

Naugatuck Public Schools Student and Family Handbook

NAUGATUCK PUBLIC SCHOOLS VISION OF THE GRADUATE

Empower learners who are:

- The Responsible Citizen
- The Researcher
- The Innovator
- The Informed Thinker
- The Communicator
- The Problem Solver



Our mission is to empower learners who will:

- Be responsible and engaged community members
- Demonstrate initiative, persistence, adaptability and creativity
- Be curious and value risk-taking as part of the learning process
- Access and analyze information and formulate opinions
- Communicate effectively
- Work individually and collaboratively to solve real-world problems

Board of Education

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Table of Contents

Preface	4
Equal Opportunity	4
Admission/Placement/Registration	4
Advertising	5
Advocating for your Child	5
Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973	5
Asbestos	11
Attendance	11
Automated Phone Messaging Systems	15
Board of Education	16
Bullying	16
Bus Routes and Conduct	33
Cafeteria	37
Child Abuse, Neglect and Sexual Assault	38
Competency-Based Learning	38
Computer Resources	39
Conduct	40
Discipline	42
Distribution of Materials	49
Emergency School Closing Information	50
Extracurricular Activities	50
Field Trips	50
Financial Assistance	51
Fire Drills and Emergency Preparedness	51
Food Allergies	51
Fundraising	51
Grading System	52
Graduation Requirements	52
Green Cleaning Programs	52
Guidance and Counseling	52
Harassment Statement	53
Hazing Activities	53
Health Services	53
Homework	57
Insurance	57
Limited English Proficient (LEP) Students	57
Lost and Found	57
National Assessment of Educational Progress (NAEP)	57

On-Campus Recruitment	57
Parent Involvement/Communications	58
Parent-Teacher Associations and Organizations	58
Pesticide Application	58
Photographs	58
Pool Safety	59
Promotion, Retention and Grade Placement	59
Property, Lockers and Equipment	59
Psychotropic Drug Use	60
Reading	60
Religion and Religious Accommodations	60
School Alternatives	60
School Attendance Areas	61
School Ceremonies and Observances	61
School Security and Safety	61
Search and Seizure	62
Seclusion/Restraint	63
Sexual Abuse Prevention and Education Program	63
Sexual Harassment	63
Special Education	63
Student Data/Privacy	64
Student Publications	64
Student Records	65
Surveys/Student Privacy	67
Teacher and Paraprofessional Qualifications	68
Testing	68
Title I Comparability of Services	68
Title I Parent/School Compact	68
Transportation	70
Transportation Safety Complaints/Procedures	70
Vacations	70
Video Recorders on School Buses/School Campus	70
Visitors	70
Wellness	71
Withdrawals and Transfers	71

PREFACE

This handbook is written for our students and their families. It contains required and useful information. Both students and parents need to be familiar with the district's procedures, rules and regulations which are intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Board policies can be located at <http://www.boarddocs.com/ct/naugy/Board.nsf/Public>. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

EQUAL OPPORTUNITY

Every student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

John Lawlor, Human Resource Director, is the designated District Compliance Officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

ADMISSION/PLACEMENT/REGISTRATION

A student seeking enrollment in Naugatuck Public Schools for the first time should contact the Receptionist at Central Office at 203-720-5265 for information about which school is associated with the student's address. Additional information including required documents can be found at our website www.naugatuck.k12.ct.us. Per Board of Education policy #5111, the principal will determine the grade placement of the child.

Nonresidents may attend school on a tuition basis provided space is available per Board of Education policy #5118. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law and Board of Education policy #5119.

ADVERTISING

The public schools maintain careful controls on the way in which students are exposed to materials and announcements, other than those directly related to school sponsored programs and activities. All materials for distribution from external sources shall be submitted to the superintendent for approval. See Board of Education policy #1325 for additional information.

ADVOCATING FOR YOUR CHILD

We believe that frequent and ongoing communication between the school and home is critically important. We encourage you to contact us if you have a question or concern about your child. It is best to first contact the person who is closest to the situation which in most cases will be your child's teacher or school counselor. If you require further assistance, please contact the assistant principal or principal. If the situation remains unresolved, you are encouraged to contact the assistant superintendent or superintendent.

AMERICANS WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA") as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the school district has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The school district's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that he/she has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting,

bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Naugatuck School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;

13. To request an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ ADA Coordinator for this district is:

Christopher Montini, Assistant Superintendent of Schools
497 Rubber Avenue
203-720-5265
Christopher.Montini@naugatuck.k12.ct.us

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-0111
(617) 289-0111

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Complaint Resolution Procedure
Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).

3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but are not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure:

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.

3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

ASBESTOS

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

ATTENDANCE

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or guardian. In Naugatuck we strive for all students to have less than 5 absences in a school year. Each school has a school attendance committee that provides support and intervention when students miss more than 5 days regardless of the reason.

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school according to each school's procedures.

