo

Ridge Road Elementary School - www.north-haven.k12.ct.us/ridgeroad
1341 Ridge Road
North Haven, CT 06473
(203) 248-4050
Principal: Patrick Stirk

Our Vision

As a result of their experiences in the North Haven Public Schools, every student will acquire the skills necessary to meet the demands of the twenty-first century.

Our Mission

It is the mission of the North Haven School District, in collaboration with students, parents and the community, to develop responsible, educated and productive global citizens who can thrive in an ever-changing world.

North Haven Public Schools Goals

Motivation to Learn
Mastery of Basic Skills
Acquisition of Knowledge
Competence in Life Skills
Understanding Society's Values

Shared Beliefs about Teaching and Learning

Everyone is entitled to a safe, orderly and respectful environment.
All students will succeed in a climate that sustains a passion for learning.
Every student is the responsibility of all members of our learning community.
Students succeed best when families maintain a strong partnership with the school at all grade levels.

Board of Education Policy

Acceptable Use Policy

The primary purpose of electronic communications access in the school district is to support and enhance learning and teaching by providing regional, state, national, and global communications opportunities for staff and students, and by sharing information within the school district. The Board of Education is pleased to bring this access to North Haven and believes the Internet offers vast, diverse, and unique resources to both students and staff.

Student use of electronic services is considered to be a privilege. Students at the elementary level may use telecommunications only when supervised by a teacher or teacher aide. Parents/guardians of students in grades Pre Kindergarten to Grade 5 must sign an Internet use agreement if they want their child to use the electronic services and networks that are available. Students in grades 6-12 who wish to use these services must sign an Internet use agreement and obtain their parent/guardian's signature.

Copies of the Board of Education's policies related to network and Internet use are available from the Administration Building.

Violations of the provisions stated in the Board's policies regarding the use of electronic services and networks may result in suspension or revocation of access privileges.

Notice of Policy of Non-Discrimination¹ – <http://www.north-haven.k12.ct.us/>; Parent and Elementary Handbook

The Board of Education complies with all applicable federal, state and local laws prohibiting discrimination on the basis of race, religion, color, national origin, gender, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression, in any of its educational programs and activities, in employment and application for employment, and in admission and application for admission as required, subject to the conditions and limitations established by law. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, religion, color, national origin, gender, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression.

Any student and/or parent/guardian, employee, or third party wishing to file a complaint regarding discrimination may obtain a copy of the Board's non-discrimination complaint procedures and complaint forms, which are available online at <http://images.pcmac.org/Uploads/NorthHaven/NorthHaven/Divisions/DocumentsCategories/Documents/5145.4%20Nondiscriminationadp.pdf> or upon request from the main office of any district school. If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies prohibiting sexual harassment/discrimination or disability. Complaints of discrimination and/or harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.

Any student and/or parent/guardian, employee, or third party also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

¹ Required by #7 of the Resolution Agreement.
Legal Reference: 34 C.F.R. § 104.8(a), 28 C.F.R. § 35.106

Any student and/or parent/guardian, employee, or third party may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800)-477-5737

Anyone who has questions or concerns about the Board's policy on non-discrimination, or who would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

Dana Corriveau
Director of Student Services
Title IX Coordinator, Section 504 Coordinator
5 Linsley Street
North Haven, CT 06473
203-239-2581
Corriveau.dana@northhavenschools.org

Retaliation against any individual who complaints pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
Connecticut General Statutes § 10-15c, § 46a-58, and § 46a-81a, et seq.
Connecticut General Statutes § 1-1n, "Gender Identity or Expression"
defined
Public Act 17-127, An Act Concerning Discriminatory Practices Against
Veterans, Leaves of Absence for National Guard Members, Application
for Certain Medicaid Programs, and Disclosure of Certain Records to
Federal Military Law Enforcement.

ADOPTED:_____

REVISED:_____

North Haven Board of Education
01-11-1184

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dana Corriveau
Director of Student Services
Title IX Coordinator, Section 504 Coordinator
5 Linsley St.
North Haven, CT 06473
203-239-2581 corriveau.dana@northhavenschools.org

North Haven Board of Education Section 504/ADA Grievance/Complaint Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability.

I. Definitions

Disability: For the purposes of Section 504, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating Measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or Mental Impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under Administrative Regulation _____.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board's ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.
- C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an

impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to his/her identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.

- D. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.
- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.
- H. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- I. Upon receipt of the complaint, the individual investigating the complaint shall:
 1. Provide a copy of the written complaint to the Superintendent of Schools;
 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;
 3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
 4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
 6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
 7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
 8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim

measures may be implemented as necessary (see sub-paragraph 4);

9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.
10. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.

