

**EASTFORD ELEMENTARY SCHOOL
PARENT/STUDENT
HANDBOOK**



“Shaping Futures Together”
2023-2024

WELCOME

EASTFORD ELEMENTARY SCHOOL

12 Westford Road
P.O. Box 158
Eastford, CT 06242-0158

Phone 860-974-1130
Fax 860-974-0837
www.eastfordct.org

Instruction begins at 8:45 AM.

Dismissal is at 3:20 PM.

Students may arrive between 8:25 AM and 8:40 AM.

Eastford Elementary School Parent/Student Handbook 2023-2024

BOARD OF EDUCATION

Stephen Bowen, Chairperson

Terry Cote, Vice-Chairperson

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Robert Ellsworth

Jessica Perry

Equal Opportunity and Non-Discrimination

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status or gender identity or expression, subject to the conditions and limitations established by law. The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Eastford Elementary School recognizes and accepts the need to prepare students to live and work productively in an increasingly diverse society. This is an integral part of the school system's commitment to offer an educational program of excellence, which includes teaching students awareness and understanding of the diverse cultures and heritages that form our society. The school will not tolerate student behavior which insults, degrades or stereotypes any race, religion, gender, sexual orientation, disability, physical or mental condition or ethnic group.

The district has a policy of Non-Discrimination under Title VI, Title IX, Section 504, Age Discrimination Act, Title II of the ADA and the Boy Scouts of America Equal Access Act.

It is the express policy of the Eastford Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status or gender identity or expression, Equal access to the Boy Scouts and other designated youth groups is also required. In order to facilitate the timely resolution of such complaints any student who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with Charles Kernan, Director of Pupil Services.

Carole McCombe, School Principal, is the designated Eastford District compliance officer who will coordinate compliance with the nondiscrimination requirements of Title IX, of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Charles Kernan, Director of Pupil Services, will act as the Title VI compliance officer of the Civil Rights Act of 1964.

Eastford Elementary School

Faculty and Staff

Mrs. Diane Barlow	Interventionist
Mrs. Jennifer Barlow	Math, Grades 5-8
Mrs. Michelle Bibeault	Media Technology Integration Specialist
Mrs. Dawn Bisson	Grade 3
Mrs. Samantha Boccacio	Building Substitute
Mrs. Sarah Boyd	P.A.L.S. Child Care Associate
Mr. Seth Budd	Before and After School Program
Mr. Nicholas Cody	Physical Education/Health
Mrs. Lori Crocker-Lincoln	Grade 2
Ms. Jennifer Daniels	Speech and Language Pathologist
Mrs. Catherine DePercio	Spanish
Ms. Megan Dill	Grade 4
Ms. Kelly Farrell-Denke	Instrumental Music & Band
Ms. Jessica Garvie	Kindergarten
Ms. Kymberli Gaylor	District Financial Assistant
Mrs. Lisa Hackner	Paraprofessional
Ms. Emily Hull	Paraprofessional
Mrs. Tammy Hull	Paraprofessional
Mr. Charles Kernan	Social Studies, Grades 5-8 and Director of Pupil Services
Ms. Alaina Kilburn	Paraprofessional
Mrs. Melinda King	Before and After School Program
Mrs. Christine Kopplin	Preschool
Ms. Carrie LaGasse	Paraprofessional
Dr. Donna Leake	Superintendent
Mr. Ethan Lippert	General Classroom Music
Mr. Dale Lundy	Custodian
Mr. Daniel Lussier	Paraprofessional
Mrs. Donna Lynch	Enrichment
Mrs. Carole McCombe	Principal
Mrs. Candice Mead	Science
Mrs. Sarah Minor	Paraprofessional
Mrs. Patricia Moran	Special Education
Ms. Stephanie Murana	School Counselor
Mr. Christopher Pittman	Custodian
Mrs. Elizabeth Rhyhart	Grade 1
Mrs. Catherine Roto	School Nurse
Mr. James Salsich	Language Arts, Grades 5-8
Mrs. Mary Seguine	School Secretary
Mrs. Heather Volpe	Special Education
Ms. Jennifer Weinland	Art

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Shaping Futures Together

Eastford School's Community Mission Statement

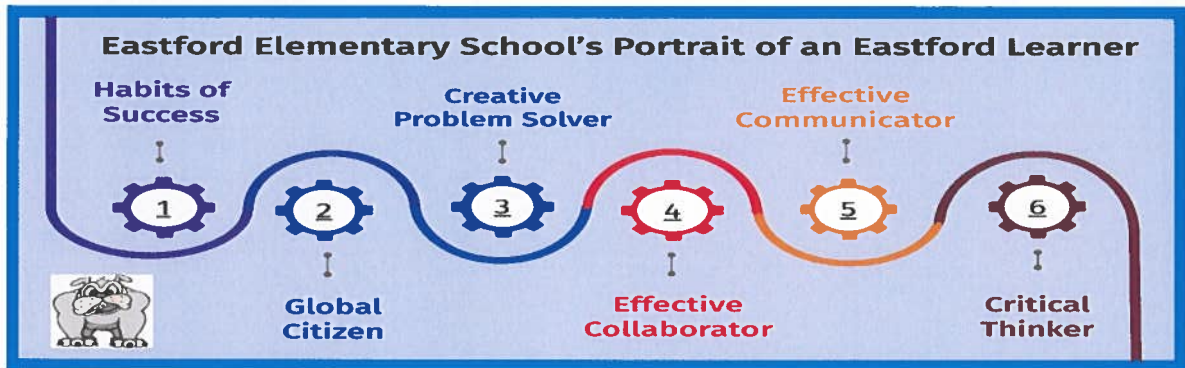




Eastford Elementary School





We pledge to provide every one of Eastford's children entrusted to our care with the very best education to meet individual needs, to maintain a nurturing and caring environment, and to ensure for each child the necessary preparation for a productive and fulfilling life in our changing world.

PORTRAIT OF AN EASTFORD LEARNER

In addition to meeting student individual social and academic needs, staff at Eastford Elementary School strive to support “the whole child”. We have identified a set of skills that we believe all students need for life-long success both during and beyond their years of formal education.



<p>Habits of Success</p>  <p>Students possess and employ a range of skills in order to be personally accountable, show empathy, successfully resolve conflicts, and demonstrate executive functioning skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Set goals. • Come to school ready for active learning. • Monitor and reflect on their learning to make necessary adjustments, celebrate accomplishments and identify next steps. • Use their problem-solving skills to seek a resolution during a conflict, i.e., use empathy, ask questions, be accountable, be open-minded.
<p>Global Citizen</p>  <p>Students recognize their role and responsibility in the larger world seeking understanding of others while demonstrating empathy and respect. They actively contribute to their community for the benefit of all.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Build an appreciation for diverse cultures and beliefs present in our global society, i.e., exposure to other communities and cultures. • Demonstrate respect and responsibility for self, others, and the environment, i.e., including all students. • Promote a sense of belonging through sound decision making that includes how one's behavior impacts others. • Offer help and support to others.

<p style="text-align: center;">Creative Problem Solver</p>  <p>Students exhibit originality, imagination, and inventiveness. Through the creative process, students engage in productive struggle and build resilience as they persevere to reach intended goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be open minded to different opinions. • Embrace mistakes as an opportunity to learn. • Ask meaningful questions to identify, define, and solve authentic problems. • Research to innovate better solutions, i.e., examining others' points of view and perspectives. • Persevere to continually find more effective solutions.
<p style="text-align: center;">Effective Collaborator</p>  <p>Students demonstrate the ability to interact within a group to set and achieve common goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Appropriately engage with others. • Actively listen, reflect and validate ideas shared by others. • Respect and value diverse perspectives, i.e., to hear all ideas before choosing what is the best. • Be accountable to self and others during a conflict.
<p style="text-align: center;">Effective Communicator</p>  <p>Students actively participate and appropriately contribute to discussions. They present ideas and information in a logical way and demonstrate the ability to effectively convey thoughts, needs and feelings to a diverse audience.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Engage in active listening and respectful discourse, including being open to different points of view. • Use communication skills to meet their goals. • Develop a variety of communication systems, including oral, written and nonverbal, to articulate thoughts and ideas in a variety of forms and contexts. • Develop confidence to connect and share ideas with others.
<p style="text-align: center;">Critical Thinker</p>  <p>Students engage in analysis, evaluation and reflection to build understanding, solve problems, and identify alternative solutions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Ask questions. • Use prior knowledge to analyze and understand, i.e., integrating background knowledge. • Describe one's thought process and justify position/decision, i.e., bringing in why this is important. • Synthesize information from multiple points of view, i.e., seeking feedback and ideas from others. • Evaluate reasonableness of responses.

PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules, and procedures. It is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Any guidance, executive orders or mandates relating to student and staff health and safety issued by the Governor of Connecticut, The Connecticut State Department of Education (CSDE) and/or local health department (NDDH) or Centers for Disease Control (CDC) may at times supersede any information contained within this handbook.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students as "the student," "students" or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the **Student Code of Conduct** that is intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this handbook will be made available to students and parents through newsletters, web pages, email, and other communications.

ADMISSION/PLACEMENT

Parents/guardians of preschool students who will be five (5) years of age by January 1, 2024 (beginning in 2024, the cut-off date will be September 1, according to recent State legislation) or earlier are expected to register their child for kindergarten. Parents/guardians of kindergarten-aged children who plan on holding their children back from entering kindergarten must contact the school principal to complete a "Kindergarten Opt-Out Form".

A student seeking enrollment in the Eastford Elementary School for the first time or following attendance in another Connecticut public school district, out-of-state attendance, or private school attendance should contact the principal. A student who is transferring from a non-public school or a school outside of Eastford will be placed at his/her current grade level pending evaluation and observation of the student. After such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available and permission from the Board of Education is obtained. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law.

Completion of immunization and health assessments are required prior to a child's attendance in school. Contact the school nurse for further health related information or for assistance in accessing local health care providers.

In order to determine a child's eligibility for ESL or bilingual programs, parents/guardians of all new students enrolling for the first term and all re-enrolling students who have not previously attended public school in Connecticut must complete a Home Language Survey.

Parents/guardians of a student who will enroll in a magnet school in the following school year or who has been placed on waiting list for the magnet school must give written notice of the enrollment to the 'home' district. This does not include preschool magnet school programs.

