

Wolcott Public Schools
ELEMENTARY SCHOOL
PARENTS/GUARDIANS
HANDBOOK

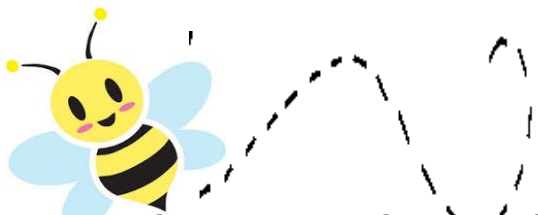
2018—2019

“Children First”



Alcott All-Stars

ALCOTT SCHOOL



Frisbie School



WAKELÉE SCHOOL

INTRODUCTION

The Connecticut General Statutes and/or Board of Education regulations require an annual notification to parents/guardians of certain policies or regulations for the school district. This booklet fulfills this obligation. You are requested to read this information and to return page iii to your child's teacher. The form will verify your receipt of this material.

Thank you for your cooperation. Do not hesitate to call the school principal if you have questions or concerns.

WOLCOTT BOARD OF EDUCATION

Lori DelBuono Barlett, Chairman
Cynthia Mancini, Vice-Chairman
Roberta Leonard, Secretary

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Christopher Charette
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SCHOOL DIRECTORY

Central Office

Superintendent
Director of Student Learning/Teaching
Director of Student Services
Supervisor of Special Education

203-879-8183
203-879-8183
203-879-8178
203/879-8178

1488 Woodtick Road
Dr. Anthony Gasper
Mr. Frank Purcaro
Mr. Kevin Hollis
Mrs. Rosa Ramalhete

Business Office

Business Manager

203-879-8180

Mr. Todd Bendtsen

1488 Woodtick Road

Building, Grounds and Maintenance

Supervisor:

203-879-8180

Mr. Wayne Natzel

Wolcott High School

Principal:
Assistant Principal:
Assistant Principal:

203-879-8164

Mr. Walter Drewry
Mr. Bryan Mackay
Mr. Joseph Morgan

457 Bound Line Road

Tyrrell Middle School

Principal:
Assistant Principal:

203-879-8151

Mr. Joseph Norcross
Mr. Daniel Caetano

500 Todd Road

Alcott Elementary School

Principal:

203-879-8160

Mr. Shawn Simpson

1490 Woodtick Road

Frisbie Elementary School

Principal

203-879-8146

Mrs. Kimberly Murtaugh

24 Todd Road

Wakelee Elementary School

Principal

203-879-8155

Mrs. Deborah Osvald

12 Hempel Road

Wolcott School Lunch

Food Service Director

203-879-8145

Mrs. Eileen Girgenti

1490 Woodtick Road

All Star Transportation LLC

Manager

203-879-1334

Ms. Brenda Johnson

515 Wolcott Road

DISTRICT COMPLIANCE OFFICERS

A)	Title VI (race, color, national origin)	Mr. Frank Purcaro, Director of Student Learning/Teaching	203-879-8183
B)	Director Student Services	Mr. Kevin Hollis, Director of Student Services	203-879-8178
C)	Title IX (sex equity)	Mr. Shawn Simpson, Principal	203-879-8160
D)	Age Discrimination	Mr. Frank Purcaro, Director of Student Learning/Teaching	203-879-8183
E)	Section 504 (handicap)	Mr. Walter Drewry , Principal WHS	203-879-8164
F)	Americans with Disabilities (ADA)	Mr. Kevin Hollis, Director of Student Services	203-879-8178

ATTENTION PARENTS!!

Dear Parent/Guardian:

It is **important** that you and your child read and review the contents of this handbook. It contains notices of rights that you and your child have under law. Please sign and return **page iv** to indicate that you have read and reviewed the handbook with your child. Please refer to your electronic account and electronically sign the form referencing the Elementary Student Handbook.

Wolcott Public Schools Statement Regarding:

1. WEAPONS & DANGEROUS INSTRUMENTS POLICY

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm or destructive device in any school building on school grounds in any school vehicle, or at any school-sponsored activity is prohibited.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon, destructive device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 50-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students. (see Policy 5131.7(a)).

I understand and consent to the responsibilities in the Wolcott Public School district's policy specifically related to WEAPONS & DANGEROUS INSTRUMENTS. I also understand and agree that my child shall be held accountable for his/her behavior and accept the clearly established consequences.

2. ELEMENTARY COMPUTER DEVICE USER AGREEMENT POLICY

1. I will not write down or tell someone my network password.
2. I will not leave my computer device without logging off.
3. I will not work on a computer device which is logged in as someone else.
4. I will not work on a computer device which is out of my teacher's sight.
5. I will not put any software on the network or computer devices or take any software off the network or computer devices.
6. I understand I have limited privacy in the network.
7. I will only access internet sites which are bookmarked or approved by my teacher.
8. I will not try to buy or order anything from the Internet.
9. I will not send any e-cards.
10. I will not enter any type of chat room or use any kind of Instant Messaging program.
11. I will not change my wallpaper, cursor, screen savers, etc.
12. I will never give my name, address, phone number or any personal information to anyone or to any mailing lists.
13. While on the computer device, network and/or Internet I will not use bad language or act in a way which could hurt someone's feelings.
14. I will only print with permission from my teacher.
15. I understand that if I don't follow these rules it will result in a discipline action which may include the loss of the privilege I have to use any and all of the district's computer devices.

3. PESTICIDE MANAGEMENT POLICY

The intent of this policy is to ensure that students, employees, and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds.

The Wolcott Public Schools will:

- Provide notice of planned pesticide application to students, parents/guardians, and employees in the manner required by law and establish a registry of parents/guardians and staff who want to receive such advance notice.
- Post the areas scheduled to receive pesticide application(s).
- Maintain written records for five years of all pesticide applications.
- Inform parents/guardians and staff of the pesticide management policy.
- Employ only licensed and certified pesticide applicators for any non-emergency pesticide use in school buildings or on school grounds.

4. MEDIA EXPOSURE

From time to time events and activities in our schools are covered by the media (television, electronic, school newsletters and newspaper). If for any reason you do not wish to have your child's picture appear in these media sources, please send a note indicating this to your child's teacher with your signed parent handbook notification sheet.

5. PROPER PLAYSCAPE USAGE

Please be sure to discuss this with your child prior to using the playscape.

Playscape Basics:

1. One student on every playscape activity/event at a time. The next student may enter as the student in front of him/her exits.
2. No running in mulch area around the equipment.
3. Students MUST be 5 to 12 years old.
4. Staircase intended for disabled students to gain access to equipment.
5. Signs must remain on equipment.

The Slide:

1. Don't allow anyone to climb up the slide, even if not in use, if someone coming down the slide.
2. Safety bar at top of slide is designed to force all users to assume the correct position in order to slide down.
3. User MUST walk away from bottom of the slide following ride down.
4. One rider per flume, (3) at one time due to the three flumes

Hanger Bar:

1. Intended to build upper body strength.
2. Primary students MUST be HELD or have a caretaker standing in position ready to catch them or lower them down if they can't complete the loop.

Flume Climber:

1. Climb up using hand grips.

Surfaces:

1. Provided with a gaiter grip surface to prevent slipping.
2. Areas without this gaiter surface are not intended for standing i.e. slide, ladder.

Capacity:

1. Play area can accommodate approximately 50 students by size and strength of equipment.
2. Supervisor MUST also consider reasonable space on apparatus and this depends on age and size of users.

5. PROPER PLAYSCAPE USAGE continued:

Injuries:

1. Caused by misuse or not enough surface material.

Manners:

1. Intended use prevails. Students sitting on equipment (socializing) should move to another area if students wish to use it for intended purpose.
2. Students **MUST** wait their turn to climb or slide.
3. Never push, shove, or jump off equipment.

Consequences for misuse:

1. All district and building policies will apply to misbehaviors while using the playscape.

6. ENHANCED SECURITY MEASURES

- All visitors to any school must enter through the Main Entrance (nearest the office) only. The door will be locked at all times and protected by video surveillance cameras monitored by a district employee. A visitor will be asked for identification and the reason for entry into the building. Only when the district employee is satisfied with the person's identify and purpose at the building, will the employee allow the visitor into the building. There will be no exceptions.
- If a student is being picked up from school prior to the end of the day, the student should bring a note informing the school that he/she will be picked up early. The person picking the child up must be identified in the note. No one will be allowed into the building to pick up students or for any reason unless they have been identified in advance.
- All exterior doors to every school will be closed and locked at all times before, during, and after the school day. Faculty and Staff are instructed to enter the building through designated entryway areas only. Employees have been issued a key to enter each school. Once employees enter the building, make sure that the door closes securely behind you.
- Students must be supervised when they leave the school area (i.e. outside) during regular school hours. School activities, such as recess should continue, please be diligent.
- All adults in any building must wear a picture badge. District employees have an Identification (ID) Badge and visitors must wear a visitor's badge.
- It is illegal to park in marked fires lanes around schools, cars will be towed.
- The Latchkey Program has a separate entrance and exit doorway for the program to be used by parents/guardians and latchkey employees only.
- There are additional internal security measures that we are instituting to ensure that our schools are safe and secure. Crisis training and practice drills will be done on an on-going and regular basis to allow us to be prepared for any emergency or crisis situation.

7. MEDICAL EXCLUSION FROM SCHOOL AND EPI-PEN PROCEDURES

Epi-Pen

In 2014 Connecticut Public Act 14-176 was amended to include “a school nurse or in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional. The parent or guardian of a student may submit in writing to the school nurse that epinephrine shall not be administered to such student under this subdivision.”

7. MEDICAL EXCLUSION FROM SCHOOL AND EPI-PEN PROCEDURES continued:

In the hopes of clarifying any questions you may have regarding school policy on the exclusion of children from school for specific conditions, we have prepared the following list. Please keep this list for future reference. If you have any questions, please call your school nurse. She will be glad to help you.

Bronchitis, Croup	Child may return to school after two (2) days of adequate treatment
Chicken Pox	Excluded for seven (7) days and rash has scabbed over
Conjunctivitis (pink eye)	May return to school after one (1) day of adequate treatment or when cleared
Fever	Child may return to school after temperature is below 100° for one (1) day
Fifth Disease	Child may attend school
Impetigo	May return after one (1) day of antibiotic treatment Child excluded until condition treated and child is completely cleared of lice and nits
Pneumonia	Child may return to school after three (3) days of adequate treatment
Strep Infections	Child may return to school after one (1) day of adequate treatment
Vomiting and/or Diarrhea	May return after one (1) day without symptoms
Shingles	May return with a note from physician—must be covered
Scabies	Child may return to school after adequate treatment and note from physician
Coxsackie	May return after one (1) day fever free

YOUR SIGNATURE SIGNIFIES THAT YOU HAVE READ THE FOLLOWING POLICIES:

- **WEAPONS AND DANGEROUS INSTRUMENTS**
- **STUDENT USER AGREEMENT**
- **PESTICIDE MANAGEMENT POLICY**
- **EPI-PENS AND MEDICAL POLICY FOR EXCLUSION FROM SCHOOL**
- **MEDIA EXPOSURE**
- **PROPER PLAYSCAPE USAGE**
- **ENHANCED SECURITY MEASURES**
- **REVIEWED ELEMENTARY HANDBOOK WITH CHILD(REN) AND ARE AWARE OF BEHAVIORAL INFRACTIONS AND SCHOOL POLICIES.**
 - I understand and consent to the responsibilities in the District's student behavior policies as outlined in this handbook. I also understand and agree that my child shall be held accountable for the behavior and consequences outlined in the discipline policy at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location.
 - I understand that any student who violates the school's rules of behavior shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law.