- J. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party and the other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

- A. Submission of Complaint to Section 504/ADA Coordinator
 - 1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.
 - 2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- 3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.
- 4. Upon receipt of the complaint, the Section 504/ADA Coordinator shall:

- a. Forward a copy of the complaint to the Superintendent of Schools;
- b. Meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
- c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
- d. Communicate the results of his/her investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator.
- e. In the event that that the Section 504/ADA Coordinator has a conflict of interest that prevents him/her from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and conclusions of the investigation, the appealing party may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the appealing party must explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

2. Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party of his/her decision within ten (10) school days following the receipt of the written request for review, or if the request is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year.
3. If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent's decision.

C. Mediation Procedures:

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student. Mediation shall only occur by mutual agreement of the parties.
2. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above.
3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;

- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
4. Upon receipt of a request for mediation, the Section 504/ADA Coordinator shall:
- i. Forward a copy of the request for mediation to the Superintendent of Schools;
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the district agrees to mediation in writing;
 - iii. If the district agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
 - iv. If the district does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.
8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older who disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
3. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.
4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party's own expense, if desired.

5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer's decision shall be final.
6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is ***directly related*** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.
7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for his/her illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. The Section 504/ADA Coordinator for this district is:

Dana Corriveau
Director of Student Services
Title IX Coordinator, Section 504 Coordinator
5 Linsley St.
North Haven, CT 06473
203-239-2581 Corriveau.dana@north-haven.k12.ct.us

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite

North Haven Public Schools
Affirmative Action/Nondiscrimination Statement

It is the policy of the North Haven Board of Education that no staff, student, or parent on the basis of race, color, gender, age, national origin, religious creed, marital status, disability, relation or sexual orientation be excluded from participation, be denied benefits of, or be subjected to discrimination under any education program or activity sponsored by its public schools.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

The North Haven Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dana Corriveau
Director of Student Services
Title IX Coordinator, Section 504 Coordinator
5 Linsley St.
North Haven, CT 06473
203-239-2581 Corriveau.dana@north-haven.k12.ct.us

Grievance Procedures
Updated August 2015

The following procedures covering Title VI (race, national origin); Title IX (sex, equity); and Section 504 (handicap) will be followed in dealing with all complaints alleging discrimination and apply to all parties affected by the operations of the public schools, including students, employees and parents.

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the North Haven Public Schools shall have an opportunity to bring such concerns to the attention of the appropriate Civil Rights Coordinator or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I. A grievance is immediately referred to the appropriate administrator who will discuss the grievance with all parties involved, including parents of the student if necessary. Following the discussion, the administrator shall render a decision in writing to all parties involved with ten (10) days after receiving the grievance form.

Level II. If the referring party is not satisfied at Level I, the party may appeal to the Superintendent, or the Superintendent's designee, within five (5) days of receiving the written decision. The Superintendent or designee will discuss the grievance with the parties including the parents of the student if necessary. Following the discussion the Superintendent or the Superintendent's designee shall render a decision to the parties within ten (10) days of receiving the appeal.

Level III. If the referring party is not satisfied at Level II, within five (5) days of receiving the written decision, he/she may appeal to the Board of Education. Within one (1) month of receiving the appeal, the grievance shall be placed on the agenda of a Board meeting and all involved parties notified of the meeting at which the grievance will be discussed. Following the discussion and consideration, the Board of Education shall render a decision in writing to all parties involved.

Level IV. If the referring party wishes to pursue the grievance, he/she must involve due process of the court system.

Students, employees and parents are advised that they may use the above stated grievance procedures regarding Title VI, Title IX or Section 504 complaints or they may report their grievance directly to the director of the Regional Office for Civil Rights.

Grievances may be addressed to: U.S. Department of Education
Office for Civil Rights
8th Floor
5 Post Office Square
Boston, MA 02109-3921

Attendance Policy

Philosophy

The North Haven Public Schools (Elementary and Middle School) community believes that school attendance is essential to academic success. Connecticut State Law requires parents to ensure their children attend school regularly during the hours and terms the public school is in session. In monitoring student attendance, the Elementary and Middle Schools adhere to these philosophical convictions:

- Time spent in class is academic opportunity.
- Research shows that time spent on task (learning) increases a student's academic progress.
- To succeed, students must be ready to learn and contribute in the classroom.
- In school, as in life, success depends largely on teamwork.

General Expectations

Students are expected to:

- Attend school regularly and on time.
- Come to school with materials and prepared to learn.
- Contribute to class.
- Obtain schoolwork following an absence.

Parents are expected to:

- Ensure students attendance in class (required by law in Connecticut General Statutes 10-198a).
- Cooperate with the school to help students have academic success.

North Haven Public Schools are expected to:

Maintain accurate student's attendance records.

Provide an attendance policy that supports the North Haven Public Schools mission statement.

- Provide notification annually to parents of their obligation under mandatory attendance laws.

Definitions

Length of School Day

Elementary: The school day begins at 8:30 am and ends at 3:02 pm.

Truant: A student between the ages of 5-18 enrolled in a public or private school that has accumulated *four* unexcused absences from school in a month or *ten* unexcused absences in a school year.