AFTERNOON DISMISSAL

At afternoon dismissal time, students riding the school buses will be dismissed out of the middle school entrance by an announcement over the PA system. A staff member will check that all students who should be riding the bus are present before the buses depart. Middle school students may walk or ride their bike home if they have permission in writing from a parent. These students will be allowed to leave school grounds after the buses have been loaded and a staff member

verifies that it is safe to leave school grounds. Students who are being picked up as car riders will be dismissed by an announcement over the PA system and will exit the building out of the side entrance closest to the Town Office Building. Cars should enter the parking lot at the main entrance in two lines. Traffic will assume a one-way flow and will exit up the hill by the Town Office Building. Students will wait on the side of the building with staff monitors. When parents arrive in their vehicle at the loading area, staff will lead students to the proper vehicle. Staff will ask for identification if they do not recognize the driver as a person authorized to transport a student. **It is imperative that vehicle traffic does not block the school buses and prevent them from exiting the school grounds after loading.** If the car rider line has filled the school parking lot, and the buses are still at the bus loading area in front of the school, vehicles on Westford Road coming from the center of town should wait until the buses depart before passing them and entering the parking lot.

ARRIVAL AND MORNING DROP OFF

The Eastford School District has a transportation contract with EASTCONN TRANSPORTATION. EASTCONN will provide two school buses to transport Eastford students. Students may begin entering the building at 8:25 AM. Students should be in the building in sufficient time to put their things away and be ready for instruction at 8:45 AM.

Families who need to drop their students off prior to 8:25 AM should register for the Before School childcare program so that children will be appropriately supervised before school hours. Staff are engaged in meetings and professional development prior to 8:25 AM and are not available to supervise students who arrive early.

The school parking lot assumes a one-way flow of traffic during arrival and dismissal times to protect everyone's safety. All vehicles should enter the main entrance of the parking lot and exit up the hill by the Town Office Building in a single file line of traffic. If students are arriving by car in the morning, cars should pull all the way up to the loading/unloading area at the corner of the building closest to the hillside going up to the Town Offices. Staff members will be present to monitor students as they enter the building through the side entrance. Cars should **NOT** drop students off at the front entrance under the clock between 8:25 and 8:45 AM. This prevents other traffic from flowing smoothly through the drop-off line and poses a safety risk to have students crossing between moving vehicles.

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

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment. In order to fulfill its obligation under Section 504/ADA, the Eastford School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Eastford School District prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

The school district also has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing access to free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents). If the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child, a parent/guardian has a right to request an impartial due process hearing. In addition, a parent or guardian may also file an internal grievance on these issues or any other type of discrimination on the basis of disability by utilizing the complaint procedures outlined in the Board's Administrative Regulations, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education.

Any student, parent, guardian or other individual who believes he/she has been discriminated against by or within the

district on the basis of a disability may utilize the complaint procedures outlined in the Board's Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111; TELEPHONE NUMBER (617) 289-0111.

ASBESTOS

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

ASSEMBLIES

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information, cultural awareness or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom.

ATTENDANCE

Parents and those who have the care of children who reach age five on or before January 1 (beginning in 2024 the cut-off date will be September 1) of any school year and are under eighteen years of age are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district where the child resides. In the event that the parent or person having control of such child decides not to enroll the child in public school, then such parent or person must show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

Daily attendance is a key factor in student success; thus, any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence.

Absence means an excused absence or an unexcused absence.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent. Students serving an in-school suspension are considered present.

Eastford Elementary School is in session from 8:45 AM to 3:20 PM on regular school days. Students should plan to arrive between 8:25 AM and 8:40 AM. No student should arrive at school prior to 8:25 AM. When we have a scheduled early dismissal, students will be dismissed at 12:30 PM.

Absence

Every attempt should be made to confine necessary appointments to after school, weekends, and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school nurse prior to 9:30 AM on the day of the absence. The school nurse can be reached via voice mail 24 hours a day. Dial (860) 974-1130 and use extension 104 when school is not in session.

If it is not possible to contact the school on the day of the absence, the parent is requested to send a written reason for the absence to the school on the date of the student's return. The student should submit the written reason for the absence to the school nurse. Parents should contact the school office in order to take advantage of special services, such as the collection of homework assignments, for the student who must be out several days.

Excused Absences

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes 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: and
- B. For the **tenth** absence and all absences thereafter; a student's absence from school are considered excused for the following reasons:
 - 1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of or the length or 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 (additional documentation required):
 - 5. The lack of transportation that it typically provided by a district other than the one the student attends (no parental documentation is required for this reason): or
 - 6. Extraordinary educational opportunities (pre-approved by school administration in accordance with Connecticut State Board of Education guidance).
 - 7. Additional 10 days for children of active military service members.

The student, not the teacher, is responsible for makeup work. Unless a student has an extended illness, all makeup work must be completed within 2 days for each day of absence after the student returns to school.

Unexcused Absences

Unexcused absences are those that do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges. Such absences may also be reflected in grades. Family vacations taken during school time are **not** approved absences. Teachers are not required to provide work in advance or makeup work on these occasions. While it may be possible for students to complete some assignments while on a trip, and the trip itself may be educationally enriching, this does not replace classroom time and student/teacher interactions concerning current curriculum topics. Whenever possible, we ask that parents plan family vacations during school vacations.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards issued three times per year. Parents are also encouraged to contact the teachers, the school nurse, and principal to get help in verifying attendance and attendance records at any time during the year.

Chronic Absenteeism

A child whose total number of absences at anytime during a school year is equal to or greater than 10 percent of the total number of days that the student has been enrolled at the school during the school year is considered a "**chronically absent child.**" The child will be subject to review by the school attendance team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

Leaving School Grounds/Release of Student from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from parents and the principal.

In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian. If this is not possible, the parent must contact the office by phone and identify the person who will be picking up the student.

Children of single-parent families will be released only upon request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the principal to pick up the student in the school office.

Tardiness

Students who are not in their homerooms, or first period, by 8:45 AM are considered tardy and must report directly to the office or the nurse. Office personnel or the school nurse will issue a pass to class. Admittance to class will not be allowed without such a pass. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action including detention or suspension if the principal determines that tardiness is excessive.

Tuancy

A student age five to eighteen, inclusive, with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered truant. Disciplinary action may be taken for truancy. Tests and academic work missed in class on the day the student was truant may be recorded as a zero grade. In addition, meetings between appropriate school personnel and the parents or guardians of the truant child may be scheduled. Parents have the responsibility to assist school officials in remedying and preventing truancy. School truancy data is reported to the State of Connecticut and is reflected in the annual district report cards required by the Every Student Succeeds Act (ESSA).

AUTOMATED PHONE MESSAGING SYSTEM

Eastford Elementary School uses an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community. Such calls are permitted without prior consent if limited to notice of emergency items, such as weather-related closures, issues of student safety and health, and threats of imminent danger. Parental consent will be sought when the messaging system will be used for other informational items.

AWARDS AND ACADEMIC RECOGNITION

The following Academic Recognition Programs exist at Eastford Elementary School.

- Citizen of the Trimester- teachers nominate, discuss, and come to consensus regarding one student per trimester in the primary grades and/or one student in the middle school who demonstrates exemplary leadership qualities, respect for others and property, encouragement and support of peers, and involvement in school activities.
- Grades 6-8 Honor Roll Receptions-Two times per year, those students who attain Honor Roll and Recognition Status are honored with a modest reception. Recognition takes the form of bulletin board displays and other awards.
- Art Recognition is achieved through hallway displays and Art shows.
- Eighth Grade Graduation Awards-an assortment of awards is offered to graduating eighth graders.
- Special Academic Recognition-the guidelines for these awards were developed by a committee of parents and teachers. A staff committee and the Parent Advisory Committee review them yearly.

Special Academic Recognition at Eastford Elementary School:

- A. The following awards will be given each trimester at an assembly. Not all grade levels will give all of the awards:
 1. **Best Effort:** defined by each teacher
 2. **Citizenship:** based on the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, citizenship
 3. **Most Improved:** defined by each teacher and optional
 4. **Above and Beyond:** defined by each teacher and optional
 5. **Highest Achievement (Grades 6, 7 and 8 only):** see C. below for details.
- B. Teachers are responsible for the awards listed in "A" to be distributed as follows:
 - In the self-contained classes, grades 1-4, each of the above awards will be given per grade. **First grade**

will not participate until the third trimester.

- In the fifth, sixth, seventh and eighth grades, these awards will be given per subject area: ELA, Mathematics, Social Studies, Science, and Health. This will not be one per grade, but one per subject.
 - In the special areas, Physical Education, Art, and Music, one of each of the above awards will be given to a student in grades 1-4, and one of each to a student in grades 5-8. Spanish will give one each of the above awards to a student in grades 6-8.
- C. **Highest Achievement (Grades 6, 7 and 8 only):** highest overall academic performance-teachers of ELA, Mathematics, Social Studies, Health and Science will use numerical calculations of grades and award one for each trimester. This will not be one per grade, but one per subject.
- D. The assemblies will coincide with the academic marking periods. There may be one or two assemblies each trimester, either one for the whole school or two so that students can be divided by level.
- E. Honor Roll students will be recognized at assemblies by being asked to stand. In addition, any other school-based awards, such as the Superintendent's Award will be announced.
- F. Parents and community members will be notified of academic assemblies via the school newsletter or website calendar. Classroom teachers will also notify families via email if a student will be receiving an award.
- G. Teachers will inform students about the awards process.
- H. Special notes about awards:
- Teachers may determine that there is a tie for a particular award.
 - There might be a student who wins more than one award in a trimester or a student who wins the same award in more than one trimester.
 - Teachers may omit a particular award if their students do not meet the eligibility guidelines.

BAND

All students in grades 4-8 are invited to learn to play a band instrument during school hours. Those students who progress to a level of proficiency will be invited to participate in band. There are typically at least two performances during the school year and attendance at the performances is critical to the quality of the group. The overall grading of performance standards includes an assessment of students' performances during evening concerts. Students participating in the school band are expected to demonstrate commitment by attending concerts. Those who do not attend required concerts may not be invited to participate in offsite performances and special celebrations.

BEFORE AND AFTER SCHOOL PROGRAM

The Before and After School Care Program is a **fee-based** program organized to provide quality activities and child development programs for children during before and after school hours, early dismissal, professional development and some vacation days. Fees are based on a state provided sliding scale and maximum limits are approved by the Eastford Board of Education on a yearly basis.

Hours of Operation: The program is open on school days 7:00 AM to 8:25 AM and 3:20 PM to 5:30 PM; early dismissal days from 12:30 PM to 5:00 PM; professional development days from 7:00 AM to 5:00 PM; and some vacation days – these hours will be determined on a case-by-case basis. Actual hours may fluctuate based on the needs of families.

Admission: Admission to the Eastford School Before and After School Care Program is open to all children who attend the Eastford Elementary School. Children may attend one, two, three, four or five days per week. Admission will be on a first come, first served basis. At times, grant funding may result in reduced or eliminated fees for all or a portion of the childcare and afterschool activities.

There is a one-time Registration Fee of \$25 per family.