Student's Name (please print) _____

Parent/Guardian Name (please print) _____

Parent Signature _____ **Date** _____

*Please complete the portion below **ONLY** if you wish to be notified in advance of any planned application of pesticides at your school or on your school grounds.

***Please add my name to the pesticide notification registry:**

Name: _____

PLEASE RETURN THIS PAGE TO STUDENT'S TEACHER
IF YOU DO NOT HAVE A COMPUTER,
PRINT THIS PAGE AND RETURN TO STUDENT'S TEACHER SIGNED

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WOLCOTT PUBLIC SCHOOLS:

MISSION STATEMENT

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

PHILOSOPHY

The public school is one of the most important forces in America devoted to the total development of human potential. An efficient and effective learning program involving the transmission and utilization of knowledge, skills and attitudes will enable students to develop their potentials as individuals and to make a useful contribution as members of society.

To accept a realistic evaluation of themselves, their ambitions and their environment, students are encouraged and directed to study and research independently, think logically and communicate ideas meaningfully. Students are guided in their interpretation of the modern world through an appreciation of their democratic heritage so they may be discerning in their choice of competent leadership and become intelligent participants in their communities and vocations. Moral, ethical and aesthetic values are exemplified as indispensable guides to richer and more rewarding living. Fundamental to this process is the conviction that every student must be regarded as an individual worthy of our sincere interest, respect and best efforts.

FIVE YEAR GOALS 2014-2019

Goal 1 – High Individual Expectations for Students

To set high expectations for each student to meet his/her individual academic potential to prepare him/her for the challenges of the 21st century.

Goal 2 – Environment for Learning

To provide an optimal environment where students feel safe and secure to learn, grow and develop.

Goal 3 – High Performance Standards

To maintain high standards of performance and professional conduct by Wolcott Public School personnel and related community members and organizations.

Goal 4 – Social and Emotional Development

To foster, support and aid the social and emotional development of students in partnership with parents and the community.

Goal 5 – Citizenship

To prepare students to become responsible citizens by providing learning opportunities within the community.

EQUAL OPPORTUNITY STATEMENT

The Wolcott Board of Education complies fully with all regulations in the Americans with Disabilities ACT (**ADA**) and Section 504, Title VI, and Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 (gender equality).

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age of any other persons with whom the individual associates. The District provides equal access to the Boy Scouts and other designated youth groups.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials, and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

All of its educational programs are offered without regard to race, color, creed, national origin, sex or handicap-
ing condition. The Wolcott Public Schools has an Equal Education Opportunity Policy. The following persons have been appointed as district compliance officers:

Title VI (race, color, national origin) - Mr. Frank Purcaro, Director Student Learning/Teaching	203-879-8183
Title IX (sex equity) - Mr. Shawn Simpson, Principal	203-879-8160
Age Discrimination - Mr. Frank Purcaro, Director Student Learning/Teaching	203-879-8183
Section 504 (handicap) - Mr. Walter Drewry, Principal	203-879-8164
ADA, FERPA - Mr. Kevin Hollis, Director, Pupil Services	203-879-8178

The grievance form is available in your school office. It is form 0521. This grievance form must be filled out within 40 calendar days of the alleged complaint and returned to the appropriate grievance coordinator.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the ACT.

ACCEPTABLE USE POLICY (AUP)

In its approved AUP, Wolcott's Board of Education has described the behaviors that it expects of your child whenever he/she is using the district's educational computer devices and networks. The AUP lists district expectations for personal safety, system security, respecting privacy and resource limits and legal issues, such as copyright, threatening and harassment. You should be aware that because these technologies are provided solely for educational purposes, some behaviors that are acceptable on your home computer are not appropriate for school technologies. Teachers will review the AUP with students during class instruction. Copies are available in the school office.

ADMISSION/PLACEMENT

Admission

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, gender, religion, national origin or sexual orientation. Exceptions from routine admission may be made by the school principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. Proof of domicile may also be requested by the building principal.

Children who have attained the age of sixteen and who have voluntarily terminated enrollment in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

According to Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Student Classroom Placements

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation or evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Children already attending Wolcott Elementary Schools are placed by a team of teachers. Placement teams are configured with Grade Level Teachers, Reading Specialist, Special Education Teacher, Speech Language Pathologist, other staff as needed and the Principal. The team considers each child's educational and behavioral needs when making placements. These needs are considered within the make-up of the children on the grade level. Classes are heterogeneous groupings balanced by gender, academic and behavioral needs. Parental input maybe considered. These assignments are reviewed by the Principal who makes all final placement decisions.

ATTENDANCE/TARDINESS/EARLY PICKUPS

Connecticut State Law requires parents/guardians to cause their children to attend school regularly during the hours and terms the public school is in session. Learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction.

The intent of the Board's Attendance Policy is to emphasize the importance of regular participation in classroom activity and to enhance the successful learning of students. All parents/guardians will be informed of this attendance policy at the beginning of the school year. Parents/guardian will be notified in writing when 50% and again when 75% of the maximum number of allowed absences has been taken.

ATTENDANCE/EXCUSES/DISMISSAL

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

<p>NOTE: <i>P.A. 15-225 requires the SBE to define "disciplinary absence: by January 1, 2016 to assist local boards of education calculate district and school chronic absenteeism rates.</i></p>

ATTENDANCE/EXCUSES/DISMISSAL

Definitions (related to chronic absenteeism)

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

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

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

School Chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Truancy

Because Ct. General Statutes 10-198a defines four unexcused absences in a month or ten unexcused absences in a school year as the criteria under which a student is considered truant it is important that all stakeholders understand the above guidelines, which shall be maintained in the Regulations for Policy 5112(a).

Absent

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is not “in attendance” is considered absent. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

- A. An absence is recorded when a child is absent for the entire school day.
- B. A full day absence is recorded when a child is dismissed within ninety (90) minutes (anytime before 10:35 AM) from starting time.
- C. A one-half day absence is recorded if a child is dismissed after ninety (90) minutes (anytime after 10:35 AM starting time and before one hundred five (105) minutes anytime after 1:35 PM from end of day).
- D. A full day of attendance is credited and recorded if a child is dismissed within one hundred five (105) minutes (anytime after 1:35PM) of the end of day.
- E. Arrive before 10:30—Full Day. Arrive between 10:30-12:00—Half Day. Arrive after 12:00—Absent.

ATTENDANCE/EXCUSES/DISMISSAL

Excuses

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted with ten(10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
1. Student illness (must be verified by a licensed medical professional to be deemed Excused, regardless of the length of the absence);
 2. Student's observance of a religious holiday;
 3. Death in the student's family or other emergency beyond the control of the student's family.
 4. Mandated court appearances (documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- C. A student's absence from school shall be considered unexcused unless:
1. The absence meets the definition of an excused absence and meets the Documentation requirements; or
 2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school. Refer to Policy #5113(6).

ATTENDANCE/EXCUSES/DISMISSAL

Absence Reporting Procedures

Parent or guardian notes and other documentation are central to determining whether a student's absence is excused or unexcused. While a note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student's absence are acceptable. For example, a parent or guardian can report the student's absence in person to an authorized school official.

Reporting of Each Absence

An incidence of absence is a set of consecutive school days on which the student is absent. If a student is out three consecutive days, that is one incidence of absence; therefore, only one note is needed. If the student is out three days but attended school one day between day two and three, the student has two incidences of absence and needs two notes.

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Families without Health Insurance

In some cases where families who lack health insurance cannot meet the Level 2 requirement to obtain a note from a licensed medical professional for absences due to illness, the school nurse may evaluate the ill student, either in person or over the telephone, and , where appropriate, provide the required documentation.

Retention

Any elementary or middle school student exceeding fifteen (15) days of absences will be considered for retention.

The final decision on retention due to absences that exceed fifteen (15) days will be made by school administrator, who will review case in relation to Board of Education attendance guidelines and procedures.

Tardiness and Cutting Classes

Under no circumstances will tardiness or cutting of classes be sanctioned.

Any student who is frequently tardy to school without adequate excuse shall be warned and reported to the parent/guardian. Penalties for tardiness and cutting classes shall be imposed via warnings, detentions and grade reduction for frequent offenders.

For entire Attendance/Excuses/Dismissal visit the website at Wolcottps.org under Policies

BEEPER/PHONES/PAGING DEVICES

Students shall not possess or use a laser pointer, unless under teacher supervision for instructional purposes, a remote ~~activated paging device~~ or cellular mobile phone while on school property, on school transportation or while attending a school sponsored activity on or off school property.

BUS BEHAVIOR

School Transportation privileges are extended to students upon their satisfactory behavior on the bus. Students are advised that they may be suspended from transportation services and/or school for unsatisfactory conduct, while waiting or receiving transportation to and from school, that endangers persons or property or violates Board policy or administrative regulation. Regulations for the Conduct of Pupils Riding on School Buses:

1. The driver is, at all times while pupils are being transported to and from school, in full charge of the bus and of all pupils riding therein. He/she is required to enforce all rules and regulations adopted by the school authorities for the conduct of pupils riding on the bus.
2. Pupils must ride assigned bus.
3. Pupils who must cross the street for the purpose of entering or leaving the bus must cross in front of the stopped bus.
4. Pupils must take a seat (the heater is not a seat) when they enter the bus loading from back to front under the driver's supervision and remain seated while the bus is in motion.
5. Pupils shall move from one seat to another only by permission of the driver and at a time when the bus is not in motion. They should get on and off the bus only when the bus is fully stopped.
6. Conduct on the bus shall be substantially like classroom conduct, except that reasonable conversation is permissible.
7. No indecent or profane language shall be permitted on the bus, nor any rowdyism or loud talking.
8. Unnecessary conversation with the driver is prohibited.
9. The use of gum on the bus is prohibited.
10. Smoking and the lighting of matches on the bus is prohibited.
11. Pupils must not throw wastepaper, hats, caps, books, lunches or other articles while in or about the bus.
12. Pupils must not at any time extend their arms or head out of the bus window.
13. Bus windows shall not be opened without permission from the driver.
14. Pupils shall assist in keeping the bus clean, sanitary and orderly and shall refrain from damaging or abusing the bus, its cushions or other equipment.
15. Upon entering or leaving the bus, pupils shall avoid crowding or in any way disturbing others.
16. Each pupil shall occupy his/her share of the seat only.
17. No pupil shall leave the bus without permission from the driver or proper school authorities, except at his/her stop or at the school.
18. Pupils shall enter or leave the bus only at the front door, except in case of emergency.
19. Pupils must be on time and at all times cooperate in keeping the bus on schedule.
20. Pupils must not stand on the traveled portion of the highway while waiting for the bus.
21. Pupils shall at all times be courteous to the teachers, bus driver and all other persons along the route.
22. Pupils shall keep away from buses on which they are not scheduled as passengers and shall not deface them or any of the other equipment.
23. Pupils, who damage, injure or deface any bus or any equipment on any bus shall be held liable for such damage. (In this respect, the statutes of the State of Connecticut clearly place financial responsibility on the parent/guardian.)
24. Passengers shall not eat on the bus.

BUS BEHAVIOR

A written request must be submitted by the parent/guardian to the principal of the school for his/her approval each time a child is to take a bus other than their regular one.