Chronically Absent: Connecticut state law defines a **chronically absent student** as an enrolled student whose total number of absences at any time during a school year is equal to or greater than **10%** of the total number of days that the student has been enrolled at school during the school year. In the case of a chronically absent student, there is no differentiation between an excused and an unexcused absence. **Every** absence counts towards a student being considered chronically absent. Chronic absenteeism measures the total time a student is out of school, both excused or unexcused absences. Districts **are required** to upload this data to the State Department of Education every year. The State Department of Education calculates a district rate and each schools' rate of chronic absenteeism.

Absent Student: A student who does not attend school.

Tardy Student: (Elementary School) A student who arrives to school after 8:30 am.

Early Dismissal Student: (Elementary School) A student who leaves before 11:45am, on a full-day of school, will be marked **absent**.

Truancy is a serious legal offense. A truant is a child between the ages of 5 and 18 who has four unexcused absences from school in a month or ten unexcused absences in any school year. The Superintendent of Schools is required to file a *Truancy Petition* with the State of Connecticut reporting all students who are absent without excuse four (4) days in any given month, or ten (10) days in any year, whose parents fail to attend a meeting called by the principal/designee to discuss the attendance issues.

Level	Total # of Days Absent *	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days
1	One through nine	Any reason that the student's parent or guardian approves.	Parent or guardian note only.
2	10 and above	<ul style="list-style-type: none"> Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length.</i>) Student's observance of a religious holiday. Death in the student's family or other emergency beyond the control of the student's family. Mandated court appearances (additional documentation required). The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason). Extraordinary educational opportunities pre-approved by district administrators. (Opportunities must meet certain criteria. See below for details). 	Parent or guardian note and in some cases additional documentation (see details of specific reason).

* Note: The total number of days absent includes both excused and unexcused absences.

Homework Policy

Purpose and Meaning of Homework

To be educationally meaningful, homework should serve some or all of the following purposes: Encourage the student to think and search for new ideas; help the student to develop self-direction, self-reliance, a sense of responsibility, and the ability to make decisions; broaden the student's experience for increased class contribution; and reinforce school learning by providing practice and application. Research has shown that homework increases student achievement, especially with teacher feedback.

School faculties have always agreed that the emphasis in homework should be placed on significant and well-planned assignments, carefully supervised and controlled. All assignments should be suited to the ability of the student. What is a reasonable assignment for one student may be easy for another and frustratingly difficult for a third.

In dealing with homework, teachers should consider the inequity which exists among students in the opportunity for quiet concentration within the home. A similar inequity exists in the availability and quality of parental encouragement. Homework must be planned for the student to do independently, taking into consideration the reference material available. A part of each class period should be devoted to explanation and to getting the student started on the homework assignment while the teacher is available for supervision and assistance.

Homework at Grade Levels

Homework is given in all grades. Homework policies and expectations, and major homework assignments and projects, are available on teacher web pages.

Homework Assignments

Short-term assignments: These are assignments to be completed by the next class period. They are intended to reinforce academic learnings which have been presented in class. They may involve specified reading and practice exercises. Specified reading may include preparation of reports based on the reading. Such assignments are often completed during the school day under the supervision of the teacher.

Long-term assignments: These are assignments to be spread over a number of days or weeks. This type is outlined and explained in school and completed outside of class hours. Long-term assignments include such school activities as: social studies research, science projects, creative writing and extended reading.

Homework and vacations: Homework assignments for long-term projects may carry over through vacation periods during the school year. The assignments must be due on a day other than the first day back after vacation.

Home Study: Home study at all grades is the daily practice of reviewing class notes to ensure and increase understanding and proficiency in a subject area. The student will think about what was taught in each class and review those concepts in addition to the

assigned homework. This will include reviewing one's notes, class reading and the homework assignment. It is essential that this daily review become a discipline. Homework refers to written or graphic assignments.

Kindergarten to Grade 5

In elementary grades, students do most of their work in school under the supervision of the teacher. However, there are certain kinds of work which are done in varying degrees at home. For example, students may carry on an independent reading program at home after direction and assistance from the teacher and librarian.

The time spent on homework will vary according to the grade, student interests and ability. Study skills, the groundwork for success in homework, should be taught in elementary school.

Kindergarten: In kindergarten, while there is no hard and fast policy, it is recommended that each night an adult in the home read a story to the kindergarten child. Helping a child select an appropriate thought for Show and Tell in class is a form of homework. Children are encouraged to share in class something from home that is identified with a letter of the alphabet, a color or shape that has been part of a lesson.

Primary Grades (1-3): The student is given short-term assignments based on his/her needs and level of maturity and is gradually introduced to the long-term type of assignments.

Intermediate Grades (4-5): There are additional study skills taught in these grades. The skills are emphasized, and practice is provided through short and long-term projects in many content subjects.

Parents Responsibility: Parent responsibility for homework is one part of the responsibility for the complete intellectual, social, moral, and physical development of the child.