BICYCLES

Eastford Elementary School supports the state law requiring children ages 16 and under to wear bicycle helmets. All

students who ride their bicycles to school are expected to wear helmets. A student who rides his/her bicycle to school should have a note from home so that the school staff members are assured that the parent is aware. Bike riders will be dismissed with walkers during afternoon dismissal time.

BOARD OF EDUCATION

Board members are unpaid elected public officials with the responsibility for governance of the Eastford District. The members of the Eastford Board of Education are listed at the beginning of this handbook.

In order to perform its duties in an open and public manner and in accordance with state law, the Eastford Board of Education holds regular business meetings. The meetings are usually held on the second Thursday of the month at 6:00 PM at the school. Parents, students and other community members are encouraged to attend.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda, the Board chairperson will recognize individuals who want to make a statement or express a viewpoint. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic.

The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy that reflects community values and expectations. Contact the school office or visit the website for information about specific Board of Education policies at www.eastfordct.org.

BREAKFAST PROGRAM

Cereal is available each day. Students may request cereal if they find that they have arrived at school without having had breakfast.

BULLYING

Bullying behavior, which may include "cyberbullying" or "teen dating violence and retaliation," by any student in the Eastford School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. School officials may also address bullying which occurs outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Such behavior will result in disciplinary action.

Pursuant to Public Act 11-232, "**Bullying**" means an act that is direct or indirect and severe, persistent or pervasive, which:

- 1) causes physical or emotional harm to an individual or damage to an individual's property;
- 2) places an individual in reasonable fear of physical or emotional harm; or
- 3) infringes on the rights or opportunities of an individual at school.

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

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, **“Teen Dating Violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Students who engage in any act of bullying or teen dating violence on school ground, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

In compliance with **Eastford School's Safe School Climate Plan**, students and/or parents may file verbal or written complaints concerning suspected bullying behavior. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to a teacher or administrator, who will promptly reduce the complaint to writing and forward it to the Building Principal for review and action. Anonymous complaints about bullying may be sent to the principal, however, the new statute prohibits disciplinary actions based solely on the basis of an anonymous report of bullying. Forms for reporting bullying incidents are available from any staff member and on the school's website.

If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. You may refer to Board policy and regulation 5 1 31.911, which is available on the school's website and in the school office. Eastford has a Safe School Climate Plan, that can also be accessed on the school's website under the Board of Education tab or provided to you in writing upon request.

BUS CONDUCT

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation. See additional information under ‘Transportation’ section.

CHANNELS OF COMMUNICATIONS

If there is a question about a student's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline or learning materials is (1) teacher, (2) principal, (3) superintendent, (4) board of education.

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their schoolwork with integrity and honesty. Cheating and plagiarism demonstrate a lack of integrity and character that is inconsistent with District goals and values. All forms of cheating and plagiarism are unacceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

Teachers, principals, coaches, paraprofessionals, and all other school staff including social workers, school counselors, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101 and others) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the

Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse neglect are in effect and staff receives training in their use, as required by state law.

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

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries that are not in keeping with the explanation given for their cause. Improper treatments such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.

CIVIL RIGHTS

The local contact for issues related to Civil Rights (ocr.boston@ed.gov) is: Boston Office, Office for Civil Rights

U.S. Department of Education 8th Floor

5 Post Office Square

Boston, MA 02109-3921

Tel. (617) 289-0111

<https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html?src=image>



COMPUTER RESOURCES

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society.

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

The Eastford School District uses filtering programs to block access to objectionable material, but students are responsible for using computer resources appropriately. Following are some of the rules regarding use of computers and the Internet:

1. Students will use the Internet in a responsible manner and will use appropriate language.
2. Students will use the Internet only for school purposes and only in the presence of a teacher or other adult.
3. No student will send or receive email except under the direction of a teacher or staff member.
4. Students will not give out any personal information about themselves or anyone else.
5. Students will not destroy, break, or make changes to the computer, keyboard, or operating system.
6. Students will adhere to copyright laws and cite appropriately any information, graphics, or other resources that they obtain from the Internet.
7. Students must realize that the Eastford local network and Internet access are part of school resources; therefore, the school's code of conduct applies to all activities. Failure to adhere to regulations will result in an office referral; loss of computer privileges or other appropriate disciplinary actions may occur.
8. Students and parents should be aware that email communications, received or sent through Eastford School's resources, are not private and may be monitored.
9. Students may not access social media sites using District equipment, while on District property, or at a District sponsored activity unless the posting is approved by a teacher. The District will not be liable for information posted by students on social media when the student is not engaged in District activities and not using District equipment.

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

CONDUCT/DISCIPLINE

Code of Conduct

A positive learning environment in school and good discipline is the responsibility of ALL involved - students, parents, and staff. Eastford Elementary School tries to maintain a traditional and structured atmosphere where students are rewarded for effort as well as academic achievement. The school is a special place that requires the enforcement of certain rules of group interaction. Students must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome.

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

1. Attending all classes, regularly and on time
 2. Being prepared for each class with appropriate materials and assignments.
 3. Being dressed properly (See Dress Code below).
 4. Showing respect toward others, engaging in civil discourse.
 5. Behaving in a responsible manner.
 6. Paying required fees and fines.
 7. Abiding by the code of conduct.
 8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
 9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
 10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to serious offense.
- Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law. Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative circles.

A child who is made ready at home for the classroom experience usually finds it easy to adjust to the school program.

Parent Involvement

Maintaining appropriate standards of behavior for each child requires a partnership between home and school. Eastford Elementary School requests that parents involve themselves in their child's conduct in one or more of the following ways:

- Attend parent-teacher conferences regularly.
- Read and discuss the school handbook with your child to clarify rules and procedures.
- Take appropriate disciplinary steps at home to reinforce steps taken at school. Suggestions are available upon request.
- Commend your child when he/she demonstrates appropriate behavior. Offer supportive feedback for following rules. The goal is to help children make good choices for their own sake.

Philosophy

The Eastford Elementary School staff believes that respect is the foundation of good discipline - respect for self, respect for others and for property. We also believe that children in their developmental years need concrete guidelines to direct their efforts in acquiring positive character traits. We have developed a discipline code that emphasizes the positive with the intent of helping students accept the responsibility for their actions and make appropriate amends when needed. We have also outlined consequences for unacceptable behavior.

We believe that all persons are unique, important and capable; all persons are worthy of respect and trust. All students have a right to learn. All teachers have a right to teach. All persons have a right to their opinions, ideas and feelings. All persons have a right to keep their property in good condition. All persons have a right to be in a safe, secure and orderly environment while in school. All persons shall be encouraged to develop a cooperative spirit. We have confidence that students will be responsible and become self-disciplined. We also believe that violations of these rights should carry meaningful and appropriate consequences so that students will learn from their mistakes and accept responsibility for their behavior.

Rules, Supportive Feedback and Corrective Actions

In order to help students understand and respect the rights of others, we have spelled out a general set of rules. Students who consistently follow the rules will receive **supportive feedback**. Supportive feedback will take the form of verbal recognition, positive notes and phone calls home, and behavior rewards. Infractions of these rules will result in the need to make amends for one's actions and/or corrective actions. **Corrective actions** or **Restorative actions** are designed to help students "right the wrong" and to get back on track and make better choices. We recognize that in the process of learning to respect the rights of others, children will make mistakes and will need to be redirected. However, because not all infractions are equally serious, corrective actions, or consequences that are meaningful to the child, will be administered and Restorative efforts will be made to understand the underlying nature of the infraction and to assist the student in developing perspective around how their actions impact themselves and others.

In order to keep Eastford Elementary School as a good place for everyone to learn, these rules must be followed:

- **Students will respect the authority of all authorized adults in this building.**
- **Students will work and play cooperatively with other students.**
- **Students will respect school property and the property of others.**
- **Students will speak in quiet and polite voices.**
- **Students will not cause harm to others.**
- **Students will walk quietly in the building.**
- **Students will behave in an orderly fashion in the lunchroom.**
- **Students will not use personal electronic devices during school hours without permission.**
- **Students will leave all toys at home.**
- **Students will come to school and class on time.**
- **Students will bring required materials to school and class each day.**
- **Students will follow additional rules that have been explained to them (i.e. lunchroom, classroom, playground, assembly, bus, etc.).**

Classroom Rules

Each teacher will post rules in the classroom that are consistent with the school rules listed above. Classroom behavior plans will include rules, supportive feedback and corrective actions. The corrective actions will reflect a hierarchy of consequences designed to help students make better choices. At Eastford Elementary School we promote the following core values: Be Kind, Be Safe, Be Responsible and Do Your Best. Classroom and school wide expectations for behavior are connected to these values.

Classroom and school-wide Management of Behavior

Discipline is a tool for teaching responsibility. The ultimate goal of discipline is self-discipline - the kind of control that underlies voluntary compliance with expected standards. Students at all grade levels will be asked to process disciplinary offenses and make amends for their actions in a variety of ways. Adults will use questions/conversation and a variety of simple processing and problem solving sheets to help students understand why they acted the way they did, see the harm that they have caused to others and help them make amends and learn how to choose a better course of action in the future.

In addition to the systems and actions described below, teachers will document continual misbehavior by students. When a pattern of out-of-control or disrespectful behavior or an unusual lack of self-control by a student emerges, the classroom teacher will initiate a referral. Referrals may be made to the school counselor, a psychologist, or the Student Assistance Team (SAT). The purpose of a referral is to review observations and behavior patterns and develop a plan of action. The goal is always to figure out ways to support children and to promote more positive interactions with peers and staff.

A *Card System* or similar method such as *Zones of Regulation* may be used to provide students with a visual reminder of how his/her school day is progressing or to assist students in "checking in" with themselves to recognize when their behavior is becoming dysregulated. Teachers will provide families with information about particular systems that being utilized in class or if students need additional supports.

Critical Thinking Center (CTC)

(Commonly Referred to as Classroom Time-Out)

Some teachers will use the critical thinking center concept in order to move a child away from his peers but continue to include him/her in instruction. Following is an explanation of this system:

The concept of the Critical Thinking Center (CTC) is to modify a student's behavior as well as limit the amount of time a teacher must utilize to address off-task behaviors. It is unobtrusive and provides another way in which a teacher can de-escalate a situation in a classroom setting. The CTC provides an added dimension of structure to redirect a student's behavior with minimal classroom disruption. The CTC is an alternative learning tool to develop a student's self-awareness and strategy for self-monitoring of behavior while preserving his/her self-esteem.

For the purpose of consistency, classrooms will have a CTC in some area, preferably out of direct eyesight of other students to prevent creating a *stage* for the uncooperative individual. A CTC affords each student the opportunity to learn from his/her behavior and to develop strategies through analysis or processing of the behavior. The teacher is a mentor in guiding the student through critical thinking - problem-solving steps increase independent behavioral patterns on the part of the student and help students make amends for their actions.

How does CTC Work?