- A. Pupils may be suspended or excluded from transportation privileges for serious and/or repeated (4-offenses within a 3 month period) infractions of rules or violation of Board of Education policies regarding student conduct. All suspensions and exclusions will be in accordance with State Statues and Board policy.
- B. Documented discipline problems on buses or vans shall be handled by the pupil's Bus Driver and/or Principal of the school the pupil attends including technical school pupils, magnet school pupils and other pupils assigned to public schools.
- C. Particularly dangerous or disruptive behavior, as determined by the administering authority, may result in immediate suspension of up to ten (10) days.
- D. Any offense involving weapons and/or sale and/or distribution of controlled substances will result in expulsion proceedings as provided for under the Board of Education Policy.

CAFETERIA DISCIPLINE

A. Regulations

- 1. Upon entering, each child will place personal material on the assigned table (where it applies) and then walk to the hot lunch or milk line. After getting their lunch or milk, students will move to their assigned table or area and be properly seated.
- 2. Leaving the dining area will only be permitted in an emergency. Please remember to:
 - a. Take everything you need with you to the lunchroom.
 - b. Use the lavatory before going to lunch.
 - c. Students must be picked up by teacher or given verbal permission from aide to leave the lunchroom before dismissal for an alternate activity.
- 3. Be courteous and use good manners:
 - a. Speak in a normal tone to those seated around your table.
 - b. Use appropriate table manners.
 - c. Food should not be traded, shared or thrown.
 - d. Raise hand if help is needed.
- 4. Follow directions of the staff member who is in charge.
- 5. Remain in your seat until dismissed.
- 6. Clean up is every student's responsibility.
- 7. Leave the dining area silently and in an orderly manner following the directions of the adult in charge.

Consequences

- 1. 1st infraction warning
- 2. Continued infractions – written incident report/principal conference
- 3. Student's appropriate cafeteria behavior will be rewarded

Parents, grandparents, community members and seniors are always welcome to visit our schools and have lunch with the children in our cafeteria. We ask that you make a reservation one week in advance for your lunch order with the cafeteria staff so they can plan appropriately. Please understand that all visitors must abide by cafeteria rules. Lunchroom Aides are primarily responsible to supervise the children in the cafeteria. Visitors are always asked to stop by the main office to sign in and out and receive a visitor's pass.

Cafeteria—School Lunch Charging

The District uses Horizon Software International and MyPaymentsPlus.com, an automated prepayment system, which allows parents-guardians to view their child's meal account balance and purchases, received low-balance notifications, as well as, make deposits, to their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. The best way for parents to know what the child's account balance is at any time is to set up a free viewing account @www.MyPaymentsPlus.com.

Any student whose account has insufficient funds and does not bring a meal form home may charge lunch meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the www.MyPaymentsPlus.com website. Negative balance letters will be sent home weekly to any student owing. No snacks or a-la-carte items may be charged. If a student with a negative balance attempts to purchase a-la-carte items with cash, the money must first be applied to the negative balance.

Parents are responsible for providing meals or meal money for their student(s). Charging is for emergencies only. Repayment is expected without delay. If the parent or guardian continues to fail to provide the student with lunch money, district personnel (administration) will be contacted to assist on behalf of the student. Students who habitually charge or have negative balances over \$15.00 may have privileges withheld example: athletics, clubs, graduation ceremonies, field trips or other school activities.

CHEATING

Cheating by students is defined as attempting to take credit or taking credit for someone else's work, using unauthorized materials, or otherwise acting to deceive the evaluator in an assignment, project, test or any other graded student work.

Consequences

Students caught cheating will be subject to the following consequences.

1. First Offense - A grade of zero assigned to the student work with no make-up permitted. Parents will be notified of the cheating by the teacher.
2. Second Offense - A grade of zero assigned to the student work with no make-up permitted. Parents will be notified of the cheating by the teacher. A written punishment assignment will be assigned to the student by the teacher, signed by the Parent/ Guardian and submitted to the Principal.
3. Third Offense - A grade of zero assigned to the student work with no make-up permitted. A conference will be scheduled to include: The Parent/Guardian, Teacher, Student and Principal. Reasons for cheating should be clarified and an action plan developed. Appropriate consequences should be included in the plan.

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CHILD ABUSE/REPORTING

Connecticut law requires certain citizens to report suspected child abuse and neglect. These mandated reporters are people in professions or occupations that have contact with children or whose primary focus is children. Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected, or is placed in imminent risk of serious harm. Mandated reporters are required to make a referral to the DCF Hotline as soon as practical but no later than 12 hours after the mandated reporter becomes aware of or suspects abuse/neglect or imminent risk of serious harm to a child or children.

(Refer to Policy#5141.4a)

CHILD IDENTIFICATION

The Wolcott Public Schools cognizant of the legal mandate, consistent with Philosophy of Education and in accordance with its basic conviction shall locate, identify and evaluate exceptional children ages birth to twenty-one years old. If eligible, special needs students will be provided with a sound program of education and educational services. Such students for the purpose of definition in this article shall include the exceptional (i.e. physically handicapped, hearing impaired, mentally retarded, learning disabled, socially/emotionally maladjusted, etc.)

CONFIDENTIALITY STATEMENT

FERPA – Federal Law also known as Buckley Amendment Protects the privacy of a student's educational records and provides guidelines for the correction of inaccurate and misleading data through informal and formal hearings. 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. With few exceptions, an institution that receives funds under an applicable program of the U.S. Department of Education, may not disclose information about a student without a student's written consent.

CONFERENCE SCHEDULES FOR ELEMENTARY STUDENTS

2018-2019 Conference Schedules			
September	12	Wednesday	Curriculum Night
December	12	Wednesday	Parent Conference Night

CYBER BULLYING

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyber bullying, are unacceptable, a violation of District's Policy and of the District's Acceptable Computer Use Policy and Procedures. 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.

It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Principal or Director of Technology. All reports of cyber bullying will be investigated by the administration. In situations in which the cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school. Also, such conduct must be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student. Disciplinary action may include loss of computer privileges, detention, suspension, or expulsion. A communicated threat or a hate crime will be reported to the police.

DISTRIBUTION OF MATERIALS BY STUDENTS (USE OF STUDENTS)

Printed materials may be distributed to parents by students as inexpensive means of mass communications. At the same time this procedure can prove objectionable to parents and the school district if overdone. To provide the most effective use of this technique without exploitation of staff or students, the Superintendent or his/her designee may approve such distribution providing:

1. The materials relate to the school, community, local recreational or civic activities.
2. The materials do not relate to any religious belief or activity, or promote private gain, or political position.
3. The materials do not promote any political party or candidate.

All requests from groups or individuals to have students distribute materials to people in the community, with the exception of requests from school-connected organizations like parent-teacher organizations or Board appointed citizens' ad hoc advisory committees, will be referred to the office of the Superintendent to determine whether the requests comply with overall school purposes and policy.

DRESS AND GROOMING GUIDELINES

Purpose

This dress code is adopted because of safety concerns and because of the need to preserve an environment conducive to learning. Therefore, specific items are prohibited because of their propensity for causing or contributing to injury or causing disturbances and/or distraction among students and thereby interfering with the classroom atmosphere and educational process.

Requirements

- Personal hygiene, including cleanliness of dress, is required.
- Students' clothing or hair should not be hazardous to them in various school activities such as shop, laboratories, athletics, physical education and art.
- Grooming and dress that prevent the student from doing his/her best work because of blocked vision or restricted movement, or that expose the student to accidents, must be avoided.
- Clothing, hair arrangements or other personal adornments or embellishments that disrupt, distract or interfere with regular school operations are prohibited.

All Schools

The following attire is specifically prohibited from wear in the public schools during the academic school day:

- Footwear that marks/damages floors or is a safety hazard such as beach sandals, flip-flop shoes, slippery soled shoes, excessively high heels, backless shoes, such as clogs and untied sneakers.
- Any text written on clothing that detracts from the education of children is not accepted in the school environment. This requirement also refers to words stenciled on pants and shorts bottoms.
- Beachwear such as tank tops, athletic style undershirts, tight fitting spandex style pants and shorts, fishnet tops, half shirts, clothing that exposes bare midriffs, halter tops, backless shirts.
- T-shirts that are sexually explicit, vulgar, offensively lewd or indecent or that contain profanity.
- Frayed or torn clothing.
- Undergarments worn as outer garments.
- Coats, jackets or attire normally worn as outerwear, gloves and hats.
- Head coverings of any kind, including, but not limited to scarves, bandanas, masks, kerchiefs, athletic headbands, hats, caps or hoods.
- Sunglasses (unless required by a doctor's order).
- Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article or attire with spikes or studs attached.
- Attire or accessories that depict logos or emblems that advertise or encourage the use of drugs, tobacco products or alcoholic beverages.
- Attire or accessories that are related to gang membership or gang activities.
- Blouses, shorts, miniskirts or pants that reveal the upper thigh or undergarments.
- Backpacks and/or book bags that obstruct the safe passage in the classroom or in the corridors.
- Jewelry that poses a distraction or safety concern.
- Any other clothing or attire which contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute "fighting words."

Dress Code Consequences

If a teacher deems a student to be dressed inappropriately, the teacher will act on the matter. A verbal warning will be given. A parent/guardian may be called and be advised to provide appropriate attire for the student to remain in school for the day. A student may be referred to the Principal who will inform him/her of necessary changes in dress. If student fails to remedy the problem, parents will be contacted. If the problem remains uncorrected, student will be subject to disciplinary action.

DRUGS, TOBACCO, ALCOHOL

It is the policy of the schools to take positive action through education, counseling, parental involvement, medical referral and police referral in the handling of incidents in the schools involving the possession, sale and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined by the Penal Code of the State of Connecticut. In the event that the student is under the influence of a drug, alcohol, inhalants, and over the counter drugs used inappropriately or engaged in the illegal activity of possessing or selling drugs and/or alcohol he/she will be suspended from school, possibly considered for expulsion, referred to the appropriate treatment agency and parent(s) will be contacted. Personal privacy rights of students shall be protected as provided by law. School authorities in the interest of maintaining health and safety may inspect school properties. **Inspections for the location of illegal substances, weapons, poisons and missing properties is a matter relating to health, school personnel in accordance with Search and Seizure Policies may regard suspicion that such contraband is present in the school as a reasonable purpose for inspection.**

The use of tobacco by students and the public is prohibited in school buildings, on school grounds, in school buses, and while attending ANY school sponsored activities. Penalties for the infraction of this regulation shall be established and enforced by each school within the district.

NO student shall inhale, ingest, apply, use or possess abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, or apply. Students who violate this policy shall be subject to disciplinary action, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program.

Drugs, Tobacco, Alcohol - Regulations

It is the responsibility of the public schools of Wolcott to safeguard insofar as possible the health, character, citizenship and personality development of students in the schools. Since the use of controlled drugs constitutes a hazard to the wholesome overall development of students, the public schools of Wolcott shall:

1. Establish and provide for a K-2 curriculum relating to the effect of controlled drugs, alcohol and tobacco.
2. Establish and maintain operational procedures, which exercise direction over the possible use of controlled drugs, alcohol and tobacco within the school system.
3. Establish and maintain operational procedures to obtain proper assistance for students using controlled drugs and alcohol.
4. Establish and maintain appropriate procedures for adhering to the legal requirements relating to controlled drugs and alcohol.
5. Cooperate with Wolcott town bodies and those other town, state and private agencies who are involved in the health of students relating to the use of controlled drugs and alcohol.
6. Provide for other reasonable measures necessary to safeguard the health of students as related to the use or possession of controlled drugs, alcohol and tobacco.
7. Establish and maintain a continuing in-service education program for all teachers with specific emphasis on the recognition of behavior brought on by drug and alcohol use and the immediate steps that should be taken to bring problems to the attention of school authorities.