1. Parent involvement in their children's homework can affect the quality of students' work and make the difference whether or not assignments are completed.
2. Children should have a place to study which is conducive to concentration.
3. An effective routine for study should be arranged and encouraged.
4. Parents may assist in developing dependability and perseverance on the part of the children by assigning definite home chores with regularity appropriate to the age and maturity of the child.
5. Parents can foster independent reading on the part of children by encouraging their children to profit from the school program and providing in the home books and magazines of suitable reading level. Adequate resource materials should be provided as well as a means of reaching a library.
6. Parental help with homework should be confined to explanation of principles rather than actual performance of the work.

7. Parents should maintain an encouraging attitude toward homework and should attempt to assist their children in setting meaningful goals.
8. Parents should discuss specific problems concerning their child's homework with the child's teacher or guidance counselor.

Animals

No student shall bring any live animal, whether pet or wild, to any classroom or any other area within the school without prior consent of the nurse, teacher and the principal, in order to protect both the animal and the students.

The teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes or other animals which might present a health hazard shall not be allowed without the approval of the nurse and principal, and then only for the class observation and study for a limited period of time.

Bullying/Harassment/Discrimination

Bullying, harassment, and intimidation are serious and will not be tolerated. There is a form which can be obtained from the school office to report alleged bullying, harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, a close adult relative of a student victim, student witness, or school staff member and wish to report an incident of alleged bullying, harassment or intimidation, complete this form and return it to the school social worker, the school principal, or the main office. Contact the school for additional information or assistance at any time. All incidences will be investigated, but not every incident will result in school discipline.

(1) "Bullying" means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics; Students and

parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation 10308 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.”

B. Formal Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any teacher, social worker, or administrator, and they shall be promptly forwarded to the building principal for review and action in accordance with Section IV below.

C. Informal Complaints

Students may make informal complaint of conduct that they consider to be bullying by verbal report to a teacher, social worker, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, social worker, or other professional employee, or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with Section IV below.

D. Anonymous Complaints

Students who make informal complaint as set forth above may request that their name be maintained in confidence by the teacher(s), social worker, and administrator(s) who receive the complaint. Should anonymity be requested, the principal or his/her designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

Procedure for Addressing Bullying Complaints

In cases of suspected bullying, the administration will meet with the student victim and the alleged bully to ascertain the circumstances. As the complaint is determined to have merit, a progressive intervention and disciplinary approach will be employed, and parents will be notified. These interventions may be administered preventatively in cases where the behavior may not meet all criteria of bullying.

Level 1 – Principal or Designee meets with alleged bully and issues formal, documented warning. Disciplinary action may be taken depending on the severity of the circumstances.

Level 2 – Principal or Designee meets with alleged bully, incident is documented, and discipline that may include a suspension is administered.

Level 3 – District civil rights officer meets with parties, incident is documented, and discipline that may include suspension/expulsion is administered.

Sexual Harassment Policy

It is the policy of the North Haven Board of Education to maintain a learning and a working environment that is free from sexual harassment. Students, employees and applicants are covered by this policy. Appropriate training of supervisory staff will be provided as required by law.

Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to fellow employees and students. Sexual harassment has been clearly established as a form of sexual discrimination and is defined as follows: "Any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance creating an intimidating, hostile or offensive working or learning environment."

If a student or staff member believes that he/she is being or has been subject to behavior that could constitute sexual harassment, that person should immediately inform a parent or guardian, teacher, or administrator. The student or adult should immediately inform the perpetrator that his/her behavior is unwelcome and unacceptable, offensive, in poor taste, unprofessional, and/or highly inappropriate and that such behavior must stop. It is recognized, however, that victims of sexual harassment are not always able to express their feelings to their harasser or to others. In all cases, the responsibility for ending harassment rests with the harasser, not the victim. Jane Sanford is our District Sexual Harassment Office and can be reached at North Haven High School at 203-239-1641.

Academic Dishonesty

It is the responsibility of students and staff members to help maintain scholastic integrity in North Haven schools by refusing to participate in or tolerate academic dishonesty. It is the expectation that students will understand and subscribe to academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a North Haven student is unacceptable and will be subject to sanctions. Academic dishonesty includes cheating, plagiarism, submitting work from a previous class, abuse of academic materials, helping someone commit an act of academic dishonesty, and using any network access inappropriately. A copy of the complete policy may be obtained from the Administration Building at (203) 239-2581.

Promotion Policy – Grades K-5

A student's promotion to the next grade will be dependent upon his/her demonstration of sufficient growth in achieving the core curriculum objectives for his/her current grade as evaluated by the classroom teacher and reviewed by the principal. In all cases, the decisions regarding promotion and retention shall be that which is deemed best for the individual student. At the elementary level, students are promoted or retained on the basis of the following:

- Intellectual ability (assessment results and teacher observations);
- Academic achievement, effort, and results of standardized testing;
- Developmental readiness;
- Attendance record.