1. After the teacher has employed nonverbal, verbal, and/or other directions/consequences, if the student is still not complying with the class rules, then the teacher directs a student to the CTC.
"Go to the CTC, please."
2. The student follows the directive and completes a pre-planned task such as completing a processing sheet.
3. The teacher is cognizant of the student's readiness to return to class with a mere glance. A simple nod of the head signals the student's return to the group. There is no break in instruction.
4. At a break in the instruction or at some advantageous time, the teacher may review the CTC processing response form with the student. The teacher may utilize the response form as an ongoing behavior record and call the parents.

The Critical Thinking Center does **not** constitute a removal from class. CTC provides:

- A reflective process that maintains student dignity.
- Focus for student accountability.
- An area for student to refocus him/herself; and
- Springboard for discussion and making amends.

Violations/Corrective Actions/Consequences

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

Eastford Elementary School students are expected to follow the general rules and classroom rules. Recognizing that students should learn from their mistakes, every effort will be made to apply appropriate and meaningful consequences if rules are not followed. Generally, the staff member who has witnessed the problem will handle the problem. Following are examples of violations of rules and possible corrective actions.

I. Minor violations such as but not limited to:

- Unsafe or disruptive behavior in hallways, stairs, or lunchroom such as running, shouting and horseplay
- Minor disruptions
- Disregard for school rules and routines
- Mean spirited behavior toward self or others
- Other just causes at the discretion of staff members

Corrective Actions/Consequences for Minor violations:

- Verbal warning from staff member
- Verbal reprimand from staff member
- Silent lunches
- Recess and/or lunchtime away from peers (an alternate recess will be provided by law)
- Removal to Critical Thinking Center in classroom
- Communication to parents/guardians
- Teacher detention: time after school with the teacher agreed upon with the parent/guardian
- Other, as appropriate

II. More serious and severe violations

Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

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

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscene or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's age, sex, sexual orientation, race, color, religion, gender identity or expression, veteran status, disability, national origin or alienage.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or other students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. This includes the possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
15. Unauthorized possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery system (e.g. e-cigarettes, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean 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 includes, 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. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or

- consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
 17. Unauthorized possession of paraphernalia used, or designed to be used, in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
 18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
 19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
 20. Trespassing on school grounds while on out-of-school suspension or expulsion.
 21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
 22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
 23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
 24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
 25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
 26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
 27. Possession and/or use of a cellular telephone, radio, Walkman, CD player, Blackberry, personal data assistant, two-way radio, Smartphone, mobile or handheld device, earphones, headphones, ear plugs, air buds or similar devices, on school grounds or at a school sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
 28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
 29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
 30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
 31. Hazing
 32. Bullying, which includes, but is not be limited to, a written, oral or electronic communication,

such as cyberbullying, or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. Bullying may be direct or indirect and severe, persistent or pervasive which:

- a) causes physical or emotional harm to an individual;
- b) places an individual in reasonable fear of physical or emotional harm; or
- c) infringes on the rights or opportunities of an individual at school.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

Corrective Actions/Consequences for serious violations:

- Recess or lunchtime spent away from peers (an alternate recess will be provided for students in grades K-5)
- Removal to Critical Thinking Center in the classroom
- Removal to another classroom
- Referral to school counselor or other support staff
- Phone contact to parent by teacher
- Teacher detention*
- Referral to administrator, student conference with administrator, detention and phone contact with parent by administrator
- Other, as appropriate, including in-school suspension, out of school suspension and expulsion

* *After-school detention will necessitate parent contact to arrange alternate transportation.*

Corrective Actions/Consequences for Severe Violations:

Most discipline issues can be handled by school staff and parents working together on behalf of the student, but some incidents are of a more serious nature. Students committing severe violations of school rules will be referred to an administrator; parents will be required to meet with administrator to discuss further action, which may include a school suspension or other appropriate disciplinary action.

Students are subject to disciplinary action for misconduct that is disruptive of the educational process or is a violation of Board of Education policy. In addition, when a student violates the law, that student may be referred to legal authorities for prosecution.

Situations such as threats of violence will not be tolerated and will result in immediate suspension. Cases in which weapons or other potentially harmful objects are brought onto school grounds will, by law, result in expulsion. Please refer to the Board of Education Discipline Policy that explains the suspension/expulsion/dues process in detail at <https://www.eastfordct.org>.

In incidents of a serious nature, students face immediate suspension and the state police are notified. When their investigation has been completed, the school system will begin its own discipline process as detailed in the Discipline Policy.

At all times, actions will be taken to ensure the safety and security of everyone in the school environment.

We urge parents/guardians to stress to their children the importance of reporting to teachers, the principal, or another trusted adult, any incident in which a student feels uncomfortable or threatened. Our most effective method of maintaining an atmosphere of safety and trust is to intervene immediately in a potentially harmful or troublesome situation.

IV. Further Clarification of Severe Violations of the Rules

A. Weapons and Dangerous Instruments

The Board of Education is concerned for the safety and welfare of all students and school personnel in school and at school-sponsored activities. For this reason, the Board prohibits student possession, harboring and/or use of deadly weapons. Deadly weapons include 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. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

Weapons and dangerous instruments are prohibited in the school building, on school grounds, in a school vehicle, or at any school sponsored event or activity. Any object used to cause injury can be considered a weapon.

Willful possession and/or use of any such dangerous weapon by a student in school or at school sponsored activities off school grounds is cause for expulsion of the student for a calendar year if such conduct is seriously disruptive of the educational process or violates publicized board policy.

If a student inadvertently finds him/herself in possession of a weapon/instrument at school or school functions, the student must report immediately to the principal. The weapon/instrument will be handed over to a teacher/administrator. The parent/guardian(s) will be notified to pick up the weapon. The student will receive a verbal warning that a second offense will constitute disciplinary action.

B. Threats to the Health, Safety, or Welfare of Students and Staff

Students are subject to discipline up to and including suspension and or recommendation for expulsion for misconduct if such misconduct occurs on school property or at any school-sponsored activity (including a school bus).

If a student threatens or causes physical injury to another student or staff member, the following steps will be taken:

1. The administration will conduct a preliminary investigation to determine if the threat is real.
2. Parents or legal guardians will be notified as soon as possible.
3. If a threat is made to use a weapon, the administration may call the police. The decision to call the police is at the discretion of the administrator.
4. A weapon can be a dangerous instrument including but not limited to a firearm, a club, a knife or switchblade, metal knuckles, martial arts weapons or a bomb.
5. Upon suspension, the administration will meet with parents and all efforts will be made to provide an appropriate educational program for the student. See Eastford Board of Education policy for further information.

C. Smoking/Vaping

Students shall not smoke, be in possession of, or use tobacco products or electronic nicotine delivery system (e cigarettes, vaping) on school property or at any school related or school sanctioned activity, on or off school property as provided by state and federal law.

D. Substance Abuse

The school prohibits the manufacture, distribution, dispensing, possession, or use of alcohol or controlled substances on school grounds and during school activities. Any student in violation of this will be subject to the following action

1. Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.
2. Disciplinary procedures will be administered with the best interest of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale, or consumption of dangerous drugs, narcotics, or alcoholic beverages is considered grounds for expulsion
3. Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.
4. In substance abuse cases, the decision to involve the parents/guardians will be arrived at jointly by the student and educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parent/guardians and health officials, will be notified so that appropriate action can be taken.

CONCUSSIONS

Coaches and other 'qualified school employees' will notify a student athlete's parent/guardian when he/she is removed from play due to a concussion or suspected concussion, within 24 hours of removal but to make a reasonable effort to provide such notice immediately after the student's removal. The Board of Education has a policy on student concussions that can be found on the Board of Education Policy section on the school website at <https://www.eastfordct.org>.

DIFIBRILLATORS IN SCHOOLS (AEDS)/SUDDEN CARDIAC ARREST

Each school will have (1) one automatic external defibrillator (AED) and at least (2) two school personnel trained in AED operation and cardiopulmonary resuscitation (CPR). The AED and trained personnel will be available during the school's normal operational hours, at school-sponsored athletic events and practices on school grounds and at school sponsored events not taking place during normal school operational hours. The school also has an emergency action response plan addressing the use of trained school personnel to respond to individuals experiencing sudden cardiac arrest or similar life threatening emergencies. Coaches, student-athletes and their parents/guardians will receive information regarding sudden cardiac arrest every school year/sport season prior to beginning practices. Coaches and various staff members are trained in the use of an Automated External Defibrillator, which is located in the main lobby) of the school. For more information see the Board of Education Policy at <https://www.eastfordct.org>.

DISCIPLINE

Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law, that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time.

Detentions

Detentions will follow the infraction as closely as possible, but the exact day will be determined by the teacher or principal and the parent. Students may be detained after school hours for not more than 2 hours on one or more days for violating the code of conduct. Length of the detention may vary depending on the age of the student and the severity of the infraction. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and arrangements have been made for the student's transportation on the day(s) of the detention.

Teacher Detentions:

A teacher may assign students to detentions when they have violated school or classroom rules. When a teacher detention is assigned, students will be given 24 hours notice before the detention is to be served. The detention will be held directly after school, for typically not more than one hour. Failure to report to a teacher detention, without an acceptable written excuse or communication by a parent to the teacher, will be considered a more serious infraction. If this occurs, every effort will be made by the teacher to contact the parent. An additional teacher detention may be assigned at this time. If a student does not serve the detention after two parental contacts, an office referral may be made in place of the teacher detention.

Office Detentions:

Students are assigned to office detentions by the principal. This action may be taken when a student violates school rules, fails to serve a teacher's detentions, or for unexcused absences. Parents will be given 24 hours notice before the detention is to be served. Office detentions last from 3:20 to 4:30, unless otherwise stated. If students have a previous appointment for special help or makeup work, which takes precedence over the office detention, they must bring a pass from that teacher to office detention. Time spent for extra help is usually credited toward the office detention. Failure to report to an office detention without an acceptable written excuse will be considered a serious violation.

Following are explanations of serious disciplinary actions:

Removal

A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once. A student may not be removed from class more than six (6) times in one school

year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty four (24) hours of the time of the institution of such removal from class.

Suspension

An administrator may suspend a student for infractions of certain school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. However, no student shall be suspended without an informal hearing before an administrator at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instances, the informal hearing will be held during the suspension. Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

In-School Suspension

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

During an in-school suspension, students will not be permitted to attend regular classes, will not have contact with classmates and will lose extracurricular and social privileges. Students will be expected to complete assignments provided by their teachers.