I. Attendance and Truancy

A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Disciplinary absence" - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
 - i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
 - vi. lack of transportation that is normally provided by a district other than the one the student attends.
 - c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, at the discretion of the administration, additional excused absences to

visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.
6. "Student" - a student enrolled in the Naugatuck Public Schools.
7. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

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

B. Written Documentation Requirements for Absences

1. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a documented excused absence in PowerSchool by a school official who spoke in person with the parent/guardian, or a note from a licensed medical professional, as appropriate.
2. For the student's tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays.
 - c. mandated court appearances:
 - i. a police summons;
 - ii. a subpoena;

- iii. a notice to appear;
 - iv. a signed note from a court official; or
 - v. any other official, written documentation of the legal requirement to appear in court.
- d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
3. Neither email nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, at his/her own discretion, accept the delivery of written documentation through a scanned copy sent by email.
 4. The Naugatuck Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
 5. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Determinations of Whether a Student is "In Attendance"

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

Chronic Absenteeism

A student whose total number of absences at any time during a school year is equal to or greater than the percent of the total number of days that such student has been enrolled at such school during the school year is considered to be a “chronically absent child.” Such a student will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

Leaving School Grounds/Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student’s parent or guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office.

If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian.

Tardiness

Student attendance for a full day of school is required each day. If students arrive late to school, they must report to the office and sign in (with a parent/guardian) in PK-8 schools. Please refer to each school’s specific guidelines and procedures for arrival.

AUTOMATED PHONE MESSAGING SYSTEMS

The Naugatuck Public School system uses an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. *Please ensure that the school has your most current contact information at all times!* The system allows the district to program up to three numbers for each parent/guardian of a district student (home phone, work phone, cell).

BOARD OF EDUCATION

Board members are unpaid elected public officials with the responsibility for governance of the school district. The members of the Naugatuck Board of Education are:

Chairperson: Dorothy Neth-Kunin

Vice-Chairperson: Ethel Grant

Secretary: Scott Slauson

Members: Jason Celozzi, Glenn Connan, Mayor N. Warren "Pete" Hess,
Jeffrey Litke, Diana Malone, James Scully

In order to perform its duties in an open and public manner and in accordance with state law, the Naugatuck Board of Education holds regular business meetings on the second Thursday of each month at 7:00 PM in the Board of Education Room at 497 Rubber Avenue. Parents, students and other community members are encouraged to attend. The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy which reflects community values and expectations.

Meetings of the Board follow a planned and posted agenda that are located on our website at <http://www.boarddocs.com/ct/naugy/Board.nsf/Public>.

BULLYING

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior and teen dating violence is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or

program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Board; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying:
 - 1. creates a hostile environment at school for the student against whom such bullying was directed;
 - 2. infringes on the rights of the student against whom such bullying was directed at school; or
 - 3. substantially disrupts the education process or the orderly operation of a school.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan 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.

II. Definition of Bullying

- A. "Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of a school.
- B. 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.

III. Other Definitions

- A. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system;
- C. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board;
- F. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying

prevention through individual or team participation in meetings, trainings and individual interventions.

- G. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- I. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- J. "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The District Safe School Climate Coordinator ("Coordinator") is Christopher Montini. The Coordinator shall:

1. Be responsible for implementing the District's Safe School Climate Plan ("Plan");
2. Collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. Provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. Meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the District's Plan.

B. Safe School Climate Specialist

The principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official

responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. The principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan developed in accordance with state law regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying; 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to those activities specified at B (1) through (3) above; receiving copies of investigation reports, identifying or addressing patterns of bullying among students in the school, or implementing the provisions of the school security and safety plan regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and state law submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board’s website and on the websites of each individual school in the school district. The Safe School Climate Plan shall also be included in the school district’s publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying . No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including but not limited to the nature of the allegations and the ages of the students involved, each student's individual

history as known by the school and any documentary evidence. The Safe School Climate Specialist will interview witnesses, as necessary. Reminders will be given that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneously with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.).

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with section IX below. Discipline, up to and to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Final reports will be provided to the District Safe School Climate Coordinator. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to

third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

- B. The principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of a school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to, any personally identifiable student information, which is confidential information by law.
- C. The principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other

interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

- C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

Responsive Action/Interventions for Perpetrators of Bullying

1. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior. If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern. When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

2. Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence and/or when past interventions have not been successful in eliminating bullying behavior.

3. Other interventions

Give the school's duty to attempt to prevent further incidents of bullying by the perpetrator(s) against the target and given its duty to provide safe school environment to the target, consideration should be given to what additional measures are required to respond to the incident of bullying including restorative measures for the perpetrator(s). Notwithstanding whether the perpetrator is disciplined, or whether he/she is already identified as a student requiring special education or as a 504 student, consideration should be given to whether a recommendation for counseling or a referral to a student assistance team, a PPT, a 504 meeting or other group or agency is appropriate under all of the circumstances.

An examination should be made of the likelihood and nature of potential opportunities for further interactions between the target and perpetrator(s) and consideration should be given to the necessity or advisability of a change in the perpetrator's class schedule, lunch wave, hallway passing times/routes/building privileges, bus and bus stop assignment and transportation privileges, as well as participation in school functions or activities or extracurricular activities. Consideration should be given to making changes to the perpetrator's school environment rather than to that of the target to avoid penalizing or further traumatizing the target.