Process for Retention Decision Making

The decision to retain a student at any level, elementary, middle, or high school, is a serious one. Retention ultimately results in an extra year of school and has academic and social/emotional implications that must be considered. Over time, as a student progresses through the grades, that extra year may be the deciding factor in whether or not a student graduates or leaves school without a diploma. Steps have been put in place for teachers and administrators to follow along with the child's parent(s) before final discussions are made.

Wellness Policy

BOARD OF EDUCATION North Haven, Connecticut

10000: Student Attendance

10036: Wellness Policy

The North Haven Board of Education recognizes the importance of promoting good student nutrition and a healthy school environment. To this end, the Board hereby requires the provision of an integrated nutrition program to provide students with the skills and support to adopt healthy eating behaviors obtain positive nutritional status and achieve improved academic success.

Additionally, the district shall take the appropriate measures to implement a comprehensive nutrition/health curriculum, promote healthful student eating through the provision of a well balanced and nutritionally sound school lunch program, promote the consumption of healthy foods and beverages in appropriate portion sizes in classrooms, and encourage increased physical activity for students during the school day where appropriate.

The school administration and wellness committee shall develop regulations indicating a plan of action for implementing this policy.

The North Haven Public School District shall undertake the following actions to provide sound nutrition and health practices for students in school consistent with Board policy.

The North Haven Public School District will maintain a standing district level School Wellness Committee that will meet periodically. Members may include Board of Education representative(s), Superintendent, Administrator(s), representative of the cafeteria food services provider, school nurse, physical education teacher, and interested faculty, parents, students and community members.

In addition, each school within the district shall maintain its own standing School Wellness Committee that will meet periodically and report to the District School Wellness Committee. Members may include administrator, representative of the cafeteria food services provider, school nurse, physical education teacher, and interested faculty, parents, students and community members. The primary charge of this committee is to honor the unique culture of its school in the prioritizing of the components in the implementation and evaluation of the district's wellness policy.

The committee should create and review school practices in the following areas to support its mission statement:

A. Nutrition Education and Promotion

Nutrition education is offered as part of a planned, ongoing, systematic, sequential, comprehensive, standards-based health education program. Such a program incorporates national and state-developed standards designed to provide students with the knowledge

and skills necessary to promote and protect their health. Students will be able to demonstrate competency through application of knowledge, skill, and practice.

B. Physical Education and Physical Activity

Physical education K-12

- Students should participate in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, and fitness.
- All physical education classes to include at least 50% of moderate to vigorous activity in all or most lessons.

Daily Recess in the K-5 curriculum

- Recess should not be viewed as a reward but a necessary educational support component for all children. Students should not be denied recess as a means of punishment or to make up work.
- If possible, recess should not be scheduled back-to-back with physical education classes.
- If possible, recess should be scheduled before lunch.
- During inclement weather, efforts should be made to provide alternate indoor activities.

Physical Activity Opportunities Before and After School

- Opportunities for students to participate in regular physical activity beyond the school day should be made available where possible. Physical activities should promote participation, enjoyment, increase physical competence and self-confidence.

Physical Activity and Punishment

- No use of physical activity or withholding of physical activity is to be used as punishment.

C. Nutrition Standards for Foods at School

Schools will establish standards for all foods and beverages sold or served to students, including those available outside of school meal programs and during school sponsored activities. The standards should focus on increasing nutrient density, decreasing fat, salt and added sugars, and moderating portion size. Standards will address foods or beverages that should or should not be made available to students, standards for nutrient levels for foods or beverages that should or should not be made available to students, standards for nutrient levels for foods or beverage, portion sizes, and/or times those items may be made available. Policies will encourage the consumption of nutrient-dense foods, such as whole grains, fresh fruits, vegetables, and dairy products.

D. Staff Wellness

Where feasible, the offering of school-site health promotion programs to staff is strongly encouraged. Such programs may include, but not limited to the following:

- Health screenings
- Physical activity and fitness programs
- Nutrition education
- Weight management
- Smoking cessation
- Influenza vaccinations
- Stress management

E. Communication and Promotion

The marketing materials in the classrooms and lunchrooms will support the concepts and practices in the local district policy. The classroom, the school dining room, and school activities will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits. The district will support parent efforts to provide a healthy diet and daily physical activity for their children through community partnerships and parent education activities. Students will have a strong voice and be actively involved in influencing the school nutrition environment using national and state standards as guidelines.

F. Measurement and Evaluation

A plan will be in place for measuring implementation of the local district wellness policies. School and district food service staff shall ensure compliance with nutrition policies within the food service areas and shall report to their respective principal and superintendent.

Code of Conduct

All elementary schools will be following Positive Behavioral Interventions and Support or **PBIS** for short. We want to improve student academic and behavior outcomes to ensure all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides a framework for achieving these outcomes. Members of each of the elementary schools worked together to develop a district discipline referral form. This form will be used to not only notify parents of difficulties, but also to alert staff members when repeated practices take place that may need alternative interventions.