DRUGS, TOBACCO, ALCOHOL

Use, Possession and Selling/Distribution of Alcohol/Other Drugs

In order to ensure the orderly and peaceful use of the public schools and public school grounds and to ensure the safety and welfare of minor children and other persons who use these premises for study, recreation, social and public functions, and other activities, and in accordance with Town Ordinance, no person shall consume any alcoholic liquor within any school building or on any school grounds, while attending any school function or taking part in any other activity on said premises; nor shall any person transport alcoholic liquor on to school grounds with intent to consume it there or to use it for any other purpose while attending a public function conducted thereon. **It is the policy of the schools to take aggressive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale and/or use of behavior affecting substances.** The use or possession by a student, in a school building, on the school premises or at any school-sponsored and school-supervised event wherever held, of any alcoholic liquor is forbidden at any time. Offenders shall be subject to the following action:

1. Immediate suspension from school
2. Immediate notification of police
3. Immediate notification of parents/guardians
4. Recommended follow up with licensed resource agencies or certified counselors
5. Selling/distribution of alcohol/other drugs shall result in a referral to the Board of Education for expulsion

Staff Confidences to Students

If a student voluntarily tells a confidant on the school staff of a drug or alcohol problem, that staff member should maintain the confidence within the limits of his/her professional code of ethics, but not inconsistent with the provisions of the law (Section 10-145A as amended by P.A. 261 of 1971). The confidant should make every effort to guide the student to the kind of help he/she needs. In any event, the principal should be apprised of the situation immediately so that the staff member need not feel singly responsible for this confidential information.

Penalties

For the protection of other students in the public schools, the Board may expel and the Superintendent may suspend and even refer to the judge of the juvenile court or take other appropriate action, a student, whenever it is established to the satisfaction of the Board or the Superintendent, respectively, that the student has on school premises or elsewhere used, sold or been in possession of narcotics or other hallucinogenic drugs or substances or has inhaled or breathed the fumes of, or ingested, any poison classified as such by Connecticut Public Act 391 (1967) and any other related state or federal acts, or over the counter drugs for inappropriate use. Specifically the following action shall be taken for the indicated offense:

DRUGS, TOBACCO, ALCOHOL

Specifically the following action shall be taken for the indicated offense:

<u>Offense</u>	<u>Description</u>	<u>Administrative Action</u>
Possession of Alcohol	Possessing on person, in locker or desk, or knowingly holding alcohol belonging to others; or possession in a car on school grounds; or possession at any school-related activity on or off campus.	First Offense: 1. 5 days in-school suspension 2. Conference with parents, counselor, psychologist, and administrator.
Subsequent Offenses		1. 10 days in-school suspension 2. Conference with parents, guidance counselor and administrator 3. Referral to police
Drugs – Possession	Possessing on person, in locker or desk; or knowingly holding drugs belonging to others; or possession in a car on school grounds; or possession at any school-related activity on or off campus.	1. Home suspension for 10 days 2. Conference with parents, guidance counselor and administrator 3. Referral to police 4. Referral to Superintendent for possible exclusion
Drugs – Use of Drugs/ Alcohol	Being determined to be under the influence of drugs or alcohol by Administrator with consultation with school nurse.	1. Home suspension for 10 days 2. Conference with parents, guidance counselor and administrator 3. Referral to police 4. Referral to Superintendent for possible exclusion
Drugs – Selling Drugs/ Alcohol	Selling drugs or alcohol on school property	1. Referral to police 2. Home suspension 10 days 3. Referral to Superintendent for possible exclusion
Drugs-any over the Counter products used Inappropriately	Being determined to be under the influence of drugs by an Administrator with consultation of school nurse	1. Referral to police 2. Home suspension for 10 days 3. Conference with parents, counselors, guidance and administrator. 4. Counseling for possible Substance abuse will be suggested 5. Referral to the superintendent expulsion.

Conferences with parents, guidance counselor or administrators shall include referral to persons or agencies where appropriate substance abuse prevention counseling is offered.

EARLY RELEASE

All students are expected to attend school for the full day schools are in session. No student shall be allowed to leave the school grounds at any time without (1) written permission from the parents or guardians, and (2) the Principal's or his/her designee's authorization. Nor shall any child enrolled in grades pre-kindergarten through eight be dismissed except in care of a parent, guardian or known authorized person.

EARLY INTERVENTION TEAM

Students attending the Wolcott Public Schools receive the on-going attention of professional personnel to help support their successful learning. Students whose academic progress, behavior, or attendance, is considered unsatisfactory or at a marginal level of acceptance, are referred to the Planning and Placement Team. Parents/guardians may request assistance from the school's Early Intervention Team in addressing these issues. The team works collaboratively with the classroom teachers and parents to develop and document strategies to assist the student within the regular education program. If the student's problems or difficulties persist, a referral to the PPT is made.

ELEMENTARY DISCIPLINE POLICY

Statement of Purpose

The following criteria have been established in order that a positive environment conducive to learning is provided for Wolcott elementary students. Each student, teacher, parent and administrator should be familiar with these standards so as to avoid confusion and allow for consistency. Each student will be properly instructed in rules and regulations of acceptable conduct; they shall then be responsible for understanding and complying with the standards of behavior described therein. Any student who fails to comply with these rules and regulations concerning student behavior is liable to accept the elementary school consequences and or suspension, exclusion, or expulsion.

A. General School Discipline

1. Walk quietly when passing in the halls
2. No gum chewing or foreign objects
3. Fighting/physical contact is not permitted
4. Show proper care in the use of the building and equipment
5. Follow the pledge of respect:

“I am a smart, special and valuable person.

I respect myself and I respect others.

My words and actions are kind and honest.

I accept only my best in all that I do.

I am proud to be me!”

ELEMENTARY DISCIPLINE POLICY

B. Classroom Discipline

It was recommended that each teacher discuss with his/her class and establish a set of classroom rules and consequences. These are to be reviewed by the principal and then they are to be posted in the room and a copy sent home to each child's parents/guardians so they are aware of what will be going on in the classroom. The following rules should apply in the classroom:

1. Upon arrival in the morning, each child should report to his/her classroom where he/she is to remain seated and reasonably quiet following classroom procedure.
2. Get permission to leave seat or classroom.
3. Raise hand and get permission to speak.
4. Follow directions first time they are given.
5. Keep hands and feet to yourself.
6. Inappropriate language is not acceptable.
7. Be quiet and do not interrupt if teacher is on the phone, talking to someone or when messages are given on the intercom.
8. Respect school property and the rights and property of others.
9. Use equipment properly.
10. Personal possessions may only be brought to school with permission of classroom teacher.
11. Remember to use please, thank you and excuse me and be considerate by sharing.
12. Be considerate and not noisy when others are doing their daily classroom assignments.
13. The classroom teacher may implement additional rules.

C. Consequences

1. Students demonstrating good character traits will be rewarded.
2. When a student does not follow the elementary discipline policy noted in A-C, the following consequences will be assigned in sequential order.
3. a. Teacher Responsibility
 1. Verbal or visual warning
 2. Implement classroom management plan or loss of a privilege
 3. Telephone contact with Parents/Guardians
- b. Principal Responsibility
 1. Conference with student
 2. Principal contact with Parents/Guardian
 3. Loss of privilege
 4. Detention (for consistent or serious infractions)
 5. Suspension (in accordance with state statues and school board policy)
- c. Superintendent/Board of Education Responsibility
 1. Expulsion (in accordance with state statues and school board)

EMERGENCY SCHOOL CLOSINGS

The Superintendent of Schools is authorized to close the schools in the event of hazardous weather or other emergencies, which present threats to the safety of students, school staff members, or school property, and on any occasion when the best interest of the students and/or community will be served. There is a School Messenger system in place to notify parents of early dismissals or closings of school along with local and regional stations. Please do not call the schools for this information. Parents/Guardians must have a "Child Care Plan" in place for these emergency situations when both parents may be at work during a daytime school closing.

EXEMPTION FROM INSTRUCTION

The Administration recognizes that the attainment of subject area knowledge is a building process for the learner, and gaps in this process can lead to a less well-educated person. For learning to occur, class attendance by students is essential; therefore, attendance policies are rigorous and strictly enforced. To meet the goals of public education, the Board of Education provides a K-8 instructional program that is required for all students; electives are introduced at the High School level where students must meet graduation requirements.

The Administration recognizes that circumstances may arise in which exemption from class attendance is requested by a student or a student's parent(s) or guardian(s). Also, the Administration recognizes the fundamental importance of parents in the education of their children and its policy is to grant reasonable parental requests for exemptions under certain circumstances. A student may be exempted from instruction upon the Principal's receipt of a written request from the student's parents or guardians:

Family Life Education

Connecticut General Statute 10-16e states that "no student shall be required ... to participate in any such family life program which may be offered within such public schools." Therefore, upon receipt of a written request from the student's parent or guardian by the Principal, a student may be exempted from family life education programs which teach the human reproductive system, sexually-transmitted diseases, contraception, parenting, family planning, nutrition, the emotional, physical, psychological, hygienic, economic and social aspects of family life within the family as part of the family life program.

1. Religious

Reasonable accommodation will be made in order to honor a request for exemption for a student's religious reasons. The parent or guardian of a minor must present a written request for exemption to the Principal stating the conflict involved.

2. Instructional Materials

Occasionally, objections may be made to specific instructional materials. If the issue cannot be easily resolved at the classroom level, the provision in the guidelines in Policy 6125 and its administrative regulations should be followed.

3. Other Reasons

While most requests for exemption should be covered by the above categories, an occasional request may not fall into an established category. To maintain consistency in the application of this policy, such request should follow the same administrative guidelines as listed below.

General Guidelines

- Any exemption should not interfere with the education provided to the other students in the class, put an undue burden on the smooth operation of the school, or negatively impact the school or district budget.
- Substance abuse education is required by Connecticut State Statutes 10-19(A) for all students annually and students are not exempt from instruction in this area.

EXTRACURRICULAR ACTIVITIES ELIGIBILITY

It is a privilege to participate in extracurricular activities. To retain this privilege, students must abide by rules laid down by both their advisors and school administration. Such rules are set up to insure safe, efficient, and fair participation in school activities. It is the responsibility of each participant to familiarize herself/himself with the individual activity's rules and the school rules enumerated in the handbook.

FIELD TRIPS AND EXCURSIONS

The Board of Education, cognizant of the inherent benefits to students participating in such a learning experience, endorses the principle of the well-planned educational field trip, and embraces such activity as an integral part of the school program.

Definition: A field trip is defined as a school-sponsored and school-chaperoned trip off school grounds on any given day consisting of one or more students that is taken in connection with the work of any organized class or activity. An extended field trip is defined as one which requires two or more school or vacation days and is initiated as an extension of the school program.

Planning: Field trips are valid only as they are carefully planned. Therefore, all field trips shall be carefully planned to achieve stated purposes and desired learning outcomes. Included in such planning and stated in writing shall be the purpose and educational value, the trip itinerary, the date of the trip, the mode of transportation, the approximate time of departure and return, the cost to the student, the insurance required, the number of students taking the trip and the arrangement for substitutes. The Principal shall establish emergency plans with trip sponsors prior to submitting the trip for approval.