Out-of-School Suspension

If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

In grades preschool to two, inclusive, suspension shall be an in-school suspension unless the principal or designee determines that an out-of-school suspension is appropriate for the student based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

Expulsion

There are discretionary and mandatory expulsions. An administrator recommends an expulsion to the Board of Education. The Board of Education policy outlines procedures for addressing recommendations of expulsion. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct which endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:

1. was in possession on school grounds or at a school sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. 921 as amended from time to time; or
2. off school grounds, possessed a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 U.S.C 921, a deadly weapon, a dangerous instrument or a martial arts

- weapon in the commission of a crime under chapter 952 of the Conn. Gen. Statutes; or
3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. 21 a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. 21 a-277 and 21 a-278.

The Board of Education may expel a student from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property or the educational process, or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program. Expulsion from school will result in the loss of all extracurricular and social privileges during the period of expulsion.

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

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

PLEASE SEE BOARD OF EDUCATION POLICY REGARDING DISCIPLINE FOR MORE INFORMATION REGARDING PROCEDURES

DISTRIBUTION OF MATERIALS

Printed materials may be distributed to parents via students as a means of communication. All requests from groups or individuals to have students distribute materials to the community, with the exception of school organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy. The superintendent or his/her designee may approve such distribution providing the material:

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

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

DRESS CODE

Students are expected to dress in good taste and appropriately for weather conditions. Clothing which distracts others is not appropriate for school as it interferes with the learning process. Proper etiquette, social customs, and grooming clearly affect the educational process; therefore, students should wear to school or functions appropriate clothing that meets the standards of the educational environment. Any extreme in clothing, hair, cosmetics, jewelry, or appearance that are issues of safety or that may disrupt the normal operations of the school are not acceptable. Students will be informed of dress code violations by school staff and have the opportunity to dress appropriately. Non-compliance or repeated infractions will result in administrative referral, parental notification, and school detention and/or suspensions.

Clothing, hair arrangements, personal adornments or embellishments, or use of cosmetics that may be considered to be disruptive or to interfere with regular school operations are prohibited. The use of good sense and modesty in wearing apparel, hair, and cosmetics must be observed. The school recognizes that some students may have a need to express themselves through attire, however, clothing that is revealing or which distracts others is not appropriate for school as it interferes with the learning process. Student dress must meet the following standards:

- Clothing should meet reasonable standards of health, safety, cleanliness, and decency.
- Attire or accessories which portray disruptive writing or pictures, or which depict logos or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages do not support the values of Eastford Elementary School and therefore, cannot be worn or displayed.
- Clothing should be free of slogans, names, titles, or the like, which are defamatory toward person(s), group(s), the school or other organizations or which are likely to incite a disturbance.
- Apparel that is worn to symbolize membership in a gang or clique will not be permitted.
- For health reasons, shoes must be worn at all times.
- All shirts and blouses must reach the waistline and no midriff is to be exposed at any time. Tops with spaghetti straps or halter-tops are not allowed.
- Undergarments must be covered at all times.
- Accessories that may be dangerous to self or others are not allowed.
- Attire or accessories that are in violation of the school district's sexual harassment policy are not allowed.
- Wearing hats or sunglasses (unless required by a doctor's order) is not allowed in the building when school is in session.
- Outerwear such as coats and heavy jackets may not be worn during the school day.
- Head coverings of any kind, including but not limited to: scarves, bandannas, masks, kerchiefs, athletic headbands, caps, visors, or hoods are prohibited. Approved coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols are **not** prohibited.
- Shorts, miniskirts, or pants that reveal the upper thigh or undergarments are prohibited.
- Cosmetics such as make-up (lipstick, eyeshadow, blush, etc) and perfumes/cologne, and scented lotions should be applied at home for the day. Regarding the use of perfume/cologne, consideration should be given to those with allergies or sensitivities.

ELECTRONIC DEVICES AND GAMES

Students may possess privately owned technological devices on school property and/or during school-sponsored activities, in accordance with the mandates of the Board of Education policy regarding the use of private technology devices by students. The full policy can be found at <https://www.eastfordct.org>. Students are solely responsible for any electronic device brought to school. The school is not responsible for lost, damaged or stolen devices.

Privately owned technological devices may **not** be used during instructional time, except as specifically permitted by instructional staff. Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime)
- Gaining or seeking to gain unauthorized access to Board technology resources
- Damaging Board technology resources
- Accessing or attempting to access any material that is obscene or contains pornography
- Cyberbullying
- Using such device to violate any school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member
- Taking any action prohibited by any Federal or State law.

The possession and use of electronic devices at Eastford Elementary School is a privilege and a responsibility, not a right. Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with Board policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result

in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

ELECTRONIC MAIL

Eastford Elementary School staff members may be contacted by email. Each staff member's address consists of his/her first initial, last name, and *eastfordct.org*. For example, you can contact the principal at the following email address:
cmccombe@eastfordct.org

EMERGENCY SCHOOL CLOSING INFORMATION

When there is a decision to cancel school for the day or delay the opening of school, notification of DELAYED OPENING or NO SCHOOL is announced over WINY radio (Putnam). Announcements also appear on WFSB and NBC CT. Since our high school buses are on the road before 6:00 AM, every effort will be made to reach an early decision.

Should it become necessary to cancel school during the course of the school day, the radio and television stations will be contacted as soon as possible. It is critical that each student knows where to go if an early dismissal is called. Please discuss with your child the arrangements that you have made for transportation and/or supervision on such days.

Additionally, no school, late opening, and early closing announcements will be posted on the school's website: www.eastfordct.org, and an automated alert system will send a text message, phone message and an email to all parents/guardians in our school database.

If you would like to receive additional alerts on days when the school schedule is changed due to inclement weather, the **television stations** allow you to sign up for this free service.

ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learning students, whose home language survey indicates a language other than English as the language spoken in the home, will be assessed with either the LAS Placement 2nd Edition English or preLAS 2000 English version. The student's overall score will indicate whether or not the student is identified as an English Learner. Parents of students who qualify and are participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parents' rights to remove their child from the EL program. In addition, the notification will explain how the program will help the child to develop academically, learn English, and achieve the standards necessary for promotion.

EQUITY AND DIVERSITY

Students deserve a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The school learning and work environment is enriched and improved by the contributions, perspectives, and the very presence of diverse participants.

EXEMPTION FROM INSTRUCTION

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), Bilingual Education, Dissection or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parent or guardian. For more information, see the Board of Education Policy at <https://www.eastfordct.org>, under Curricular Exemptions.

EXTRACURRICULAR ACTIVITIES:

Participation in extracurricular activities is a privilege. Students must accept responsibility for their own actions and meet guidelines for participation. Activity supervisors and advisors will inform students and parents of the specific guidelines for participation. These guidelines may include academic and behavioral expectations. Students must attend

scheduled classes to participate in extracurricular activities on a particular day. Any student tardy to school after 12:00 may not participate in activities on that day. Extenuating circumstances must be approved by the building principal prior to participation.

After-school activities of any kind are open only to registered participants. Siblings or friends are not allowed to attend

When students are staying after school for activities, parents must send in a note indicating that they have permission to participate. The note should tell the activity sponsor how the student will get home after the activity. This permission can be for an entire (sports) season or it can be for a single day or a series of days. After-school permission slips will be available for regularly scheduled activities.

Athletics

When there is sufficient interest, Eastford Elementary School makes every attempt to provide the opportunity for sixth, seventh and eighth grade students to compete interscholastically in soccer, basketball, and track. Fifth grade students are usually permitted to participate in track. Try outs may be held prior to each season and practices are held after school. Prior to participation in sports, a current physical must be on file with the school nurse. "Current" means no more than 13 months old. The physical must remain "current" throughout the entire sports season to continue playing. Permission forms must be signed by both the student and the parent or guardian prior to participation in any sport. Parents and athletes are also required to complete the provided training relating to concussions, sudden cardiac arrest and heat illness awareness and sign the related informed consent forms. An Athletic Handbook including more specific information about rules and regulations for the sports programs will be issued to each student athlete.

Academic Requirements for Athletes

Those students who exhibit the greatest effort and ability are selected to participate. Our school follows the guidelines set forth by the Connecticut Association of Secondary Schools. The academic requirements for participation in the interscholastic sports program are as follows:

1. Athletes must attend scheduled classes to participate in practice or games played on a particular day. Any athlete tardy to school after 12:00 noon will not compete in the contest or practice on that day. Extenuating circumstances must be approved by the building principal prior to participation.
2. Any student receiving a failing grade in any subject area, either on a report card or interim progress report, will be restricted from trying out, practicing, or competing on a school team.
3. At the beginning of the school year, any sixth, seventh or eighth grade student may try out for fall sports, but anyone receiving a "failing" warning on the interim progress note will be dropped immediately.
4. Students who are failing at interim progress report time have the opportunity to be reinstated at any time within a two-week period following the issuance of the report. In order to be reinstated, the student will be required to provide the coach with a written notice from the teacher(s) who issued the failing grade. The notice must state the student is no longer failing the course.
5. Students who receive a failing grade on a report card will no longer be able to participate on a sports team that trimester or the next trimester.

Study Clubs for Student Athletes

Some coaches may offer students the opportunity to complete homework and study before regularly scheduled practices. Each coach will send home permission slips and rules when this is being offered. Athletes may participate in the school's regular homework club/academic support if proper permission is obtained and rules are followed.

Spectators violating the Standards of Sportsmanship will be warned and continued violations will lead to removal from the contest.

Spectator Standards of Sportsmanship at Athletic Events

Respect the decisions made by contest and school officials
Refrain from taunting, booing, heckling and the use of profanity in any manner
Recognize and acknowledge outstanding performance by athletes on both teams
Respect athletes, coaches and fans
Refrain from verbally assaulting others or being generally obnoxious
Respect all players, coaches, game officials and spectators
Cheer for your team not against your opponent
BE A FAN, NOT A FANATIC!

School Dances

Dances are typically held from 6:30 PM to 9:00 PM in the Eastford Elementary School gymnasium. At times, our students may be invited to attend dances at Union School. All Eastford Elementary School rules for dances apply to dances held at Union School. Once students are admitted to the dance, they must stay until the end unless a parent comes inside to sign them out. Students are required to bring in a signed permission slip by the deadline in order to participate.

Eastford dances are intended for students in grades five through eight who attend Eastford Elementary School. Students are not permitted to invite guests from other schools. The principal may allow chaperoned students from a neighboring school to attend a specially planned dance.

School dances are a school activity and all general school rules apply. Students absent for the day will not be eligible to attend dances that evening. Students may be excluded from dances if they violate the school's code of conduct and have lost the privilege of attending a dance. Infractions of the code of conduct at a dance may result in exclusion from future dances.

Student Council

The Eastford Elementary School Student Council allows students the opportunity to provide leadership to the entire student body. Student Council is an excellent training ground for future leaders of business, government, education, or any organization. Over the course of the year, Student Council helps with service projects, assemblies, dances, and a variety of other events that change from year to year. Student Council meets on a regular basis as determined by the officers and advisors.