*Refer to PBIS School Policy.

Students are expected to:

1. Demonstrate courtesy and respect at all times, i.e., use appropriate language at all times.
2. Respect his/her own property and the property of others.
3. Support the learning of others at all times by avoiding behavior that interferes with learning, i.e., using quiet voices in the hallways.
4. Keep everyone safe and healthy, i.e., resolve conflicts peacefully and respectfully.

In the cafeteria, students are expected to:

1. Remain seated at tables.
2. Eat appropriately.
3. Keep hands and feet to themselves to keep self and others safe,
4. Use quiet voices and speak in conversational tones.
5. Speak and act respectfully to adults and other children.
6. Be responsible by following directions including the school-wide signal for quiet.

On the playground students are expected to:

1. Play safely and take care of themselves and others.
2. Use equipment and structures safely, i.e., slide down the slide and use stairs for getting to the top.
3. Show teamwork and sportsmanship, always making sure to include others.

Physical altercations, taking the property of others, vandalism and acts that endanger self and others significantly interfere with learning and are considered very serious problems.

Specific School Rules

- Parents/guardians are encouraged to visit the school. However, teachers are unable to interrupt their teaching to talk with parents. An appointment should be made through the office if a parent would like to conference with a teacher.
- All parents/guardians must stop at the office to sign in to make their presence known. Visits, including lunch visits, must be preceded by a note 24 hours in advance, to the classroom teacher.
- Younger children/siblings should not be included in school visits without permission in advance from the classroom teacher.
- No child is dismissed to anyone's custody unless that person has identified themselves to the principal or secretary.
- Students need a note dismissing them to anyone during the school day.
- Any person who is not readily identified will be asked to leave the school.
- Middle or Senior High School students will not be permitted to wander about the school building and grounds while elementary school is in session.
- Please label, with name or initials and room number, all articles of clothing brought to school.
- Found articles are sent to the office and then placed in the "Lost and Found Box."
- Sneakers must be worn on the day a student has gym.
- All children must carry a backpack or tote bag each day to and from school. No papers or notices will be sent home in a child's hands. This is a safety precaution, ensuring that children will not run after papers that may get loose from their hands, distracting them from focusing on traffic.
- School personnel are not permitted to transport children to and from school for any reason.
- Please follow the individual school dismissal plan if you are picking up your student.
- If a child is to be excused from school during the day a **written note must be sent to school**. Students need to be signed out by the parent. Phone calls to dismiss students are discouraged. Please put your request in writing. (See new attendance policy).
- Cell phones and electronic devices must remain in student backpacks throughout the school day.

Transportation and Safety

In order to provide safe and efficient transportation to and from school for children. Please adhere to the following guidelines.

Bus

1. All bus routes are made by the bus company. Bus drivers are not permitted to alter routes. Large numbers on the front door or mailbox are required by the police in North Haven and are most helpful in identifying houses.
2. Children are permitted to ride only their assigned bus. If an emergency arises, students may be permitted to change their bus or stop. Permission must be granted by the building principal and bus company.
3. Please note the time the bus arrives each morning and send your child to his/her stop a few minutes prior to that time.
4. Assume responsibility for your child's safety and well being while he/she is waiting the arrival of the bus. Walkers are dismissed at 3:02 p.m. and become the responsibility of the parent(s)/guardian(s).

Passenger Conduct

- Wait for your bus in a safe place – well off the roadway.
- Enter your bus in an orderly manner and take your seat.
- Follow the instructions of your school bus driver.
- Remain in your seat while the bus is in motion.
- Keep aisles clear at all times.
- Remain quiet and orderly.
- Be courteous to your school bus driver and fellow passengers.
- Be alert to traffic when leaving the bus.
- When crossing the street, **WALK IN FRONT** of the bus and only when lights are flashing, and the bus driver gives you permission to do so.

Parent Responsibility

- Review passenger conduct with your child.
- Adult supervision at the bus stop is encouraged.
- Keep your sidewalk clear of snow.
- Your child's behavior while waiting for the bus is your responsibility.
- Instruct your child to move away from the bus immediately upon being discharged.

Conduct

Proper and respectful conduct is expected on the bus at all times. Violations of bus rules or misconduct on the school bus will be reported by the bus driver to the administration for disciplinary action.

Consequences for bus misconduct or violation of bus rules are as follows:

- a. The first report results in a warning and parent/guardian will be contacted.
- b. The second infraction will result in suspension of riding privileges for up to three (3) consecutive school days.
- c. The third infraction will result in suspension of riding privileges for up to five (5) consecutive school days.

d. The fourth report will result in indefinite suspension of bus service.