4. Interventions for students who are the target of bullying and victims of teen dating violence

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student may include the following:

- a. Referral to a school counselor, psychologist, or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support Plan;
- f. Restitution and/or restorative interventions;
- g. Referral to a student assistance team or PPT: a referral to PPT or to a 504 meeting is required for those students identified as special education students or 504 students; for those not identified, consideration should be given to whether under all the circumstances, a referral is warranted; and
- h. General prevention and intervention strategies.

5. General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential

problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual Harassment Training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others.
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

XI. Improving School Climate

The Naugatuck Public Schools are committed to improving school climate. District curricula, including a comprehensive social skills curriculum and developmental counseling curriculum, instruct students in pro-social behaviors such as respect, tolerance and safety. These concepts and behaviors are reinforced through our academic curriculum. District health curriculum addresses developing healthy behaviors and relationships, and respecting others in person and through social media. District staffing includes psychologists, counselors, social workers, teachers and administrators used to develop relationships with students at all levels and provide a variety of prevention and intervention efforts for all students. Individual schools through their school climate teams review and analyze data from a variety of sources to continuously improve climate and address student, faculty and parent needs related to fostering a positive school climate. Schools and district level staff members collaborate with community agencies to coordinate efforts for students and families in need.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. The Board’s Safe School Climate Plan shall be posted on the Board’s website as well as to the websites of each district school.
- D. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s Safe School Climate Plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

XIV. Immunity for School Employees, the Board, Students, Parents, Guardians and Individuals from Liability for Acts Related to Reporting, Investigating and Responding to School Bullying

In accordance with state law, a school employee who reports, investigates and responds to bullying in accordance with the Board's Safe School Climate Plan shall not be liable for claims of damage so long as the individual has acted in good faith in the discharge of his/her duties or within the scope of his/her employment and has not committed acts or omissions constituting gross, reckless, willful or wanton misconduct.

In accordance with state law, a student or parent or guardian of a student who reports an act of bullying to a school employee in accordance with the Board's Safe School Climate Plan shall have immunity from claims of damages so long as he/she has acted in good faith and has not engaged in acts or omissions constituting gross reckless, willful or wanton misconduct.

In accordance with state law, the Board who implements the safe school climate plan and reports, investigates and responds to bullying shall be immune from claims of damages so long as the Board acts in good faith in the discharge of its duties and does not engage in acts or omissions constituting gross, reckless, willful or wanton misconduct.

**BULLYING REPORTING FORM
FOR USE BY STUDENTS, PARENTS, SCHOOL EMPLOYEES
AND OTHER COMPLAINANTS**

Today's Date: _____ / _____ / _____
Month Day Year

School: _____

PERSON REPORTING INCIDENT:

Name: _____

Telephone Day: _____

Evening: _____

Cell: _____

Place an X in the appropriate box: Student Parent/Guardian Close Adult Relative Employee Other

1. Name of target: _____ Age: _____ Grade: _____

2. Name(s) of alleged offender(s) (if known): Please print Age School/Dept. (if known) Is he/she a student? Employee?

_____ _____ _____ Y N Y N

_____ _____ _____ Y N Y N

_____ _____ _____ Y N Y N

3. On what date(s) did the incident(s) happen?

_____/_____/_____ _____/_____/_____ _____/_____/_____
Month Day Year Month Day Year Month Day Year

4. Where did the incident happen (choose all that apply)?

On school property At a school-sponsored activity or event off school property

In the workplace On a school bus On the way to/from/school/work

Off school grounds Via electronic communication

Other (specify): _____

5. Describe the nature of the complaint (be as specific as possible) and state how you became aware of the incident:

(Attach a separate sheet if necessary)

6. What do you believe was the reason for the offender(s) conduct? Do you believe it was based upon disability, race, national origin, religion, color, age, sex, sexual orientation, gender identity or expression, or marital status of the target? Explain

(Attach a separate sheet if necessary)

7. Did a physical injury result from this incident(s)? Yes No

Nature of injury _____

8. Was the target absent from school/work as a result of the incident? Yes No

If yes, how many days was the target absent from school/work as a result of the incident?

Dates of absenteeism: _____

9. Did an emotional injury result from this injury? Place an X next to one of the following:

No Yes, but psychological services have not been sought

Yes, and psychological services have been sought

Dates/location where services were sought _____

10. Did any damage occur to the target's property? Yes No

Nature of damage _____

11. State name(s) of any witnesses to the incident(s):

Name(s) of witness (if known): (Please print)

Age

School/Dept.
(if known)

Is he/she
a student?

Employee?

Y N

Y N

Y N

Y N

Y N

Y N

12. Are you aware of any similar types of activities by the alleged offender(s) against the target? If so, please describe the activity and when it occurred. Was a report made of these activities? If so, to whom and when?

(Attach a separate sheet if necessary)

13. Is there any additional information you would like to provide?

(Attach a separate sheet if necessary, and attach any relevant documentation (i.e., medical documents, photos, posts, video, emails, text messages, former reports, etc.)