Please note: Sponsors of student clubs and performing groups may establish standards of behavior, including consequences for misbehavior that are stricter than those for students in general.

Homework Club/Academic Support



Homework club or Academic Support is available for students who might not be able to complete homework at home and/or who need assistance with their work. The homework club/academic support provides a quiet and nurturing environment for students who can benefit from this experience. The homework club typically meets two to four days a week from 3:45 to 4:45 PM, but students may attend on a flexible schedule as long as the advisor is notified of when students will attend. Parents must provide transportation home at 4:45 PM or make arrangements for your child to attend the After School Program (ASP). Teachers or parents may make referrals to the homework club/academic support. All rules and regulations that apply during the school day also apply during this time. Students who are disruptive during homework club may not be allowed to continue using this service.

FACILITIES

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place. Parents and community members wishing to reserve facilities should contact the office.

After students are dismissed, and unless they are involved in a teacher/staff supervised activity, they are expected to leave the grounds immediately.

FEES

Materials that are part of the basic educational program are provided without charge to students. A student is expected, however, to provide his or her own supplies of **pencils, erasers, and notebooks**. The student may be required to pay certain other fees or deposits, including:

1. The materials for a class project that the student will keep
2. Personal physical education and athletic equipment and apparel
3. Voluntary purchases of pictures and publications
4. Student accident insurance
5. Insurance on school-owned instruments, instrument rental and uniform maintenance
6. Fee for damaged library books and school-owned equipment or devices
7. Participation fee for middle school sports
8. Tuition for the Readiness preschool program
9. Usage fee for Before and After School Program
10. Admission fees to extracurricular activities and field trips

FIELD TRIPS

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

Most field trips require at least one adult chaperone per every ten students. Although having more adults is usually desirable, the number of parent chaperones sometimes has to be limited due to limited seating on the bus or limitations of the destination. Parents who are chaperoning field trips must adhere to guidelines set by the trip's coordinator. Since field trips are arranged for particular Eastford Elementary School students, parent chaperones are not allowed to bring other children. Chaperones are not allowed to smoke on field trips.

Except for the eighth grade trip, the school budget usually covers the cost of field trip transportation. Parents are usually expected to pay for admission fees and other costs associated with field trips. If the cost of a field trip is excessive for a family at any given time, arrangements will be made to enable your child to participate. Please contact the teacher or principal for confidential treatment of financial requests. Students will never be barred from participation based on an inability to pay.

Occasionally, a student will pay for a field trip and then be unable to attend due to illness or other unforeseen circumstances. Although every attempt will be made to give refunds, this is not always possible since fees are often paid advance.

FINANCIAL ASSISTANCE

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

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet, and calm manner. Students should not return to the building until the return signal is given.

Schools are required to substitute a crisis response drill (lockdown drill) for one of the required monthly school fire drills once every three months. During a lockdown, teachers gather students out of common view and away from doorways and windows. They will lock the classroom door and close windows and blinds if time allows. During a lockdown, children will be required to remain with the adult in charge and they will not be allowed to move about the building.

Teachers will prepare students for fire drills and lockdowns and answer as many questions as possible. During fire drills and crisis response drills, students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

Staff receive training in crisis preparedness annually at the beginning of each school year.

Local law enforcement and other local public safety officials may be visible during drills and will evaluate and provide feedback on fire drills and crisis response drills.

FUND-RAISING

Student and parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least one month before the fund-raising begins. When funds obtained through fund-raisers will be used to benefit all students, all students will carry home promotional information about the project. When groups, such as the middle school fund-raising group, or the sports boosters sponsor a fund-raising event with the purpose of benefiting a particular group of students, it is preferred that flyers and promotional information go home with only those students who will benefit from the funds to be raised. All school-affiliated parent and student groups must have their fund-raising information approved for inclusion in the school newsletter.

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

GRADING SYSTEM

Report Card

A written report of students' grades and absences shall be issued to parents three times yearly for students in grades K-8 and twice yearly for preschoolers. Mid-term progress reports are also issued three times yearly for students in graded K-8. Parent-teacher conferences are scheduled in the fall and in the spring. Students are expected to deliver report cards to parents. Report card envelopes are to be signed by parents and returned to the school within five days. Parents are encouraged to contact their child's teacher whenever they have questions regarding their child's achievement. Numerical and letter grade equivalents used in upper grades are included in this section of the handbook.

Students in grades K through 4 will receive report cards based on Common Core Standards and skills. They will not receive letter grades. Students in grades 5-8 will receive both letter grades and reports based on standards and skills. Only students in grades 6-8 will be eligible for honor roll awards. Teachers in grades 5-8, who use the grades listed below in addition to progress toward mastery of standards and skills, will share grading policies with students and parents at the time of the fall open house and they will be posted on the school's website. Preschoolers will receive reports in a format approved by the Readiness Council. Students in grades K-8 receive interim progress reports approximately half way through each marking period. All of these dates are noted on the posted school calendar.

A grade of "I," indicating "**incomplete**," may be given to a student who has not completed all necessary requirements for a grade due to excessive excused absences or other extenuating circumstances **as approved by the principal**. Unless other specific arrangements are made, all work must be made up within two weeks.

Letter grades and equivalents for students in grades 5-8

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

GREEN CLEANING

Eastford Elementary School complies with legislation governing environmentally friendly cleaning products. Parents may request the Board of Education policy and a list of cleaning products used in the school. A list of cleaning products and regulations used at Eastford Elementary School can be found on the website at www.eastfordct.org under Green Cleaning. **Additional flexibility was given during the height of the COVID Pandemic to use certain household cleaning products (such as bleach) to clean and disinfect.** Otherwise, all cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment.

No parent, guardian, teacher, staff member, or student may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect.

GUIDANCE/COUNSELING/PREVENTION

Professionally qualified members of the school staff provide counseling and referrals. The responsibilities of the school counselor include helping students function more successfully within the school environment. Counseling is an opportunity to talk with someone about things that are important to students. These opportunities to talk may be personal, social, educational, or vocational. School counselors will use a variety of methods to assist students in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and to ensure that every child learns in a safe, healthy and supportive setting.

Educational and career planning guidance is available along with information to develop a plan for the student's future. The school counselor will assist middle school students in planning for high school selection based on interests and abilities, and a successful transition to the secondary school of their choice.

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

Suicide Prevention

Staff members shall be sensitive to student behavior indicating significant depression or emotional upset. In accordance with Board of Education policy, staff members who suspect or recognize such behavior will notify the principal and counselor, who will be responsible for notifying parents.

HARASSMENT STATEMENT

Every child has the right to feel safe, valued, and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, sex, sexual orientation, national origin, alienage, gender identity or expression, or any disability they may have. The Eastford School District has zero tolerance for harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child that if he/she is harassed or sees harassment happening to someone else that it should be reported to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she has been harassed is encouraged to report the incident to the principal, the school counselor, or a teacher. A formal complaint can be filed, the allegations will be investigated and addressed, and appropriate action will be taken.

HAZING ACTIVITIES

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

Hazing, bullying or abuse of students will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

Similarly, hate speech will not be tolerated. All speech that denigrates, disrespects or misrepresents "types of people" will be challenged and be subject to appropriate disciplinary action.

HEALTH SERVICES

The school Health Office is designed to provide care to students who become ill or who are injured while in school, as well as to promote and maintain a high level of wellness. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. All students must present evidence of a physical examination upon enrollment in the district (C.G.S. 10-204a), and in accordance with Connecticut state regulations. Health assessments shall also be required in grade six (or 7). **Physical examinations are required at least every thirteen months to participate in interscholastic sports.**

Screenings

All students in grades K-6 will undergo vision screening by the school nurse. Hearing screening will be conducted for all students in grades K-3 and grades 5 through 8. Postural screening will be conducted for all students in grades 5 through 8. Dental health will be taught by classroom teachers or by the nurse. A weekly fluoride "swish" program may be offered. Parental permission is sought in writing prior to some screenings and health activities.

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

Administration of Medication

Parents of students requiring medication during school must contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse and on the school's website. All medication must be in the original container with proper labels when delivered to the school nurse. Parents should hand medications directly to the nurse.

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

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

Sunscreen

Connecticut General Statutes has recently amended their guidelines regarding application of sunscreen. Any student who is six years of age or older is allowed to possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, with only a written authorization signed by the student's parent or guardian. For students who are younger than six years of age all three of the following requirements pursuant to Section 10-212a-4 of the Regulations of Connecticut State Agencies for self-administration of medication continue to apply:

1. an authorized prescriber provides a written medication order including the recommendation for self administration;
2. a parent or guardian provides written authorization for self-administration of medications; and
3. the school nurse has assessed the student's competency for self-administration in the school setting and deemed it to be safe and appropriate.

Communicable/Infectious Disease

Students with any medical condition, which, within the school setting may expose others to disease, or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse. Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that the child has recovered sufficiently to prevent exposing others.

Disabilities

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

Accommodating Special Dietary Needs

Students with documented life-threatening food allergies are considered disabled and are covered by the Americans with Disabilities Act (ADA) and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly defined accommodation plan shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation in student activities. The District's policy is posted on the school's website at www.eastfordct.org under Special Dietary Needs.

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency. Parents may request to opt out their child out from emergency epinephrine or naloxone administration. See the Board of Education Policy for more information at www.eastfordct.org under Administration of Medication.

Homebound

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

Illness

Students with any medical condition, which, within the school setting, may expose others to disease or contagious/infectious conditions may be excluded from school and referred for medical diagnosis and treatment. If necessary, consultation with the school's Medical Director may be necessary. If a student should become ill while at school, he/she should visit the school Health Office. The school nurse, in consultation with records and parents will determine a course of action.

Fever: Students who have a temperature of 100* or more will not permitted to stay in school and should not return until they have been without a fever for 24 hours without the use of fever-reducing medication.

Vomiting, Diarrhea: Students who have vomiting or diarrhea should not be permitted to stay in school and should not return to school for 24 hours after last episode.

Respiratory Viral Illness and COVID-19: Students who are experiencing COVID related symptoms should follow established procedures as outlined by the Connecticut State Department of Education, Local Department of Public Health and the CDC. Information regarding current protocols, screenings and other procedures surrounding COVID-19 and respiratory related illness can be found on the school website under the 'For Parents' section.

Return to School

Guidelines for when a student should return to school after specific illnesses are listed below. Some students may need to stay out of school longer based on individual circumstances. All communicable diseases should be reported to the school nurse as soon as possible.

Strep Throat/Scarlett Fever: After one (1) full day (24 hours) on medication and no fever present for twenty-four (24) hours.

Chicken Pox: When no more poxes have appeared and all poxes are gone, only scabs remain. A parent must bring the child to the school nurse to check status of pox before returning to school.

Infectious Mononucleosis: Must return to school with a note from provider indicating the level of activity and duration of restriction.