Walkers/Pick-Ups/Bikers

1. Children who walk or are transported to the school by their parents should not arrive at the school before 8:15 a.m.
2. Parents/guardians are asked to park in the visitor's parking lot, in designated parking spaces, when picking up students or visiting the school. Parents/guardians will need to come into the school and sign out their student and show proper identification.
3. Bus students may not walk to and from school unless permission is given by the parent, in writing, and sent to the principal.
4. Please note: If you allow your child to ride a bike to and from school, the office requires a note with your signature and date stipulating your permission.
5. When bus difficulties arise, please contact Tina Tanguay at (203) 239-2581. Transportation questions may be addressed to the M & J Bus Company at (203) 624-0836.
6. Assigned seating by grade is done as needed for evacuation and may be done for safety of the students.
7. If you allow your child to ride a bike to and from school, the office requires a note with your signature and date stipulating your permission.

Dress Code

Generally, too casual dress sets a tone not conducive to education. We have a responsibility to maintain reasonable control of the school's atmosphere, but this can only be accomplished with your support and assistance. Please be sure that your children are dressed appropriately for school. Clothing should reflect that school is the student's "place of business," and he or she should not be dressed as casually as one would for the beach or similar leisure activities. Short-shorts, mini-skirts, tank tops (**no spaghetti straps**), bare midribs, cut-off jeans/slacks, platform shoes, clogs, shoes without support, flip-flops, hats, bandannas, and too tight fitting clothes are not allowed. We cannot allow dress that is distracting or in any way disrupts the learning opportunities of others. For example, some of the language on tee shirts is simply not appropriate for school. In the event that the dress of any youngster is in question, the student will be sent to the nurse/principal's office with the possibility that the parent/guardian will be contacted if it is determined that a change of clothes is necessary. A certain decorum is necessary and worn in school with the exception of designated spirit days.

Emergency Closing

Plans should be made by each family for children to follow when an emergency necessitates closing school earlier than usual. In such an event, children are informed over the school's public address system and an Alert Now Rapid Notifications Service to reach parents. Local radio stations will carry the same message. In the event a parent is not home, kindly make arrangements within your neighborhood. Thus walkers and bus riders will go home on their assigned routes.

The School Health Program

The goal of the school health services is to promote the well-being, safety, and academic success of students. The following services are part of the school's health promotion program, under the direction of the school nurse:

- Ensuring compliance with mandated health screenings and immunization requirements;
- Providing care and management for children with acute and chronic health problems;
- Monitoring administration of medications;
- Providing health education and promotion of wellness;
- Assuring student compliance with state and local regulations related to health and safety;
- Making appropriate referrals and collaborating with other members of the student services team when appropriate, and
- Identifying school health needs and advocating for necessary resources

School Health Updates

Effective August 17, 2015, several revisions and additions to the education statutes were enacted by the Senate and House of Representatives in General Assembly. Some of the changes affecting school health services are described below, effective for the 2015-16 school year and thereafter.

School Screenings

Vision Screenings will be done in Kindergarten, and grades 1, 3, 4 and 5 (formerly K, 1-6, and 9)

Audiometric Screenings (hearing) will be done in Kindergarten, and grades 1, 3, 4 and 5 (formerly K, 1,2,3,5, and 8).

Postural Screenings (scoliosis) will be done as follows:

Females- Grades 5 and 7 (formerly grades 5-9, with the postural documentation on the 6th grade physical being an acceptable substitution for the 6th grade school screening)

Males- Grades 8 or 9 (formerly grades 5-9, with the postural documentation on the 6th grade physical being an acceptable substitution for the 6th grade school screening)

There is no change in the procedure for providing written notice to parents or guardians who do not pass any school screening. However, if their child did not receive such screening, a brief statement explaining why shall be given.

Administration of Medications

Schools are now required to develop policies and procedures for the administration of epinephrine as an emergency first aid to students who experience severe allergic reactions during regular school hours, even if they do not have prior written authorization from their health care provider or a parent/guardian. Under the new state law, epinephrine can now be given by a qualified school employee who has completed the required training, if the school nurse is absent or unavailable during regular school hours. All North Haven Public Schools stock epinephrine for this purpose. Parents or guardians who refuse to allow the emergency administration of epinephrine by a trained and qualified school employee in the absence or unavailability of the school nurse must submit their wishes in writing to the school nurse each year.

A full description of the revisions and additions to the educational statutes can be accessed at <https://www.cga.ct.gov/2015/act/pa/pdf/2015PA-00215-R00HB-07023-PA.pdf>

And for the new medication regulations,
http://www.sots.ct.gov/sots/lib/sots/regulations/recentlyadopted/ecopy_reg_6195.pdf

Health Assessments

The North Haven Board of Education, in compliance with Connecticut State law, has identified entry into Grades Kindergarten, 7, and 11 as being those grades when a health assessment (“school physical”), done by a qualified practitioner of medicine, is required. The blue “State of Connecticut Health Assessment Record” form must be used, and will be provided by the school nurse.

- Kindergarten students may not enter school without written evidence of a physical examination completed within 12 months prior to school entry.

- Students in Grades 6 and 10 will not be allowed to enter the next grade without written evidence of physical examination completed with 12 months prior to entering that grade.