Name/Title: _____

Signature: _____
(Complainant)

Date: _____

Name/Title: _____

Signature: _____
(Staff member receiving/reviewing complaint)

Date: _____

(If this complaint suggests that the alleged incident(s) was/were based upon the membership of the target in a protected class (such as race, sex, religion, disability or sexual orientation), this complaint shall be shared with the appropriate civil rights coordinator for the school district for possible addition investigation)

(If applicable) Referred to (name of coordinator): _____

Date of referral: _____

BUS ROUTES AND CONDUCT

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the Superintendent of Schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. Provide for the safety of students.
2. Supplement and reinforce desirable student behavior patterns.
3. Assist disabled students appropriately.
4. Enrich the instructional program through carefully planned field trips as recommended by the staff.

Definitions

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from his/her residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to C.G.S. Section 10-220c.
2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Naugatuck Board of Education.
3. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. "Grade K" means kindergarten.
5. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Conditions" that affects the safety of pupils walking to and from school and/or a designated bus pick-up area.
6. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.

7. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
8. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas.

<u>Grade</u>	<u>Limit</u>
K	1 mile
1-3	1 mile
4-8	1-1/2 miles
9-12	2 miles

Students living within the stated distance limits will receive transportation when, in the opinion of the Board, it is in the best interests of the district to provide transportation.

Access to Bus Stops/Transportation

Parents and/or guardians assume responsibility for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and the provision of supervision that is appropriate to the student's age, maturity and conditions at the bus stop at all times. Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop in advance of any scheduled pick up time.

Hazardous Conditions

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. A street or road having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exists:
 - a. For pupils under age ten, or enrolled in grades K through 3:
 - i. the absence of a pedestrian crossing light or crossing guard where three or more streets intersect; OR
 - ii. street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection.
 - b. For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school;
 - c. For all pupils:
 - i. any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR
 - ii. the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.
2. Any street, road, or highway that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exists:
 - a. For pupils under age ten, or enrolled in grade K through 3:
 - i. any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR
 - ii. any street, road, or highway possessing a speed limit in excess of thirty miles per hour.

- b. For all pupils:
 - i. the presence of man-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR
 - ii. any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR
 - iii. any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR
 - iv. any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.
- 3. Any walkway, path, or bridge in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:
 - a. a crossing guard is present; OR
 - b. for pupils under age ten, an automatic control bar is present at crossings; OR
 - c. for pupils over age ten, a bar or red flashing signal light is operational.
- 4. For pupils in grades K through 4, the following conditions shall be deemed hazardous:
 - a. a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR
 - b. any area adjacent to a roadway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.
- 5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.
- 6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral

degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.

Applicability and Exceptions

1. This policy is applicable to private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.
2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.
3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination of conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

Complaint Procedure

All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof. If a complaint covered by Section 10-186 of the Connecticut General Statutes is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

CAFETERIA

It is the intent of the Board of Education that schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages offered for sale to students, whether in the cafeteria, school store, or vending machines will meet federal and state standards and guidelines.

<https://naugatuckps.sodexomyway.com> is where families can go for the lunch menu.
www.myschoolbucks.com is to view child's lunch account and also to pay online.

The district participates in the National School Lunch Program and offers to students nutritionally balanced lunches daily. Free and reduced price lunches are available based on financial need. Information on this program can be obtained from the secretary at each school.

In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur.

Charging is not encouraged by the district but on those occasions that a student does not have money, they will be offered an alternate meal.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are outlined in Board of Education policy #4600, and staff receive annual training in their use.

Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries 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. To make a report of suspected abuse or neglect please call the DCF Care Line at 800-842-2288.

COMPETENCY-BASED LEARNING

The Naugatuck Public School Curriculum and Instruction is built on a competency-based system. Children develop competencies in and across subjects as they progress through the grade levels on their way to becoming the Vision of the Graduate.

Intervention

The district utilizes the Response to Intervention (RTI) process which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students. Academic and behavioral support and targeted interventions will be provided for students who are not making academic progress toward grade level competencies.

COMPUTER RESOURCES

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision, and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. By signing the user agreement, students and parents agree that they have read and understand the Board policies governing the use of equipment, the district network and student conduct. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that email communications, using district computers, are not private and may be monitored by staff. Students may not access social media sites using district equipment, while on district property, or at a district-sponsored activity unless the posting is approved by a teacher. The district will not be liable for information posted by students on social media websites, such as Facebook, Myspace, YouTube, Twitter, Instagram, Snap Chat, etc., when the student is not engaged in district activities and not using district equipment.

The district reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee. At no time are students allowed to circumvent or attempt to disable the internet filtering or security measures that are in place for their safety. Violations may result in withdrawal of privileges and other disciplinary action.

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore students (plus staff) will be permitted to access the district's wireless network with their personal devices during the school day. With

teacher approval, students may use their own devices to access the Internet and collaborate with other students using district recommended sites and applications.

Students and parents/ guardians participating in the Bring Your Own Device Technology Program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the student Computer Acceptable Use Policy (Student Use of the District's Computer Systems and Internet Safety Policy #5148, Regulations #5148R a-i).

Electronic Devices and Games (Radios, Cameras, CD/DVD Players)

Students are not permitted to possess such items as radios, CD/MP3 players, iPods, tape recorders, video recorders, DVD players, cameras, or electronic games at school, unless prior permission has been obtained from the principal. Without such permission, these items must be stored in lockers or backpacks upon entering the building. Otherwise, the items will be collected by teachers and turned in to the principal. The principal will determine whether to return the item at the end of the day to be taken home by the student or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct. Students found to be using any electronic devices in violation of board policy and school rules shall be subject to disciplinary action. Further, a student may be disciplined for creating and/or distributing written or electronic material, including Internet material, images, videos and blogs that cause substantial disruption to school operations or interferes with the rights of other students or staff members.