Parental Permission: Each student participating in the field trip shall do so only with written or electronic parental permission. Signed or Electronic parental permission slips shall be in the hands of the teacher or advisor prior to each student's participation in the trip and shall be kept on file for a reasonable period of time thereafter.

Approval: All field trips initiated by the teacher or advisor must be planned in conjunction with the Principal, must be approved in writing by the Principal and ultimately by the Superintendent of Schools. All field trips so approved shall be reported to the Board of Education.

Supervision: Field trips at all times must be under the active and close supervision of the teacher or advisor and the responsible adult chaperones designated. The student chaperone ratio shall generally be 10:1. This ratio should be modified either to a higher or lower number to ensure the safety of students and a cost-effective level of expense. The school Principal shall establish the chaperone-student ratio for each trip.

Behavior: All policies and regulations in effect in the school relative to behavior and decorum will also prevail on field trips.

Evaluation: Pre-teaching, planning and evaluation shall always be part of any given field trip. Evaluation shall be made at the end of each such trip in accordance with set procedures and guidelines.

Fundraising—Policy 1324 BOE Requirements

The Board of Education recognizes that fundraising projects undertaken by students, school clubs and organizations provide valuable support for educational programs or school activities. At the same time, the Board is concerned for the safety and welfare of the students. The Board of Education strives to safeguard from exploitation the students, parents, staff and community.

In conducting fundraising activities, the following guidelines shall be adhered to:

1. Fundraising support shall not ordinarily be in the category of materials, equipment or activities considered basic to the educational program and normally funded annually by the school system.
2. Fundraising activities must be sponsored by a recognized school club or group. They must have the permission of the Principal. The Principal or his/her designee may limit all items used for fundraisers and areas in which the fundraiser may take place.
3. The purpose of the fundraising project shall be explained to students and parents, and shall be of direct or indirect benefit to students enrolled in the school. All participation shall be voluntary on the part of students. No child may be assigned a minimum sales quota. Every child must receive a free and appropriate public education regardless of his/her degree of participation in the related fundraising activity.
4. The Superintendent and school administration shall ensure that a reasonable amount of fundraising is taking place at any one time across all schools in the district. Care must be taken to prevent overburdening parents and the community with several simultaneous and similar fundraising activities.
5. No child in grades K-8 may participate in out-of-school fundraising without prior written approval of parents or guardian.
6. Door-to-door sales projects undertaken by recognized school clubs or groups shall be limited. Students in grades K-5 may not participate in school-related door-to-door campaigns.
7. Each fundraising activity must have a specific reason, monetary goal and duration. Accurate and detailed records must be kept. These records must be available to school officials during the fundraiser, and a final written summary must be filed with school officials within a reasonable time.
8. The high school Principal shall make monthly reports about out-of-school fundraising activities to be conducted by students.
9. Concessions at school events or on school property are to be maintained with approval of and under the supervision of the administration.

Fundraising—Policy 6142 Food & Beverage Requirements

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate non-food fundraisers.

School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally meal program until 30 minutes after the end of the program must accrue to the food service account.

Concessions

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

GRADING SYSTEM AND REPORT CARDS

In the process of evaluating student performance and reporting progress via grades and/or reportorial commentary, each teacher shall be guided by the conviction that students respond more positively to the opportunity for success than to the threat of failure and shall be guided by the philosophy that through performance objectives in the instruction program, academic achievement of students shall be possible and recognizable.

The letter grade/numerical grade correlation was developed to achieve the following results in *grades 4 through 12*, which reflects the minimum passing grade of 65%.

Elementary Students (Grade K to 5) will receive three report cards throughout the school year:

Report Card issued:	December 7
Second Report Card issued:	March 22*
Third Report Card issued:	Last Day

* Dates subject to change based on number of snow days.

Each student will receive an academic performance level based on yearlong academic standards in Language Arts, Mathematics, Science, Social Studies, Health, Art, Music, Physical Education and Social/Physical Development and Work Habits.

Academic Performance Levels:

4. Exceeding Grade Level Learning Standards
3. Mastering Grade Level Learning Standards
2. Progressing Towards Grade Level Learning Standards
1. Struggling to Meet Grade Level Learning Standards
- Not assessed at this time.

Letter Grade	Grades 3-5	Numerical Correlation Grades 6-12	Point Parameters
A		90-100	10
B		80-89	10
C		70-79	10
D		65-69	5
F		0-64	—

Report Cards on the elementary, middle and secondary school levels shall also include information of which, in the opinion of the administration, parents should be aware: i.e. days of absence from school, tardiness, absences from class, social conduct and academic effort.

Interim Reports shall be issued to students who are either failing or are performing below capability. Such reports logically shall be issued mid-way in each marking period, but teachers may issue such reports at any time at their discretion when a student's lack of progress indicates that the attention and cooperation of the home be directed to the situation.

Report Cards and Interim Reports shall be signed by the parent or guardian and returned to the school within two school days for K-8 students. High School Interim Reports shall be signed by the parent or guardian and returned to the school within five school days.

GRADING SYSTEM AND REPORT CARDS

Uniform Grading Policy

The formula to be used for grading student's performance in the area of knowledge acquisition will be based evenly for every subject as defined below:

20% Classwork/Homework: Student will be

- 1) actively engaged in class;
- 2) communicate learning in class;
- 3) participates in groups; and
- 4) completes all assigned homework with accuracy.

80% Content Knowledge: Student will meet:

- 1) expectations of curriculum through standards based assessments;
- 2) expectations of curriculum through summative assessments, and through expectations of curriculum through standardized tests core tests. This category will be assessed through tests, quizzes, projects, and any other form of objective benchmark assessments.

HARASSMENT/ BULLYING

Bullying behavior by any student in the Wolcott Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school in accordance with B.O.E. Policy and Safe School Climate Plans.

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

Bullying takes many forms and can include many different behaviors, such as but not limited to: physical violence and attacks; verbal taunts, name-calling and put-downs including ethnically-based and gender-based verbal put-downs; threats and intimidation; extortion or stealing of money and/or possessions; exclusion from peer groups with the school.

Bullying outside of the school setting may also be addressed by the school administration if it has a direct and negative impact on a student's academic performance or safety in school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process.

Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available upon request.

HEALTH PROGRAM

Aids/Family Life/Personal Safety

State General Statutes and/or local policy require that school districts offer AIDS, Family Life and Personal Safety instruction for its students. The Wolcott School System is in compliance with this guideline as our newly revised Health Curriculum does include all three areas. State guidelines also allow a parent/guardian to exempt his/her child/children from AIDS, Family Life and Personal Safety instruction, upon written notification to the school authorities. If you wish to exempt your child from any of the above instructional activities, please write a letter to the attention of the school principal requesting such exclusion.

HOMEBOUND INSTRUCTION

Homebound and Hospitalized Instruction

Homebound and Hospitalized Instruction, as mandated by Section 10-7d-15 of the Connecticut State Board of Education Regulations, is a special education program designed to ensure the continuity of a student's education. The Wolcott Board of Education will provide homebound and hospitalized instruction when deemed necessary.

Necessary Conditions

Homebound and Hospitalized Instruction shall be provided only when the Wolcott Public Schools finds that one or more of the following conditions applies:

1. A physician has certified in writing that the child is unable to attend school for medical reasons and has stated the expected date the child will be able to return to the school program.
2. The child has a handicap so severe that it prevents the child from learning in a school setting, or the child's presence in school endangers the health, safety or welfare of the child or others.
3. A special education program recommendation is pending and the child was at home at the time of referral.
4. The child is pregnant or has given birth and a physician has certified that homebound or hospitalized instruction is in the child's best interest and should continue for a specified period of time.
5. A child has been expelled from school.

Length of Absence

Homebound or hospitalized instruction shall be provided when a child's condition will cause an absence of at least three weeks duration. Provided nothing in the child's condition precludes it, such instruction shall begin no later than two weeks from the first day of absence.

Time and Place

Homebound and Hospitalized Instruction shall be provided for at least eight hours per week for children in grades Kindergarten through Five and at least two hours per day or ten hours per week for children in Grades Six through Twelve. Where evaluation data indicates that these time requirements are too great for the child, the Student Services Department may decrease instruction time. Instruction shall be provided at the Wolcott Public Library, as an adult must be present, or in the setting of the child's home or the hospital, to which the child is confined, provided an adult is present. The instruction shall not take place in a secluded location within the home or library.

HOMEBOUND INSTRUCTION

Procedures

Requests for homebound and hospitalized instruction (HHI) should originate with the Nurse at the student's home school. All calls from parents should be directed to the School Nurse to expedite the HHI process.

The School Nurse will:

1. Contact the student's physician and will request a written recommendation for HHI. (It is sometimes possible that the HHI process will begin with verbal verification from the physician, followed later by the written recommendation.)
2. Complete the Request Form for Homebound Instruction Form upon receipt of the physician's written or verbal recommendation.
3. Contact the Building Principal and/or Guidance Counselor who will complete the Request for Homebound Instruction Form regarding the subject matter and teacher information.
4. Send the completed Request for Homebound Instruction Form along with the physician's written statement to the Office of Student Services for review by the Director.

The Office of Student Services will:

1. Evaluate the request for HHI to determine eligibility. (It is sometimes possible that Homebound Instruction may begin with verbal and written verification from the Director of Student Services, followed later by a Planning & Placement Team meeting.)
2. Schedule a PPT meeting for student identified as special needs for review and planning purposes.
3. Return an acknowledgement and status report to the Nurse and Building Principal.
4. Principal and/or Guidance Counselor will contact teachers to implement the homebound instruction.

The HHI Teacher(s) will:

1. Contact the family if the student is at home or the appropriate staff person if the student is hospitalized, in order to set up a mutually acceptable time and location for instructional visits.
2. Meet with the appropriate teacher(s), Principal, and/or Guidance Counselor prior to the first instructional visit and periodically thereafter to ensure the continuity of the student's educational program.

Termination of Services

1. Continued eligibility for HHI shall end and the student shall return to school upon receipt by the School Nurse of the physician's verbal or written recommendation.
2. The School Nurse will inform the Office of Student Services and the Building Principal about the student's return to school.
3. In the case of a student in need of special education, termination of HHI will require a Planning and Placement Team Meeting to define a transitional plan for services.
4. The Principals and/or Guidance Counselor will advise the HHI teacher(s) of such termination of services.

HOMEBOUND INSTRUCTION

Responsibilities of the Special Education Department

The Office of Student Services is responsible for administering the policy for HHI in accordance with the guidelines provided.

The Office of Student Services will:

1. Evaluate all requests for HHI to determine eligibility.
2. Schedule meetings of the Planning and Placement Teams.
3. Maintain a list of certified teachers for HHI.
4. Guidance Counselors and/or Principals will contact certified teachers to implement HHI.
5. Maintain a Contact Log for each student indicating:
 - a. All telephone and/or written contacts with teachers and/or parents/students.
 - b. Receipt of appropriate forms.
6. Supply and explain appropriate reporting forms to HHI instructors.
7. Check all incoming Time Sheets for accuracy and send duly signed and approved Time Sheets to the Business Office for payments.
8. Follow-up on cases involving long-term HHI to ensure appropriate maintenance of academic program goals, and to ensure smooth transition upon return to regular school program.