Conjunctivitis (Pink Eye): May return to school when child has had 24 hours of medication and no active drainage from eyes.

Strains, sprains, fractures, etc.: A provider's note is required when a student is excused from full or partial participation in physical education or recess activities. A provider's note is also required permitting the student to return to normal physical education and recess activities. If a child has been excused from physical education classes or recess activities, they may not participate on a school sponsored sports team until they have been fully cleared by their provider.

COVID-19: reentry to school will be determined based upon individual circumstances and research-based guidance from the Centers for Disease Control (CDC), local Public Health Department and the Connecticut State Department of Education.

Immunizations

All students must be immunized against certain diseases and must present a certificate from a physician or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are Diphtheria, Pertussis, Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hemophilus Influenza type B, Hepatitis A, Hepatitis B, Varicella, Pneumococcal diseases, Meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § I 9a-7f, prior to enrolling in any program or school under its jurisdiction. Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten and preschool 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. For further information regarding immunizations, contact the school nurse.

HIGH SCHOOL

Since Eastford is a PK-8 School District, the Board of Education has designated The Woodstock Academy as its official high school. The Board will pay the full tuition and shall provide transportation for any child attending the designated secondary school. The Board will provide school accommodations to resident children at high schools other than those designated by Board policy under the following circumstances:

1. Enrollment in special programs at H. H. Ellis Regional Technical High School, Killingly Vocational-Agriculture Center, a state-approved charter school, or an inter district magnet school as permitted by law.
2. Special education or Section 504-eligible students placed in an alternative high school setting in accordance with applicable law.
3. Other accredited public high schools with which the district has a current tuition contract, provided that the parents of the student arrange for transportation at no additional cost to the Board. School accommodations at such other

public high schools will be in accordance with the terms and conditions of any such contractual arrangements as may be negotiated by the Superintendent and/or approved by the Board.

Each year, we invite representatives from area high schools to present information to students and families. If your child is interested in attending a high school not mentioned here, they should contact the Superintendent.

HOLIDAYS, BIRTHDAYS, AND CELEBRATIONS

Eastford Elementary School recognizes that birthdays and other celebrations are important events in the lives of our students. Birthday parties and holiday celebrations provide a unique opportunity to make healthy eating fun and exciting for children. At Eastford Elementary School we take advantage of classroom celebrations to serve nutritious foods that taste good and provide students with an opportunity to learn about healthy eating. While there is nothing wrong with an occasional treat, unhealthy foods are often the norm rather than the exception for many children. Instead of parties that focus on food rewards that are low in nutrients and high in fat, added sugars and sodium, we encourage celebrations that shift the focus from food to children by planning activities, games and crafts that children enjoy. If food is involved, consider low-fat or whole grain options, and/or fresh or dried fruit and non-sugary beverages. Teachers will notify families if there are specific food allergies within the classroom community and what foods may need to be avoided altogether.

At the beginning of the school year, families in grades K-4 will be asked if they wish to share their address, phone number and email with other class families. Teachers in grades K-4 will then provide families with a list of class names and the contact information that has been shared. Families may wish to use this information to arrange communication outside of school such as for play dates and/or special celebrations. Invitations for birthday parties and other outside events should not be brought to school to be handed out unless all the students in the class are being invited. This is just a common courtesy and will avoid unnecessary hurt feelings. Invitations and party planning are best left outside of school so as not to distract from the learning environment.

HOMELESS STUDENTS

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend school of origin. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison. The local liaison for homeless children is the school Director of Pupil Services.

HOMEWORK

Purpose of Homework

According to Cathy Vatterott, in *Rethinking Homework: Best Practices that Support Diverse Needs*, homework supports learning and may be used for:

1. Pre-learning-provide an introduction to a topic or background for a more in-depth lesson (outline a chapter, write down questions before a unit of study, gather information about an upcoming topic);
2. Checking for Understanding-help the teacher gain insight into student learning (explain the steps in a math problem, describe what happened in an experiment, identify literary devices);
3. Practice help the student commit certain things to memory (practice a math operation, learn spelling words, memorize math facts);
4. Processing-encourages students to reflect on learning, think of new questions to ask, apply skills, synthesize information or show that they see the big picture (summarize major concepts, write an original story or paper, apply math concepts to a real-world application). Processing homework is often a short or long-term project.

Homework tasks should have a clear academic purpose and a positive effect on a student's sense of competence. Please contact your child's teacher if you wish to discuss homework assignments.

Student Agendas/Assignment Books

Students in grades 2 through 8 will be issued an assignment book. The assignment book is also referred to as an agenda book. The purpose of this book is to help students learn to keep an accurate homework account, to plan for long-term assignments, and to learn to manage the time necessary to complete assignments. Students are required to bring their assignment book to all classes including homework club if applicable. Should the assignment book become lost, the student will be required to purchase a new one for \$5.00.



Length of Time on Task

Homework assignments each night should not exceed the grade level time frames listed below. If the length of time your child spends on homework varies greatly from these guidelines, please consult with the classroom teacher.

Grade 1	15-20 minutes
Grade 2	20-30 minutes
Grade 3	30-40 minutes
Grade 4	40-50 minutes
Grade 5	50-60 minutes
Grade 6	60-70 minutes
Grade 7	70-80 minutes
Grade 8	80-90 minutes

Parental Involvement

Parents can help with homework by doing the following:

- Establish consistent homework routines and expectations;
- Provide an environment conducive to learning at home;
- Provide a quiet place to read and study away from television and other distractions;
- Provide good lighting, a pencil, paper or other necessary resources; and
- Provide a desk or flat surface for writing.

Extra Help

Students may always seek extra help from teachers if the work is difficult or the student has had an excused absence. Students may arrange times to stay after school for extra sessions or makeup. Eastford Elementary School sponsors a **Homework Club/Academic Support time** from 3:45 to 4:45 PM, on scheduled days of the week. Students may elect to attend, be assigned to attend by a teacher, or they may attend at a parent or guardian's request. Permission from a parent/guardian must be provided prior to attending and students are expected to spend their time working on homework.

HONOR ROLL

There is an honor roll to recognize outstanding academic achievement of students in grades 6-8.

To achieve **High Honors**, students must receive a grade of A, including A+, A, and A-, (90% or better) in every academic and special subject area. One B+ is allowed.

To achieve **Honors**, students must receive grades of A or B, including B+ and B- in every academic and special subject area.

To receive *Recognition*, students must consistently meet the following criteria:

- Hand in homework consistently as assigned;
- Seek extra help from teacher or extra credit projects when applicable;
- Work to the best of his/her ability;
- Participate in class discussions; and
- Come to class prepared.

INSURANCE

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

ITEMS NOT PERMITTED IN SCHOOL

In order to ensure student safety and the protection of personal property, parents/guardians are encouraged to monitor closely those items that are brought or worn to school by students. Items that distract students and classmates from the learning process and/or items that have real or sentimental value are best left at home. This avoids potential loss, damage or theft. Items that are specifically prohibited on school grounds include: weapons, including martial arts (real or fake), knives, razor blades, sharp items, skateboards, roller skates, roller blades, sneakers with wheels, baseball bats, lacrosse sticks, matches, caps, fireworks, laser pointers, portable gaming systems, and other similar items with real or perceived value. Gaming cards such as Pokémon cards, stuffed animals, cosmetics, hair accessories, fidget toys, chewing gum and candy, special markers and writing utensils, etc. all distract from the learning process and should be left at home.

LIBRARY/MEDIA CENTER

Students are invited to use and borrow books and other materials located in the Library/Media Center. Students are responsible for any material they sign out. Students must pay for any materials they lose or damage. A student's privileges may be withheld until a student's obligation is met. Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all students must sign an acceptable use policy which indicates that a student agrees to use the internet exclusively for educational purposes.

LOCKERS

Students in grades five, six, seven and eight, will be assigned a combination lock to use on their classroom lockers. Teachers will share general rules about using the locks, which include, but are not limited to the following.

1. Students must:
 - keep all valuables in their lockers while they are at school.
 - not take the locks out of the homeroom area.
 - memorize their combinations.
 - not share their combinations with others.
2. **Students are expected to lock up cell phones and other electronic devices that are not allowed to be used during the school day.**
3. When going to gym, students should leave valuables in the classrooms. The locks are not intended to be used during after school sports.
4. Since the locks are school property, students who lose a lock will receive a lost book/equipment bill charging them \$5.00, which is the replacement cost.

We have a master key in the office for the locks we have purchased. Students should only use the school's locks on their classroom lockers.

LOCK DOWN PROCEDURE

In the event of a critical emergency, all school personnel, including students, will follow the “Lock Down Procedures.” Students will be informed of specific actions they should take when a Lock Down Procedure is put into effect. Lock down drills, like fire drills, will occur periodically during the school year.

LOST AND FOUND

Any articles that are found in the school or on school grounds should be turned in at the main office. A lost and found area is located with the school nurse. Unclaimed articles will be disposed of after each parent conference session and at the end of the school year. Loss or suspected theft of personal or school property should be reported to the main office.

LUNCHTIME

- Eastford Elementary School does not provide a lunch program. Students must bring their own lunch every day. No refrigeration is available so small ice packs are recommended.
- A student who forgets a lunch should alert a staff member. Parents/guardians may be contacted to provide a lunch. If they are unavailable, the school will provide a pre-packaged item to eat.
- **Students should not bring carbonated beverages or glass containers.**
- All students may purchase milk at lunchtime. Students in grades preschool through four may also purchase milk at snack time. We offer a pay in advance option where families can pay for milk in advance and avoid having to have money with them every day. This is the preferred option. An order form with prices will be sent home to families at the beginning of the school year.
- Eastford Elementary School participates in a federal free milk program. Families who believe they qualify for free milk should fill out the appropriate form. These forms are included in our summer mailing and available on the school website under the 'For Parents' tab and then 'Forms.'

Lunchtime Conduct

All general school rules apply in the lunchroom. Specific lunchtime rules, including the following list, will be posted in the lunchroom and enforced by the staff members on duty.

Lunchtime Rules

1. Students should walk, not run, as they move to the different areas in the lunchroom.
2. Conversation between students should only be heard by those people sitting close to them.
3. Students may be assigned to seats.
4. Once students have been assigned a seat, or chosen a seat for the day, they must remain there for the entire lunch period, unless asked to move by a staff member. They may not choose another seat during that lunch period.
5. Students should eat the food sent from their own homes; trading of food is discouraged.
6. Students should sit on benches or designated chairs with their legs under the table.
7. Students should remain seated unless they are given permission to get up.
8. Students should clear the area around them before being dismissed.
9. Students do **NOT** have access to utensils and straws. These should be brought from home if desired.
10. Students who have paid for milk should pick up milk from the bins provided by staff. A lunchroom monitor will oversee the distribution of milk.
11. If students are in violation of any of these regulations, they will be reminded once and then asked to sit at a designated table. Repeated offenses may lead to a lunch detention or alternate location for lunch.