The sending, sharing, viewing or possessing pictures, emails or other material of a sexual nature in electronic or any other form on cellphones or other electronic devices is prohibited.

CONDUCT

The Naugatuck Public Schools develops children who are responsible for their behavior and are contributing members of our community. The Vision of our Graduate identifies expected student behavior as follows:

The Responsible Citizen

- Participates positively with our community and engages in developing solutions to local problems and issues
- Accepts responsibility for personal decisions and actions
- Acts ethically and responsibly
- Recognizes and respects diversity
- Demonstrates civic literacy
- Demonstrates awareness of personal and social health and wellness
- Acts with empathy and kindness

The Researcher

- Generates and manages data from a variety of sources to make sense of their thinking and their world
- Understands the past to make sense of the future
- Challenges the veracity and validity of information
- Analyzes and evaluates information to inform thinking
- Uses a variety of media and technological tools to find, analyze and make sense of information
- Generates thoughtful questions and hypotheses about relevant problems and issues and develops a process to address them
- Sources information through new, uncommon, unusual (e.g., adult experts, local businesses) ways or places

The Informed Thinker

- Acquires and applies information across disciplines and in real-world contexts
- Evaluates, analyzes and synthesizes information from a variety of sources
- Demonstrates understanding and knowledge of Humanities, Science, Math, Technology and the Arts
- Reflects critically on learning and life experiences and seeks opportunities to grow
- Effectively analyzes and evaluates evidence, arguments, claims and beliefs, and alternative points of view
- Promotes, develops and contributes thoughtfully to divergent and original perspectives

The Innovator

- Takes risks and learns from failure
- Is curious and imaginative
- Innovates, invents, imagines and dreams
- Applies knowledge in new contexts and across disciplines
- Collaborates effectively with others to create new ideas and solutions
- Actively engages in and takes ownership of their learning
- Produces striking, distinct, unique, and well-crafted works
- Demonstrates originality in thinking and design of solutions to a variety of problems and obstacles
- Understands the purpose driving the creative process (What does this contribute to society? How do I see my world? How can I make my world better?) and goes beyond convention when shaping ideas
- Uses a multitude of ways to generate original ideas and process them in order to select the best, most effective, imaginative ones
- Seeks out critique and feedback to review, revise and refine work

The Problem Solver

- Uses relevant information and technology to solve problems
- Collaborates with others to generate new and unique solutions
- Designs questions, makes predictions, generates data and collects information
- Analyzes and evaluates data and information to draw conclusions
- Identifies patterns, trends and relationships in order to generate solutions
- Perseveres, even in the face of failure, obstacles and challenges
- Recognizes the need for specific, accurate, reliable information when making decisions and setting a course of action
- Applies knowledge to set personal, intellectual and professional goals
- Applies knowledge in new and unfamiliar contexts
- Demonstrates initiative and independence
- Demonstrates flexibility, including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality

The Communicator

- Speaks and listens effectively for a variety of purposes
- Uses evidence and coherence appropriately in communication
- Structures and organizes communication in English and at least one other language
- Communicates strategically for a variety of purposes and audiences
- Uses a variety of modes of expression (visual, spoken, written, performing arts, etc.), including the effective use of technology, to create and share ideas
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

DISCIPLINE

Students may be disciplined for conduct on and/or off school grounds that endangers persons or property, is disruptive of the educational process, or violates Board policy. Disciplinary actions may include using restorative practices and/or discipline management techniques, such as detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. In addition, when a student violates the law, that student may be referred to legal authorities for prosecution. According to Board of Education policy #5250 such conduct includes but is not limited to:

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 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 paragraph 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. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false 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 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 cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by

one or more students repeatedly directed at another student attending school in the same school district, that:

- a. Causes physical or emotional harm to such student or damage to such student's property;
- b. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- c. Creates a hostile environment at school for such student;
- d. Infringes on the rights of such student at school; or
- e. Substantially disrupts the education process or the orderly operation of a school.

**Bullying shall include, but not be limited to, a written, 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. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Any action prohibited by any Federal or State law.
40. 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.

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school

grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Education (unless the Board has delegated authority for readmission decisions to the Superintendent.) The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

Dress Code

Student dress is regulated by Board of Education policy #5210. Students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

Smoking

Students shall not smoke or use tobacco products or e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

The school 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 the following disciplinary actions:

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

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 judgement 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.

Expulsion

Administrators may remove a student from all classes when the student deliberately causes a serious disruption to the teaching and learning process within the classroom.

Prior to an expulsion hearing, information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearings shall be held as soon as possible after the expulsion as possible.

The Board of Education may expel a student in grades 3 through 12 inclusive, from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property or the educational process or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program.

Expulsion from school will result in the loss of all extra-curricular and social privileges during the period of expulsion.

For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions

required by the Board. Such a Board specified program does not require the student or the parent/guardian of the student to pay for participation in the program.