Responsibilities of the Home-School Staff

In order to assure continuity in the student's educational program, the home-school staff must continue to assume major responsibility for the student. To this end, the home-school staff will:

1. Communicate to the HHI teacher that he/she is viewed as an integral member of the educational staff providing temporary service to the student.
2. Provide appropriate instructional materials including textbooks, workbooks and supplementary supplies for use by the HHI teacher(s).
3. Share scope and sequence of the student's various courses of study with the HHI teacher(s).
4. Assist in developing appropriate modifications of the student's IEP or regular educational program depending upon the student's needs.
5. Make available adequate time for periodic meetings between the HHI teacher(s) and appropriate staff, as necessary.
6. Discuss and agree upon responsibilities for testing and/or evaluating student's progress.
7. Share with the Director of Student Services any comments or impressions relating to the overall performance of the HHI teacher(s)

HOMEBOUND INSTRUCTION

Responsibilities of the HHI Teacher

The HHI teacher provides a very important, temporary link with the student, the student's family, and the school. In this role, the HHI teacher is serving as a representative of the school system and is expected to conduct himself/herself in an appropriate, professional manner. To this end, the HHI teacher(s) will:

1. Provide the Student Services Office with a copy of his/her teacher's certification.
2. Consult with the Office of Student Services regarding procedures, records and reports (time sheets, progress reports, etc.)
3. Consult with Building Principal, classroom teacher(s) and/or Guidance Counselor in order to become familiar with the work of the HHI student's classroom.
 - a. Determine the level of work to be provided for the student in regular education and prepare lesson materials that coordinate as much as possible with the regular classroom program.
 - b. Consult with the Office of Student Services in the case of a student already in a special education program in order to obtain specific guidelines for instruction.
4. Obtain appropriate instructional materials, books, supplies and equipment from the student's home-school.
5. Leave name and telephone number with the family, explain the goals of HHI and attempt to establish rapport between self and the student.
6. Establish a routine for homebound instruction. Preferably, instructional sessions should be in a specified area and at the same time of day. Avoid conflicting scheduled instructions.
7. Inform the student or parent in the event that a scheduled appointment must be canceled. (The HHI teacher may not authorize a substitute.)
8. Maintain a student folder containing attendance record, written objectives, and criteria used to determine accomplishments, progress reports and the student's completed projects. These materials should be used in conference with classroom teachers, the student, parents and/or the PPT.

Responsibilities of the Parents of the Homebound/Hospitalized Student

Parents of a student who is in temporary need of the HHI have a right to expect that instruction will be provided in accordance with all current guidelines. Parents may assist in establishing the HHI program by obtaining the necessary medical recommendations and/or by meeting with the PPT members. During the course of the HHI period, it is expected that parents will:

1. Have student ready, with books and other instructional materials, at the appointed time since instructional time is limited.
2. Help the student establish a routine for study between the visits of the teacher.
3. Provide transportation for the homebound Instruction to take place at the given site.
4. Inform the teacher in advance when the student is too ill for instruction or, in case of emergency in the family, so that, if possible, appropriate rescheduling may be arranged.
5. Inform school authorities promptly of all revised medical recommendations which may involve adjustment concerning such factors as the amount of homework, length of rest periods, amount of physical activity, and return to regular school, etc.

Forms: Request for Homebound Instruction; Notification of Homebound Instruction; Homebound Student Progress Reports; Return to School Notification; and Payroll for Homebound Instruction.

HOMEWORK

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through high school. Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well-planned and meaningful, and be evaluated, corrected, and counted for class credit.

Basically, there are three types of homework:

1. **Practice of Skills** - Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.
2. **Preparation for Future Classes** - Prepares students for the next class meeting, and may include, but not limited to, reading, studying for upcoming assessments, and drafting of assignments, library research, or other information-gathering activities.
3. **Extension of Classwork** - Extension focuses on individual application, project based learning, research, and study; takes students beyond work covered in class.

Guidelines for time required for homework at each level (elementary, middle, high school) will take into consideration the needs of the students. Homework is intended to develop in students the self-discipline necessary for future success. Teachers shall assign homework according to administrative regulations.

Homework/Make-Up Work

Homework is an important part of a student's school experience from elementary school through high school. The program of homework is geared closely to the developing maturity of children throughout the grades and their increasing ability to profit from independent study. It is, therefore, important for the student to be taught the concepts related to the subject area and how to study in school before he is given work to do at home. There is a steady increase in the amount of homework expected of students from the elementary grades through high school.

The educational value of homework assignments depends, to a large extent, on the independent study skills that the youngster has acquired. Beyond the control of the school, but still very important, are the conditions provided in the home whereby the student is encouraged to work independently and to do the best possible job with the assignment at hand. A quiet, secluded spot and an encouraging attitude on the part of the parent/guardian will be major factors in the effectiveness with which a student undertakes the task of homework assignments.

Homework Guidelines - Since "homework" is one source of misunderstanding which sometimes arises among parents/guardians, teachers, and other school personnel, it is suggested that these guidelines be followed:

1. Teachers should make certain that each child fully understands the assignment and that the assignment not be vague. It is preferable to begin homework assignments in class, when possible.
2. Teachers should not use homework as a disciplinary measure.
3. All homework assignments and other student work will be checked and/or corrected and returned to students.
4. Homework should be carefully planned assignments, designed with the intention to motivate students.
5. Homework should help the child to form efficient study habits.
6. Children should understand the process and be able to complete the assignment.
7. Assignments should be within the student's capabilities. There should be only a small amount of drill-type homework for the entire class.

HOMEWORK

The Wolcott Public Schools recognizes that students have varying levels of ability. The range listed below is the amount of homework time an average on-task student should have to complete the assignment:

Grades K, 1, 2:	10 to 30 minutes per day	Grade 6, 7, 8:	50 to 80 minutes per day
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Grades 3, 4, 5:	30 to 50 minutes per day	Grades 9 to 12:	100 to 140 minutes per day
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These above times do not include the 20 minutes of reading each day for students in the Elementary Schools in grades Kindergarten through 5th. The 20 minutes of reading each day is expected above the homework time.

Frequency: At the elementary level (Grades K-5), homework will be given 2-5 times a week
 At the middle and high school level (Grades 6-12), each teacher of academic subjects will give homework 3-5 times a week.

1. Guidelines for teachers

- a. To explain the purpose of any given assignment.
- b. To give clear directions on the method and means of accomplishing the assignment and to vary the types of homework assignments.
- c. To ensure availability of all necessary resources to carry out the assignment.
- d. To acknowledge receipt of homework and to evaluate it.
- e. To explain the method of evaluation of the homework assignment and its potential impact on grade; e.g., quiz, tests, exams, oral recitations, written exercise, lab performance.
- f. To explain that written homework will be evaluated on the basis of content, structure and appearance.
- g. To suggest a reasonable time allotment on a daily assignment.
- h. To give assignments as far in advance as practical.
- i. To ensure that deadlines and penalties are understood and followed.
- j. To encourage integrity and academic honesty in all homework assignments.
- k. To communicate with parents/guardians of students who consistently fail to complete homework assignments.

2. Guidelines for students

- a. To attend school and class regularly and punctually.
- b. To consult with the teacher about work to be completed after an absence.
- c. To understand the purpose and requirements of the assignment.
- d. To understand the directions.
- e. To understand the means of evaluation.
- f. To understand that content, structure and appearance of all written homework assignments are important elements in the grading process.
- g. To understand the suggested time allotment.
- h. To budget time realistically.
- i. To assume responsibility for obtaining the proper resources and materials.
- j. To demonstrate integrity and not to give or receive so much help that the value of the homework will be destroyed.
- k. To meet the deadlines and understand the penalties.

HOMEWORK

3. Guidelines for parents/guardians

- a. To understand the policy of the Board of Education concerning homework.
- b. To encourage regular attendance and punctuality in school and class.
- c. To be sure that students and/or parents/guardians themselves pick up assignments missed when a student is absent for an extended period of time.
- d. To provide the student with a time and place to carry out his/her assignment.
- e. To contact the teacher or counselor in the event of questions or concerns.
- f. To be supportive of the homework policy and guidelines as they are an integral part of the student's learning process.
- g. To encourage integrity and never give so much help that the value of the homework is destroyed.
- h. To understand that content, structure and appearance of all written homework assignments are important elements in the grading process.

4. Guidelines for administrators

- a. To publish the homework policy.
- b. To encourage the individual teachers and/or academic departments to establish realistic homework guides for their classes and/or subject area.
- c. To develop and encourage academic honesty.
- d. To encourage parents/guardians to take an interest in their children's homework through parents' meetings and newsletters.
- e. To ensure that teachers follow the homework policy and guidelines.

Homework during a student's school experiences include many types of learning activities. Two types are essential to an adequate program:

1. **Short-Term assignments** are to be completed by the next class period. They are intended to reinforce academic learning which have been presented in class. They frequently involve specified reading or drill and practice exercises. Specified reading includes preparation of reports. Topics of mastery and practice exercises provide practical application of this material.
2. **Long-Term assignments** are spread over a number of days or weeks. This type is outlined and explained in school to be completed outside of class hours. Long-term assignments include such school activities as, but not limited to: social studies research, science projects, creative writing and extended reading.

KINDERGARTEN REGISTRATION

Parents/Guardians of children who will be five years old on or before January 1, 2020 are asked to pre-register their child for Kindergarten by calling 203-879-8180 during the months of January and February, 2019.

IMMUNIZATIONS

In accordance with Connecticut General Statutes, the Board of Education shall require each student to be protected by adequate immunizations against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilic influenza type B, hepatitis B, chicken pox (varicella), pneumococcal disease, hepatitis A, influenza, and meningococcal disease, unless medically contraindicated or failure to do so is based upon a written notarized statement that such immunization is contrary to the religious beliefs of the child and/or the child's parent;/guardian.

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

LOCKERS AND DESKS

Any locker or desk assigned to a student by the school is the property of the school. The school reserves the right to inspect the locker or desk at any time if reason exists to suspect that material injurious to the best interests of the school is being kept therein. The student assignee of a locker or desk is responsible for the contents of the locker or desk at all times. 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.

MEDIA EXPOSURE

From time to time events and activities in our schools are covered by the media (television, electronic, school newsletters and newspaper). If for any reason you do not wish to have your child's picture appear in these media sources, please send a note indicating this to your child's teacher with your signed parent handbook notification sheet.

MEDICAL EXCLUSION FROM SCHOOL AND EPI-PEN PROCEDURES

Epi-Pen

In 2014 Connecticut Public Act 14-176 was amended to include "a school nurse or in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional. The parent or guardian of a student may submit in writing to the school nurse that epinephrine shall not be administered to such student under this subdivision."

Medical Exclusion from School

In the hopes of clarifying any questions you may have regarding school policy on the exclusion of children from school for specific conditions, we have prepared the following list. Please keep this list for future reference. If you have any questions, please call your school nurse. She will be glad to help you.

Bronchitis, Croup	Child may return to school after two (2) days of adequate treatment,
Chicken Pox	Excluded for seven (7) days and rash has scabbed over,
Conjunctivitis (pink eye)	May return to school after one (1) day of adequate treatment or when cleared,
Fever	Child may return to school after temperature is below 100° for one (1) day,
Fifth Disease	Child may attend school,
Impetigo	May return after one (1) day of antibiotic treatment,
Lice	Child excluded until condition treated and child is completely cleared of lice and nits,
Pneumonia	Child may return to school after three (3) days of adequate treatment,
Strep Infections	Child may return to school after one (1) day of adequate treatment,
Vomiting and/or Diarrhea	May return after one (1) day without symptoms,
Shingles	May return with a note from physician—must be covered,
Scabies	Child may return to school after adequate treatment and note from physician,
Coxsackie	May return after one (1) day fever free.