Immunizations

Prior to entering school all students must show written proof, including the complete date (day, month, and year) of specific vaccines, as required by the Connecticut Department of Public Health (CT DPH). The most current requirements can be accessed through the DPH's web site, or by calling the school nurse.

Medication at school - Medications should not be administered during school hours if it is possible to achieve desired effects by home administration during non-school hours. However, since students with chronic or short-term health concerns may be able to attend school only with the aid of medication, adjustment can be made to meet their needs. The school nurse is responsible for the administration of medicines at school. Medication will be administered only upon the written authorization from the student's health care provider and the parent/guardian. This pertains to both prescription and over the counter medicines. Medication must be delivered to the school nurse by the parent/guardian in a properly labeled container. If it is a prescription drug, the original container with the prescription number must be used. Students are not allowed to carry medication on his/her person during school hours, with the exception of inhalers, EpiPens, and insulin, when it has been determined by the health care provider and parent, in writing, that the child is developmentally able to safely assume this responsibility.

Excuse from Gym

Written parental excuse from physical education should be forwarded to the school nurse. Any excuse beyond a one-week gym period, or two consecutive classes, must be from the child's health care provider.

Students returning to school

Students returning to school following a prolonged illness should report to the school nurse. Prior arrangements should be made with the school nurse, by the parent, if any modifications in the child's school activities are anticipated: i.e. crutches, wheelchair, or if there are any restrictions.

Illness at School

Students will be excluded from school if, in the judgment of the school nurse they are too ill to remain in school. When your child is ill with vomiting or a fever, he/she should not return to school until at least 24 hours after the symptoms have subsided.

Please provide several current phone numbers, including cell phone and work numbers for emergency purposes. Parents/guardians are responsible for transporting their child home, or delegating another adult, in writing, on the student's emergency form. Please inform the school if any of this information changes during the school year. The school nurse may not transport students.

Safe Arrival

To ensure safe arrival of each student at school, parents are asked to call the school nurse by 8:30 a.m. when your child is going to be absent.

Notify the Nurse

Communicable Diseases should be reported to the school nurse. These may include, but are not limited to: strep throat, mono, Fifth Disease, head lice, scabies, chicken pox and other contagious conditions. Please notify the school nurse of any significant changes in your child's health status. These changes may include newly diagnosed asthma, allergies, chronic hearing problems, new eyeglasses, fractures, surgery, hospitalization or serious illness/injuries. The nurse should also be informed of changes in medication. Health Counseling: The school nurse is available for health counseling during the school day to assist students, parents or teachers.

If you have any questions, please call the nurse at your child's school.

Student Conduct- Use of Technology

Students are permitted to use the district's computer systems for legitimate educational purposes. Personal use of district computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

- ◆ Cyber bullying; Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);

Gaining or seeking to gain unauthorized access to computer systems;

Damaging computers, computer files, computer systems or computer networks; to deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or any other means. These actions are illegal.

Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from a teacher or administrator;

Using another person's password under any circumstances;

Trespassing in or tampering with any other person's folders, work or files;

- ◆ Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
- ◆ Posting personal information or photographs of other people. Personal information includes home address, telephone, or other identifying information as determined by the district.

Sending any copyrighted material over the system;

- ◆ Using computer systems for any non-educational purpose, or in a manner that interferes with the district's educational programs;
- ◆ Accessing or attempting to access any material that is obscene, contains child pornography, or is harmful to minors;
- ◆ Transmitting or receiving e-mail communications or accessing information on the Internet for non-educational purposes;
- ◆ To engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of a person, etc.
- ◆ Accessing or attempting to access social networking sites (e.g. Facebook, Twitter, MySpace, etc.) without a legitimate educational purpose.
- ◆ Security – Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited.

Misuse of the computer systems, or violations of these policies and regulations, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.

Anyone who is aware of problems with, or misuse of these computer systems, or has a question regarding the proper use of these computer systems, should report this to his or her teacher or principal immediately. Most importantly, the Board and the Administration urge *any* student who receives *any* harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

Electronic Readers, such as the Kindle or the Nook, can be brought to school by students **at their own risk**. The school is **not liable** for lost, stolen or damaged items. If the e-reader interrupts the learning process, or it is not used for instructional purposes, it will be taken by the teacher and given to the administrator. Parents then must pick up the e-reader from school.

*****Parents and students must read and agree to the Internet Use Policy and sign the attached Internet Use Policy Agreement along with documenting that you received and read this handbook and give permission for your child to be photographed or videotaped. This signed form must be returned to each child's teacher. Students will not have access to the internet until this form is returned. This includes all educational websites.**

North Haven Public Schools
North Haven, Connecticut
2018 - 2019 School Year

Handbook

I have viewed a copy of the North Haven Public Schools Elementary School Handbook. I have read and acknowledge the policies stated in the handbook for the 2018-19 school year.

Student(s) Name(s):

Name of Parent/Guardian (Print):

Signature of Parent/Guardian:

****Please detach this page and return to your child's teacher.****