Students in grades kindergarten through grade 12, inclusive, are subject to mandatory expulsion for the possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school sponsored activity for a calendar year. A student in grades kindergarten through grade 12, inclusive, who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.

Expelled students, under age 16, will be offered an individualized learning plan as part of an alternative education. Students between ages 16 and 18 who are expelled, even for conduct that endangers others, will be offered an alternative educational opportunity if it is the student's first expulsion (PA 16-147).

A district student who has committed an expellable offense who seeks to return to a district school after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for one year or more, in lieu of expulsion from the district, shall be permitted to return to the appropriate school setting within the district. Further, the district will not expel the student from any additional time for the offense(s).

Suspension

A teacher may remove a student from a class when the student deliberately causes serious disruption of the teaching and learning process within the classroom. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school.

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. Students in preschool through grade 2, inclusive, may only receive in-school suspensions, unless, after an informal hearing, the administration determines that an out-of-school suspension is appropriate based on evidence that the students conduct on school grounds is of a violent or sexual nature that endangers persons.

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

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

DISTRIBUTION OF MATERIALS

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

The principal or his/her designee may approve such distribution providing:

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

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

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

EMERGENCY SCHOOL CLOSING INFORMATION

In the event school is closed because of bad weather or another emergency, announcements will be made on the district's website and via our School Messenger system. It is critically important that emergency contact information is kept current in PowerSchool. All changes in address, email, and phone numbers should be communicated with the school secretary.

EXTRACURRICULAR ACTIVITIES

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

In order to participate in interscholastic sports the following must be completed:

- Annual Physical completed by a medical professional
- Sudden Cardiac Arrest Waiver
- Concussion Waiver
- The NPS informed consent form
- High School athletes must sign and comply with the NHS Student Athlete Handbook (this handbook is posted on the NHS website)

Student interscholastic activities are governed by Connecticut Interscholastic Athletic Conference (CIAC) regulations. Eligibility for participation is governed by state law as well as the regulations of the CIAC.

Students need to be present for at least half of the school day to be eligible to participate in practice or play that afternoon or evening. Exceptions to this rule will be considered only if the player's parent explains the unusual circumstances to the principal or designee.

Clubs and Performing Groups

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

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes according to Board of Education policy #5270. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity.

FINANCIAL ASSISTANCE

Students will not be denied opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact a guidance counselor, advisor or administrator to request confidential help.

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 each classroom. A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such crisis response drill will be planned and conducted with the local law enforcement agency. Local law enforcement and other local public safety officials will evaluate and provide feedback on fire drills and crisis response drills.

FOOD ALLERGIES

The school is committed to providing a safe environment for students with food allergies and to support parents regarding food allergy management. An Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students identified with food allergies. Such students may also be eligible for accommodations and services under Section 504 and special education law.

The district's specific plan for managing students with life-threatening food allergies is detailed in Board of Education policy #5800 and is posted on our district's website.

FUNDRAISING

Students may engage in raising funds for school-sponsored activities according to Board of Education policy #5260. An application for permission must be made to the principal at least one month before the event.

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

GRADING SYSTEM

The Naugatuck school system utilizes PowerSchool Gradebook Pro to record and communicate student progress on an ongoing basis. Additionally, student progress and growth are reported to parents through report cards and progress reports and parent conferences. Please refer to the grading system of your child's school.

GRADUATION REQUIREMENTS

Students must accumulate 23 credits and demonstrate 21st Century Learner Outcomes to earn a Naugatuck High School Diploma.

Credit Distribution: English 4.0; Social Studies 3.0; Mathematics 4.0; Science 3.0; Physical Education 1.0; Health .5; Community Service .25; and Electives 7.25

GREEN CLEANING PROGRAMS

A green cleaning program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the district's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

"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" (a required statement by law).

GUIDANCE AND COUNSELING

Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the guidance counselors include helping the student function more successfully within the school environment. The district's comprehensive counseling program strives to assist students in acquiring critical skills in the academic, career, and personal/social aspects of development. School counselors will use a variety of methods to assist students in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and to ensure that every child learns in a safe, healthy and supportive setting.

Referral for psychological and/or psychiatric assistance by other social services agencies within or outside the school may also be recommended. Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's/guardian's written consent.

HARASSMENT STATEMENT

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal.

A student who believes he/she has been harassed is encouraged to report the incident to the principal, teacher or guidance counselor. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary.

HAZING ACTIVITIES

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

HEALTH SERVICES

The school health office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Scoliosis and hearing tests are administered to students in grade eight. The results are provided to the parents.

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

Administration of Medication

Parents of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse. All medication must be in original container with proper labels.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A school nurse, or in the absence of the nurse, a "qualified/school employee" may administer anti-epileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Written parental permission and written order from a physician is required.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted. A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.

Communicable/Infectious Diseases

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

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

Disabilities

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

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency. Any changes throughout the year need to be reported to the school secretary.

Health Records

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

A diabetic student may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of the student to conduct self-testing. Such self-testing shall be done in accordance with the guidelines issued by the Commissioner of Education.

Homeless Students

Students who are classified as homeless under federal law and do not have a fixed residence will be enrolled in school pursuant to federal law and Board of Education

policy #5119. The local liaison for homeless children is Nicole Reichardt, Director of Special Services.