NON-CUSTODIAL PARENTS

The school, unless informed otherwise, assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. Unless there are special court-imposed restrictions, the non-custodial parent, upon written request may view the student's educational, medical or similar records; receive school progress reports; visit the child briefly at school; and have the opportunity to conference with the student's teachers. Only the custodial parent has the right to remove the student from school property.

PARTICIPATION OF STUDENTS

The Board prohibits the participation of students in activities which are not part of the normal educational and planned curriculum process during normal school hours. Permission for students to participate in activities of a non-educational nature must be obtained from the Superintendent or his/her designee who will ensure that the student's rights in terms of voluntary activities are maintained and that students are not exploited either knowingly or unknowingly.

PHYSICAL EXERCISE and DISCIPLINE OF STUDENTS

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline.

Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective. This restriction shall not apply to students who are receiving in-school suspension.

2. Prohibiting Physical Activity as Punishment

Schools shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. (See Policy 5144.4)

3. Recess—Daily

All elementary school students shall have at least 20 consecutive minutes a day of supervised recess, preferable outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services.

4. Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, childcare and enrichment programs shall provide and encourage—verbally and through the provision of space, equipment and activities—daily periods of moderate to vigorous physical activity for all participants.

PHYSICAL EXERCISE and DISCIPLINE OF STUDENTS

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise during wellness instruction as a form of discipline. This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons. At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence. The Superintendent of Schools is authorized to develop guidelines to implement this policy. Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or 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.

PHYSICAL RESTRAINT/SECLUSION

Use of Physical Force

Physical Restraint/Seclusion

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

PHYSICAL RESTRAINT/SECLUSION

Definitions (continued)

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.

Seclusion means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - A. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
 - B. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
 - C. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

Seclusion means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

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 - C. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
 - D. School employees may not use a psychopharmacologic agent on a student without that student’s consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student’s established medical or behavioral support or educational plan, as developed consistent with section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner’s initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

PHYSICAL RESTRAINT/SECLUSION

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
 - A. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - B. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. Beginning July 1, 2016, the Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
 - A. Record each instance of the use of physical restraint or seclusion on a student.
 - B. Specify whether the use of seclusion was in accordance with an individualized education program;
 - C. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - D. include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - A. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - B. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. *(Such overview is to be provided by the Department of Education on or after July 1, 2015, and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)*
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.

3. The Board will create a plan, to be implemented not later than July 1, 2017, requiring the training of all school professionals, paraprofessional staff members and administrators by regarding the proper means of physically restraining or secluding a student, including, but not limited to:
 - A. Various types of physical restraint and seclusion;
 - B. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - C. The differences between permissible physical restraint and pain compliance techniques; and
 - D. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

Crisis Intervention Teams

By July 1, 2015, and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.

For the entire Physical Restraint/Seclusion Policy see the Wolcottps.org Website under Policies.

PROMOTION AND RETENTION

All decisions concerning the promotion, retention or graduation of students will always be made after prior notification and explanation to each student's parents or guardians, but the final decision will rest with the school principal who will make his/her decision on the basis of all aspects of the child's needs including the wishes of the student's parents/guardians.

Based on the premise that retention may be beneficial to some students, it is generally agreed that the earlier the retention, the more effective it will be for such students. On this basis, it is desirable that as soon as the need for retention is indicated, procedures need to be initiated to facilitate the process. The prime objective, however, will always be to establish optimum student learning and concomitant promotion.

If parents/guardians do not agree with the principal's decision for promotion or retention, they will indicate their disapproval in writing. If the principal does not agree with the parent's/guardian's position, the matter will be referred to the Superintendent of Schools. If the student's parents/guardians object to the position of the Superintendent, they have the right to bring the matter to the Board of Education.

A student's achievement of the skills for the grade for which the student is assigned and the student's readiness for work at the next grade level shall be required before he/she is assigned to a higher grade. Students who have mastered the appropriate skills will be promoted, and those who have not will be retained.

In evaluating student achievement each teacher shall make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized results, and teacher observation of student performance. The teacher shall take into consideration the learning potential of the student and the affects of any handicapping condition on that student. The Principal shall direct and aid the teachers in their evaluations and review grade assignments in order to assure uniformity of evaluating standards.

Whenever a retention is being considered, but no later than the end of the second marking period, the teacher shall confer with the Principal and other staff members involved with the child, such as the child's special teachers and counselor. The parent shall be invited to a meeting with the teacher, principal, and other staff members no later than March 1st for discussion of the matter. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group, and his or her own individual ability. Goals will be set for the third marking period. During the first two weeks of the fourth marking period another meeting will be held to review the goals and the students' progress. At this time a tentative decision of retention shall be made. The final decision regarding retention will be made by the Principal after conferring with all staff members involved. Parents shall be notified of this decision, in writing prior to the last week of school.

Criteria for Retention

Elementary Schools use a combination of the following criteria to determine retention candidates. Parents will be notified in February by letter of any potential student retention candidates. It is recommended that parents contact the principal and class teacher to discuss the recommendation upon receipt of the notification. A final decision will be made by the last week in May.

Data Sources

1. Report card information
2. Current reading assessment
3. Writing samples
4. Current math assessments
5. Results of Light's Scale
6. Academic History

Standards

1. Experiencing difficulty in more than 30% of areas indicated by report card.
2. Greater than one year below grade level common to grade levels.
3. Below district exemplars.
4. Below passing average common to grade levels
5. Total score – good to excellent range for retention.
6. Other information supporting retention such as high absence, behavior, developmental delay.

PROMOTION AND RETENTION

Administrators are required to investigate, or have investigated by professional services, complaints about violations of the residency policy. Persons who knowingly violate the residency policy may be subject to prosecution under law for theft of services.

Affidavits for Purposes of Residency Forms must be completed when nonresident parents enroll a child. Such documents are sworn to be true and accurate statements.

PROPERTY DAMAGE/RESTITUTION

The parent or guardian of any minor/unmarried child, who willfully cuts, defaces or otherwise injures in any way any property real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed by state law. Damage shall include intentional unauthorized modifications made to computer hardware and/or software.

The parent or guardian of a minor child shall also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school system. The student may also be subject to disciplinary action.

REASONABLE USE OF PHYSICAL FORCE

Reasonable physical force may be used to the extent that a teacher or other person entrusted with the care and supervision of a minor for school purposes believes it necessary to:

- a. Protect him / her self or others from immediate physical injury.
- b. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of the student.
- c. Protect property from physical damage.
- d. Restrain student or remove student to another area to maintain order.

Physical Force may NOT be used as a disciplinary measure.

RESIDENCY

All Wolcott resident students are entitled to free school privileges.

Any student residing in Wolcott with Wolcott resident(s) other than the student's parent(s) or legal guardian(s), and whose student's parents(s) or legal guardian(s) reside(s) outside the Town of Wolcott shall be entitled to free education in the Wolcott School System if the following occurred:

- (a) It is the present intention of the student that residence with Wolcott residents other than the student's parent(s) or legal guardian(s) shall be permanent and without payment to the Wolcott resident for the furnishing of said residence.
- (b) It is the present intention of the parent(s) or legal guardian(s) of said student that residence with Wolcott residents other than the student's parents(s) or legal guardian(s) shall be permanent and without payment to the Wolcott resident for the furnishing of said residence
- (c) It is the present intention of the Wolcott resident (with whom the student will reside) that such residence shall be permanent and without Payment.
- (d) It is the intention of all those parties that the residence in Wolcott is not solely for the purpose of schooling.

Affidavits for Purposes of Residency Forms must be completed when nonresident parents enroll a child. Such documents are sworn to be true and accurate statements.

ROLLERBLADING, ROLLER-SKATING, SKATEBOARDING AND SCOOTERS

Students shall not roller blade, roller-skate, skateboard or ride scooters on school grounds at any time, whether during or after school hours, including all outdoor and indoor recess periods. For purposes of this ban, school grounds shall include buildings, parking lots, paths, playgrounds and stairwells leading to school building entrances.

SAFE SCHOOL CLIMATE

RATIONALE

The purpose of these Safe School Climate regulations is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will result in appropriate disciplinary consequence for the perpetrator.

The school district's commitment to addressing bullying behavior 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.

The school district recognizes that a positive school climate is crucial in reducing or eliminating bullying conduct in its schools. The measures described in this Regulation are designed to promote a positive school climate, and their successful implementation involves a partnership among administrators, teachers, other staff members, parents and students themselves. This Regulation is subject to periodic review to assure that it effectively promotes a positive school climate. Reference Policy #5131.911(a)

SAFETY: STUDENT DISMISSAL PROCEDURES

The school district is legally responsible for the safety of its students during the school day. Therefore, each building principal will establish procedures to validate requests for early dismissal, to assure that students are released only for proper reasons, and only to authorized person(s).

Staff members shall not excuse any student from school prior to the end of the school day, or into any person's custody without the direct prior approval and knowledge of the building Principal, or his or her designee.

In keeping with these precautions, the following procedures will be adhered to:

- The building principal or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent or guardian.
- Children of single-parent families will be released only upon the request to the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.

Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise. Parents shall provide documentation concerning parental rights, including divorce decrees and restraining orders if any.

SCHOOL CEREMONIES AND PLEDGE TO THE FLAG

The Board of Education shall provide an opportunity at the start of each day for each student and each teacher to observe a period of silence. The Board further directs that an opportunity to say the pledge of allegiance be given for students and teachers each school day. Those who have religious or conscientious objections may be excused from participating. The United States Flag shall be displayed outside each school and in each school room each day school is in session.

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, locker or personal belongings contain evidence that the law or the rules of the school have been violated.
2. Upon approval of the Superintendent, narcotic sniffing dogs may be used to assist in the search of desks, lockers, motor vehicles, personal belongings, and other locations on school property.

SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct and conduct of a sexual nature, which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment. Sexual harassment will not be tolerated among students of the district. It is the policy of the Board of Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

Students are legally protected against sex discrimination and sexual harassment by Title IX of the Education Amendments of 1972, a federal law prohibiting discrimination in schools on the basis of sex. Sex discrimination is also covered under Connecticut State law. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Disciplinary Process:

- Explanation, discussion, warning by School Title IX Complaint Officer
- Parent contacted by phone
- Parent/student conference with principal and Title IX Coordinator
- Separation from classroom, parent notification
- Suspension

The process above addresses low-level sexual harassment. The administration reserves the right to enter the process at any step described above if the harassment involves physical contact or is otherwise deemed severe. A person in each school is designated to handle sexual harassment complaints: Ask your Principal.

SMOKING POLICY

Smoking by anyone is strictly prohibited in the buildings and on the grounds of the Wolcott Public Schools at all times. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible police action.

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking or using tobacco or tobacco products in all school facilities, buildings, and buses or other District transportation at all times, including athletic events and meetings. Tobacco includes, but is not limited to, cigarettes, cigar, snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices or vapor products, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

Definitions

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and included, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, that is inhaled by the user of such product.

This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the District provides services.

Breaks by employees to smoke or use tobacco products are considered recreational activities. If an employee takes a break from work to smoke or use tobacco products or leaves school grounds at any time for any reason other than District business, including to smoke or use tobacco products, he/she will not be considered to be acting within the normal course and scope of employment.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Staff and Public

An ongoing program of staff support and counseling will be offered to provide support for staff who wish to break the smoking habit.

Student Nutrition and Physical Activity

(Student Wellness Policy 6142.101)

District Nutrition Standard:

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the Connecticut Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following Connecticut Nutrition Standards and state beverage requirements as minimal guidelines.

Food:

1. Any given food item offered for sale to students separately from reimbursable meals will:
 - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
 - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards.
 - meet the saturated fat requirements of the Connecticut Nutrition Standards.
 - meet the trans-fat requirements of the Connecticut Nutrition Standards.
 - not contain any artificial sweeteners or sugar alcohols and will meet the sugar requirements of the Connecticut Nutrition Standards.
 - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
2. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.
3. Limit condiment use and provide low-fat, low-sugar and low-sodium varieties.
4. Increase choices of whole grains and foods containing fiber.
5. Encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes and low-fat dairy products.

*Note: Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires that the district school wellness policy **must** include “nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.” If the district does not adopt the preceding standards, it **must** develop specific nutrition standards that address what foods can be sold or served to students during the school day.*

Student Nutrition and Physical Activity - (Student Wellness Policy 6142.101)

Candy:

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

Beverages:

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:
 1. milk, which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%)*
 2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;*
 3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
 4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;*
 5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.*
- Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
- Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
- School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
- The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices should be available.

Student Nutrition and Physical Activity - (Student Wellness Policy 6142.101)

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

GOALS FOR NUTRITION PROMOTION AND EDUCATION

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate.

NUTRITION GUIDELINES FOR FOODS SOLD IN SCHOOLS

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Student Nutrition and Physical Activity - (Student Wellness Policy 6142.101)

MARKETING

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

STUDENT NUTRITION EDUCATION AND PROMOTION

Nutrition education and promotion shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education’s Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students’ eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state’s/district’s comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

- ◆ My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan)
- ◆ Healthy heart choices
- ◆ Sources and functions of major nutrients
- ◆ Guide to a healthy diet
- ◆ Diet and disease
- ◆ Understanding calories
- ◆ Healthy snacks
- ◆ Identify and limit foods of low nutrient density
- ◆ Food labels
- ◆ Multicultural influences
- ◆ Serving sizes
- ◆ Proper food safety and sanitation
- ◆ Body-size acceptances, healthy weight and dangers of

The District nutrition policy will attempt when appropriate to reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects when suitable. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

INCORPORATING PHYSICAL ACTIVITY INTO THE CLASSROOM

Students in elementary grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle. Classroom teachers are encouraged to provide short physical activity breaks between lessons or classes, as appropriate.

STUDENTS WITH SPECIAL HEALTH CARE NEEDS

The primary concern of the school is the prevention and appropriate treatment of potentially severe allergic reactions, anaphylaxis. Parents with allergic children must provide the school with an individualized action plan prepared by the student's physician. A special emergency health care form is available through the school health office for this purpose. At risk students should have some means of identification, such as a medical alert bracelet. A meeting should be held as soon as possible to consider appropriate accommodations for students with dietary needs. Meeting attendance should include but not be limited to; parent's/ guardian's, teacher, nurse and the building principal and/or his/ her designee. The sensitive individuals must recognize that they are different, bear a large responsibility, and know their symptoms can potentially progress to a life-threatening situation.

STUDENTS LEFT AT ELEMENTARY SCHOOL (NOT PICKED UP), AT CLOSING AND AFTER HOURS:

At times there are situations when the bus driver will return a student to school because there is not a capable person at home to receive the child and care for them. Sometimes parents/guardians who pick up their children are late or held up due to a personal problem or emergency situation. These types of events occasionally leave the school with a young child/student left at school beyond closing hours. The child/student must be provided suitable and safe supervision for their own protection and well being.

The following protocol will be followed under school closing when children are still present:

- personnel will make every effort to reach parents/guardians by phone using home, work, cell, and emergency contact phone numbers to arrange for a timely pick up
- If possible, the Principal or assigned school personnel will stay at school with the child until an authorized, responsible care giver arrives to sign out the child
- If possible, the Principal will attempt to have the child attend the Latchkey Program, at the parents/guardians expense until the child can be picked up
- When the Principal can no longer stay, and/or the latchkey program can not accommodate the child the Principal will bring the child to the Wolcott Police Station for public safety. Parent/Guardians will be notified to pick-up their child at; The Wolcott Police Station located at 225 Nichols Road.

SUICIDE PREVENTION

The Board of Education recognizes that the development of sound school policy and procedures related to youth suicide prevention is a community-wide responsibility that is complex and sensitive. While the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling, but must refer the youth to an appropriate agency for such assessment and counseling. In order to achieve effective collaboration, an advisory council which has broad-based school and community representation should be established. It is mandated that youth suicide prevention programs incorporate three essential and distinct components: Educational, Intervention and Evaluation. The educational component requires that school personnel be provided with staff development activities related to suicide prevention and early recognition; students be provided with educational programs which foster self-esteem, coping skills, stress management and supportive community resources; and parents and community be educated about youth suicide prevention by way of training sessions and written communications.

Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building principal or his/her designee who will, in turn notify the appropriate school officials, the student's family, and appropriate resource services. Intervention requires four levels of preventive strategies (for vulnerable students, at risk students, high risk students and the post-crisis school community). The evaluation component is essential in order to determine whether procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs and community resources. Members of the advisory council should periodically participate in the evaluation and revision process.

SURVEYS OF STUDENTS

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program. No student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information covering:

1. political affiliations
2. potentially embarrassing psychological problems
3. sex behavior or attitudes
4. anti-social and demeaning behavior
5. critical appraisals of family members
6. legally privileged relationships
7. income
8. religion

Assume consent given unless indicated differently.

SUSPENSION, EXPULSION, AND DUE PROCESS

It is the goal of the Wolcott Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board. In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student.
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve, inclusive) shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspension or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

SUSPENSION, EXPULSION, AND DUE PROCESS

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **“Expulsion”** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **“Days”** are defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
11. **“Firearm”** means
 - 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive;
 - 2) the frame or receiver of any such weapon;
 - 3) any firearm muffler or firearm silencer; or
 - 4) any destructive device.

Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the weapons described herein.

12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchaku kama, kasari-fundo, octagon sai, tonfa or Chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §21a-240.chblade knife, gravity knife, billy

SUSPENSION, EXPULSION, AND DUE PROCESS

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process with the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities includes, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grades three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is volatile of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to, one or more of the following types of conduct:
 - a. Conduct causing danger to the physical well being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person without justification;
 - c. Intentionally causing or attempting to cause damage to school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
 - f. Throwing snowballs, rocks, sticks and/or similar objects.
 - g. Deliberate refusal to obey the directions or orders of a member of the school staff;
 - h. Harassment and/or bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
 - i. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 - J. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
 - k. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
 - l. Possession of a firearm deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;

- m. Possession of any weapon or weapon facsimile, including but not limited to, knife or pistol, pellet guns and/or air soft pistols;
- n. Possession, transmission, distribution, sale, use or consumption of any alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- o. Knowingly being in the presence of those who are in possession, using, transmitting, or being under the influence of any alcoholic beverages, drugs, hallucinogens, stimulants, depressants, pain killers, or controlled substances of any kind, including but not limited to marijuana, cocaine, all narcotic substances, or dangerous drugs, including controlled substances.
- p. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- q. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- r. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- s. Repeated unauthorized absence from or tardiness to school;
- t. Intentional and successful incitement of truancy by other students;
- u. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- v. Possession and/or use of a laser pointer.
- w. Violation of school rules and practices of Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- x. Violation of any federal or state law, which would indicate that the violator presents a danger to any person in the school community or to school property;
- y. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- z. Unauthorized leaving of school or school-sponsored activities;
- aa. Unauthorized smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose danger to the student himself/herself, other students, school employees, or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.

2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to;
 - (1) whether the incident occurred within close proximity of a school;
 - (2) whether other students from the school were involved or whether there was any gang involvement;
 - (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (
 - (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, Amphetamine, barbiturate or marijuana.

Students with Disabilities

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

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.

TERRORIST THREATS/ACTS

The Board prohibits any student from communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member, school building or property. A terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience. When an administrator has evidence that a student has made a terroristic threat or act he/she shall suspend and upon investigation may recommend for expulsion to the Superintendent.

TEXTBOOK CARE AND OBLIGATIONS

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

TRANSPORTATION COMPLAINTS

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

TRUANCY

The Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior. A “truant” means a child enrolled in a grade from kindergarten to eight who has four unexcused absences in one month or ten unexcused absences in one year. A “habitual truant” means any such child who has twenty (20) unexcused absences within a school year. School personnel, wherever possible and as much as possible, will seek cooperation from parents/guardians and assist parents/guardians in remedying and preventing truancy. Parents of students who exceed these limits are subject to referral to Juvenile Matters Court.

VIDEO SURVEILLANCE

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all students and visitors to district property and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Students in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

VISITORS

Parents/guardians and other community members are welcome and encouraged to visit the Wolcott Public Schools. All visitors must first report to the main office to sign in and receive a visitors badge to be worn on the exterior of their clothing. Visits to individual classrooms during instructional time shall be permitted only with the principal’s approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

WEAPONS/DANGEROUS INSTRUMENTS

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students. (See Policy 5131.7(a))

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, disability, marital status or age or because of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age of any other persons with whom the individual associates. The District provides equal access to the Boy Scouts and other designated youth groups.

The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by **Title VI** of the Civil Rights Act of 1964; sex discrimination is prohibited by **Title IX** of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by **Section 504** of the Rehabilitation Act of 1973; and age discrimination is prohibited by the **Age Discrimination Act** of 1975. OCR enforces the **Boy Scouts of America Equal Access Act** (section 9525 of the elementary and Secondary Education Act of 1965, as amended by the No child Left Behind Act of 2001. [<http://www.ed.gov/OCR>].

U.S. Department of Education – Office for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110-1491

(617) 289-0111

WOLCOTT PUBLIC SCHOOLS
CALENDAR
 2018 - 2019

August				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

2019 JANUARY				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL				
M	T	W	TH	F
1	2	3	4	5
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15	16	17	18	19
22	23	24	25	26
29	30			

MAY				
M	T	W	TH	F
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE				
M	T	W	TH	F
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17	18	19	20	21
24	25	26	27	28

JULY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

We can accommodate up to 12 snow days by adding onto the year in June beginning with June 11. If more than 12 snow days occur they will be made up during the April vacation beginning with the 18th and moving backward through that week. August 27, 28 and 29th will be kindergarten transition days. Kindergarten students will be dismissed at 12:45 p.m. on these 3 days

Date/Event or Holiday

- August 23 - Convocation
- August 24 - Teachers PD Day
- August 27 - First Day of School for Students
- September 3 - Labor Day
- October 8 - Columbus Day
- November 6 - Election Day - No School for Students
- November 12 - Veterans Day
- November - 22 & 23 Thanksgiving (1/2 day on 21)
- December 24-January 1 Holiday Recess (1/2 day on 21)
- January 21 - Martin Luther King Day
- February 18 & 19 - February Recess
- April 15-18 - April Recess
- April 19 - Good Friday
- May 27 - Memorial Day
- June 10 - Last Day of School (1/2 day on 7 and 10)

of Student and Staff Days

	<u>Staff</u>	<u>Student</u>
Aug	7	5
Sept	19	19
Oct	22	22
Nov	18	18
Dec	15	15
Jan	21	21
Feb	18	18
Mar	21	21
Apr	17	17
May	22	22
June	6	6
Total Days	186	184