Immunizations

All students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis A, Hepatitis B, Varicella (Chickenpox), Meningococcal, Pneumococcal, Rubella, Influenza and Hemophilus Influenza Type B. Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

Parents/guardians wanting their children to be excused from immunizations if such immunizations are contrary to the religious belief of the child or of his/her parent/guardian must request such exemption in writing to the superintendent. The request must be officially acknowledged by any of the following: notary public, judge, clerk/deputy clerk of a court, town clerk, justice of the peace, attorney or school nurse. Such request must be made before initial entry into the school system and prior to entering grade 7.

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

For further information regarding immunizations contact the District Nurse Supervisor, Deborah Sauers.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) Health assessment shall also be required in grade 6 (or 7) and in grade 9 (or 10). All students in grades K and grades 1, 3, 4, 5 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K, 1, 3, 4, and 5. Postural screening will be conducted for all female student in grades 5 and 7 and for male students in grade 8 or 9. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

HOMWORK

The purpose of homework is to encourage students to continue their learning outside of the classroom and the school day. Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student's work in school.

INSURANCE

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, it is suggested that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and insurance carriers and the Naugatuck Public Schools assume no liability from disputes arising from such contract.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Parents of Limited English Proficient (LEP) students participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the LEP program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

LOST AND FOUND

Any articles which are found in the school or on school grounds should be turned in at the school office. Unclaimed articles will be disposed of or donated at the end of each school year. Loss or suspected theft of personal or school property should be reported to the main office.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments.

ON-CAMPUS RECRUITMENT

Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools

and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of students by technical high schools, regional agricultural science and technology education center, magnet schools, charter schools will be provided. Military recruiters and institutions of higher learning shall have access to secondary school students' names, addresses and telephone listings unless the student's parent/guardian submits a written request that such information not be released without their prior written consent.

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. We welcome parents as partners in our schools.

PARENT-TEACHER ASSOCIATIONS AND ORGANIZATIONS

PTO is a vital link between the school, community and the parents it serves. Thus, parents are urged to join and take an active part in the PTO. The Parent School Council (PSC) is a district-level parent group that serves an advisory to the superintendent and provides coherence among the school parent groups.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. 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 school secretary who will add the name to the list for notification. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

PHOTOGRAPHS

From time-to-time during the school year, school personnel and/or the media take photographs. If a parent/guardian does not want their child to be photographed for school use, school website use or for media purposes, the school office must be alerted in writing.

POOL SAFETY

Student aquatic activities which include swimming instruction as part of the physical education program, interscholastic competition, and extra-curricular activities are governed by the required staffing levels contained in P.A. 13-161. The Naugatuck Board of Education's Pool Safety Plan is published on the district website as Board of Education policy #1332R.

PROMOTION, RETENTION AND GRADE PLACEMENT

Student promotion is dependent on each student's progress toward competencies. Normally, students will progress annually from grade to grade. Retention and acceleration decisions are the responsibility of the teaching staff and principal, after prior notification and discussion with parents. The final decision rests with the school principal.

PROPERTY, LOCKERS AND EQUIPMENT

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

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

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

Each student is assigned a desk, hall locker and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year, should be kept in good order and not abused.

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

Students should not attempt to repair school equipment but should notify the main office immediately if it isn't functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students are warned not to

bring large sums of money or valuables to school, liability for these items remains with the student.

PSYCHOTROPIC DRUG USE

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

READING

The school will utilize in grades kindergarten through grade three reading assessments to identify students reading below proficiency and to assist with the identification of students at risk for dyslexia.

RELIGION AND RELIGIOUS ACCOMMODATIONS

The school district acknowledges each individual's rights to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The district strives to provide religious accommodations to students in an equitable and appropriate way in accordance with district policies and corresponding guidelines.

SCHOOL ALTERNATIVES

Connecticut 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. 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. Suburban and rural students are allowed to attend public schools in a nearby urban center. Enrollments are offered on a space-available basis in grades K-12. The Program includes Hartford, Bridgeport and New Haven and their surrounding districts.

The district offers an alternative education program in a nontraditional setting that addresses the emotional, social, behavioral and academic needs of students. Information

about alternative education offered by the district, including purpose, location, contact information, staff directory and enrollment criteria is posted on the district's website.

SCHOOL ATTENDANCE AREAS

Students will attend the school designated within the school boundary in which the student resides, except that in the best interests of the child the Superintendent, within his/her sole discretion, may approve a student's attending a school in another boundary.

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

SCHOOL SECURITY AND SAFETY

Each school in the district will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, shall establish a school security and safety

committee which will assist in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years.

The district has developed and maintains an emergency disaster preparedness and response plan for implementation as needed ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

SEARCH AND SEIZURE

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 locker or desk under the following conditions:

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

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

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

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

SECLUSION/RESTRAINT

The use of restraint or seclusion will be used only by trained school staff in emergency situations only to prevent immediate or imminent injury to a student or others. Restraint or seclusion will not be used to discipline a student or because it is convenient or instead of a less restrictive alternative. Such use will also be constantly monitored by a school employee. When used, parents will be notified within 24 hours, but a reasonable attempt will be made to notify parents/guardians immediately after restraint or seclusion is initiated.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SEXUAL HARASSMENT

The district wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, social worker, guidance counselor, administrator, school nurse or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint. The district will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator, Christopher Montini.

SPECIAL EDUCATION

The district provides special programs for those with disabilities which affect a student's success at school. A student or parent with questions about these programs should contact Nicole Reichardt, Director of Special Services.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An

Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement. Parents will be informed regarding the use of scientific, research-based interventions. Parents have the right to have the school paraprofessional assigned to their child, if any, attend and participate in PPT meetings. Parents, as required by law, will be provided information at PPT meetings about their right to have advisors and paraprofessional attend PPT meetings.

For students in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students presently in Special Education and special services programs.

STUDENT DATA PRIVACY

Connecticut legislation, PA 16-189, *An Act Concerning Student Data Privacy*, restricts how student information may be used by (1) entities that contract to provide educational software and electronic storage of student records (“contractors”) and (2) operators of websites, online services or mobile applications (i.e., apps). The Board of Education will notify students and parents within five (5) days of executing a contract with such contractors. Student information will be deleted by operators of websites, online services, or mobile apps upon student, parent, guardian or board of education request. Such operators may not create student profiles for use in targeted advertising and for purposes unrelated to school. Parents and students will notified of data breeches.

STUDENT PUBLICATIONS

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

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

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

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

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

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 currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and 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 such as an administrator, teacher, support staff, Board of Education member, attorney, 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.

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

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the 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 principals or superintendent's office.

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

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

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

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

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

The district's HIPPA Privacy Officer is Christopher Montini.

SURVEYS/STUDENT PRIVACY

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

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sexual attitudes or behaviors;
4. Illegal, antisocial, self-incriminating and demeaning behavior;
5. Critical appraisals of other individual with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Income; or
8. Religious practices, affiliations, or beliefs of the student or the student's parents.

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a student, prior to its use. Parents will be notified at least two weeks in advance of any survey that will be given to their children.

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

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TESTING

All students in grades 3 through 8 and 11 take the State mandated assessments and are included on transcripts and permanent records. Additionally, the district uses additional assessments throughout the year to monitor student, school and district progress.

TITLE I COMPARABILITY OF SERVICES

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are allocated based on the needs of the school and to ensure equity across the district.

TITLE I PARENT/SCHOOL COMPACT

Policy #6830 requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;

3. Address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in and observe their child's classroom activities; and
4. Ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Parent-School Compact

Parents, students and staff involved in Title I programs within the Naugatuck School District agree to share responsibility for improving student academic achievement. In furtherance of this agreement, these parties agree to the following:

The Naugatuck School District shall be responsible for:

- *Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students in the [name of school] Title I program to meet the challenging state academic standards;*
- *Communicating with parents regarding their child's progress and providing timely information about Title I programs and assessment tools;*
- *Encouraging ongoing communication between teachers and parents;*
- *Educating staff about the importance of parental involvement;*
- *Providing at minimum, annual parent-teacher conferences during which the school-parent compact will be discussed as it related to the individual child's achievement;*
- *Providing frequent reports to parents on their child's progress;*
- *Providing reasonable access to school staff;*
- *Providing opportunities for parents to volunteer, participate in and observe their child's classroom activities; and*
- *Ensuring regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.*

Teachers participating in Title I programs shall be responsible for:

- *Communicating with parents on an ongoing basis;*
- *Participating in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;*
- *Providing frequent reports to parents on their child's progress; and*
- *Providing opportunities for parents to volunteer, participate and observe their child's classroom activities.*

Parents shall be responsible for supporting their child's learning in the following ways:

- *Monitoring their child's attendance;*
- *Volunteering in their child's classroom;*
- *Encouraging positive use of their child's extracurricular time; and*

- *Participating, as appropriate, in decisions relating to their child's education.*

TRANSPORTATION

The Board will provide transportation for students according to state law, regulations and Board of Education policy #5202. Parents must ensure students arrive at the bus stop in advance of scheduled pick up time. Parents and/or guardians assume responsibility for the safety of their children up until the point when students board the bus, and after students get off the bus after school. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

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

VACATIONS

School policy strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session may be considered "unexcused absences," in light of attendance policies and regulations.

VIDEO RECORDERS ON SCHOOL BUSES/SCHOOL CAMPUS

The district has video recording equipment on school campuses, buildings and buses to monitor safety. Video recording and viewing is a standard practice in our district to help ensure a safe environment. It is also used to monitor student behavior in common areas or campus. Discipline will be in accordance with the district's discipline policy. Any student, staff member, or visitor to the school is prohibited from tampering with or damaging the school's video surveillance equipment. Video recordings shall be treated as protected student records under the *Family Educational Rights and Privacy Act*.

VISITORS

Parents and other visitors are welcome to visit Naugatuck Public Schools. All visitors must first report to the main office. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. 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. Visits cannot interfere with the educational program of the school nor interrupt teaching activities.

WELLNESS

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

WITHDRAWALS AND TRANSFERS

Students withdrawing from school must notify the school one week in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a formal written statement of withdrawal and release of records form. All books, materials, athletic equipment and other equipment loaned by the school must be returned or paid for by the student or his/her parents/guardians.