Fifth through eighth graders may use the healthy snack vending machine during lunchtime. The snack items available in the machine are **not** intended to replace the bringing of a lunch to school.

Food offered for sale to students in vending machines will meet federal and state standards and guidelines.

MAKEUP WORK

Students are responsible for contacting the teachers for missed assignments. If a student is absent due to illness or suspension, the student is expected to make up the work that was required. Teachers will develop reasonable timelines for makeup work. Unless a student has an extended illness, all makeup work must be completed within 2 days for each day of absence after the student returns to school. **Additional accommodations will be in place to provide access to instruction and materials if students are required to isolate or quarantine at home due to Covid exposure or illness.**

MENSTRUAL PRODUCTS AVAILABLE IN STUDENT BATHROOMS

Recent legislation requires districts to provide free menstrual products in women's restrooms, all-gender restrooms, and a least one men's restroom that students in grades three-eight have access to. Additionally students will continue to have access to menstrual products through the school nurse in the health office.

MIGRANT STUDENTS

The district will develop a program to address the needs of migrant students. A full range of services will be provided to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

MUSICAL INSTRUMENTS

The Eastford School is very proud of its instrumental music program and welcomes all fourth through eighth grade students to participate. The school owns a number of instruments that are made available on a first come/ first serve basis. If a student borrows a school instrument, they are clean, playable, and are of sufficient quality. Parents of a student who borrows a school instrument need to sign a contract agreeing to take good care of the instrument, and they are responsible if the instrument is lost, stolen, or damaged in any way. Repairs are very costly, and the school assumes only the basic repairs. Aspiring musicians are generally more successful if they own an instrument, as they tend to take the commitment more seriously.

All students who take instrumental music lessons will need to purchase a lesson book, and reeds if they are playing a reed instrument. The music teacher can provide assistance in renting instruments and provisions to own instruments at a very reasonable cost. Be careful when purchasing instruments on your own since many instruments purchased at wholesale clubs or through personal ads may be very poor quality. Secondhand instruments are often available, as well as closeout models. Please contact the school if you have questions about the instrumental program, as we look forward to inspiring great musicians here in Eastford.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child.

Parents also have the right to inspect all NAEP data, questions and assessment instruments.

NON-DISCRIMINATION

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board.

The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to

academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint from which are included in the Board's Administrative Regulations Regarding Non-Discrimination.

These regulations accompany Board Policy #1100 and are available online at www.eastfordct.org or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies (e.g., Policy #4126/4226, Sex Discrimination/Harassment in the Workplace (Personnel); Policy #5152, Sex Discrimination and Sexual Harassment (Students); Policy #4127, Section 504/ADA (Personnel), and Policy #5140, Section 504 (Students)).

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"): Office for Civil Rights, Boston Office U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109- 3921 (617) 289-0111 <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html?src=image>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission: Equal Employment Opportunity Commission, Boston Area Office John F. Kennedy Federal Building 475 Government Center Boston, MA 02203 (800-669-4000)

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities: Connecticut Commission on Human Rights and Opportunities 450 Columbus Blvd. Hartford, CT 06103- 1 835 (800- 477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact: Superintendent, 12 Westford Road, PO Box 158, Eastford, CT 06242, 860.974.1130

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator: School Principal, 12 Westford Road, PO Box 158, Eastford, CT 06242, 860.974.1130

Complaint Procedure:

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of as race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, or gender identity or expression, he/she should make a written complaint to the

Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form. All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

ON-CAMPUS RECRUITMENT

Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of students by technical high schools, regional agricultural science and technology education center, magnet schools, charter schools will be provided.

OUT OF SCHOOL MISCONDUCT

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

PARENT CONFERENCES

Parents are encouraged to become partners in their child's educational success. Conferences with teachers may be held any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group

conference with school staff members. Conferences will be held in the evening and afternoon around the end of the first and second trimesters. Every effort will be made to accommodate parents in the scheduling of conferences. During conference times, students may present updates on their progress and personal goals in what we call “Student-led conferences”).

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of the educational opportunities available. Parents/guardians should become familiar with all of the child’s school activities and with the District’s academic programs, including special programs. Attendance at parent-teacher conferences, participation in parent organizations, attendance at Board of Education meetings, and being a school volunteer are strongly encouraged.

The Eastford Board of Education has adopted a Parent Involvement Policy and Plan. Copies of the plan are on the school website <https://www.eastfordct.org> and they can be requested in the school office.

PARENT-TEACHER ORGANIZATIONS AT EASTFORD ELEMENTARY SCHOOL

Parent Teacher Organization

The PTO is a vital link between the school community and the parents it serves. Thus, parents are urged to join and take an active part in the PTO. Among other things, the PTO raises money to provide Eastford Elementary School with cultural programs and assemblies, runs book fairs, and supports student activities on a regular basis. All parents are invited

to attend meetings and are encouraged to contact Eastford Elementary School directly for more information or questions regarding the PTO. The PTO meetings are typically held once each month and are offered virtually.

Parent Advisory Committee

The Parent Advisory Committee (PAC) meets with the school principal on a monthly basis to discuss school related issues. Membership is on a voluntary basis and new members are always welcome. The PAC meetings are scheduled for October, January, and April, but may be held more frequently upon request. Meetings will be held virtually and will begin 30 minutes prior to the scheduled PTO meetings with the same zoom link.

Middle School Fund-Raising Committee -

Parents of middle school students meet to determine how to raise funds for the eighth-grade trip. It has been determined that this task should be spread over at least three years. Parents meet regularly and plan fund-raisers. Meetings are announced via mail, email, or newsletter. All middle school parents should consider participating. This fundraising enables all students to attend their eighth grade trip/s free of charge.

Sports Boosters-

Parents of middle school athletes formed this group to support the sports program. The sports boosters raise money to purchase items that are not covered in the Eastford Board of Education budget. Meetings are typically held once per month. Meetings are announced via email or newsletter. All parents of athletes should consider participating.

Readiness Council

The Readiness Council, which is run by the school and the town, is a group of citizens concerned with matters that directly concern the School Readiness Program-Eastford's Preschool. It is the duty of the Readiness Council to:

- Complete parent surveys in the community and analyze results.
- Develop and implement policies for the School Readiness Program.
- Develop and update a Five Year Plan for early care and educational services.

- Provide ongoing monitoring of the School Readiness Program.
- Conduct and review annual school readiness evaluations.
- Develop transition to kindergarten policies and procedures.
- Establish and evaluate collaborative agreements annually and establish a process to improve collaborations that have been unsatisfactory.
- Report to the Board of Education and Selectmen on the status of the School Readiness Program annually.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide application may contact the principal. The Integrated Pest Management plan is available on the school website at <https://www.eastfordct.org>.

PHYSICAL EDUCATION

All students are required to wear sneakers for physical education. Students in grades 6, 7, and 8 are required to change clothes for physical education class. T-shirts must be worn with shorts, sweat pants, or wind pants. Freedom of movement is essential. Physical education attire may not be worn back to class. Because of health considerations in the locker rooms, aerosol cans are prohibited. All students in Kindergarten – grade 8 will be provided with a minimum of 90 minutes of physical education per week, which cannot be reduced as a form of punishment.

Medical Excuses

If a student needs to be excused from a portion of or an entire physical education class, a parent should send a note. A second parental note will be accepted if the child needs to be excused from the next class. After that, a doctor's note is required. A doctor's note will also be required for a child to resume physical education once a physician has initiated restrictions or limitations. Naturally, a student who cannot participate fully in physical education classes will be asked to restrict activities during outside recess and will not be eligible to participate on a school sponsored athletic team on the day/days that they have been excused from physical education class.

PHYSICAL EXERCISE

All students in elementary school shall have in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment.

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.

PLAYGROUND PERIODS and RECESS

Either before or after the designated lunchtime, students in grades **kindergarten through five** will participate in a mid day recess.

Students in grades kindergarten through grade four may have an additional recess at the teacher's discretion. Recess will

not be part of the regular schedule for students in grades 6, 7 and 8. Teachers of these grade levels may occasionally choose to bring students outside and supervise them on the playground.

PLAYGROUND RULES

- Students will use equipment appropriately. Twisting on the swings and going up the slide are **not** permitted. Use of the *playscape* is limited to activity that is appropriate for the size and ability of the child and is designed to be used with students ages 5-12.
- Fighting, tripping, pushing, rough play, excessive competitiveness, and contact sports are not allowed.
- Objects other than balls may not be thrown.
- Students are to play in assigned areas within the boundaries of the school playground. The hill and the nature trail are off limits.
- Spitting is not allowed.
- When there is snow on the ground, boots are required to play in areas not plowed. Snow pants are required if students wish to "play" in the snow.

POSTERS

The principal must approve signs and posters that students, parents and community members wish to display. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

PROMOTION, RETENTION AND PLACEMENT

Certified staff shall place students at the grade level best suited to them chronologically, academically, socially and emotionally. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of certified staff, retention or acceleration are in the best interest of students. Retention and acceleration decisions are the responsibility of the teaching staff and principal, after prior notification and discussion with parents. The final decision shall rest with school authorities.

Students must demonstrate attainment of the basic skills needed based on the District's assessment program. Failure to attain these skills may necessitate involvement in additional courses, special help programs, summer school, retesting, etc.

PROPERTY, LOCKERS, AND EQUIPMENT

It is the policy of the Board to hold students responsible for any loss or damage to the property of the school when the loss or damage occurs through fault of the student. Any student damaging or defacing school property will be financially responsible for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

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

Each student is assigned books and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year. They should be kept in good condition and not abused. Desks and lockers are property of the school district. Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by Eastford District policy. Parents will be notified if any prohibited items are found in the student's desk or locker.

Students should not attempt to repair school equipment but should notify their homeroom teacher or the main office

immediately if it is not functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year.

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

Students are warned not to bring large sums of money or valuables to school, and liability for these items remains with the student.

PSYCHOTROPIC DRUG USE

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

PUBLIC COMPLAINTS

The right of community members to register individual or group concerns about instruction, programs, materials, operations, and/or staff members is recognized. Complaints and grievances will be handled and resolved as close to their origin as possible. Complaints will be referred through the proper administrative channels before investigation or action by the Board, unless the complaint concerns Board actions or operations only. A procedure also exists for the placing and response to criticism or approval of instructional materials.

Specialized complaint procedures exist regarding identification, evaluation, or educational placement of a student with a disability; discrimination on the basis of sex; harassment; sexual abuse or harassment; bullying; and for concerns regarding instructional materials.

REMEDIAL READING AND MATH

Teacher Interventionists

Students who need assistance with reading, writing, math and behavior may be offered help through the school's Response to Intervention (RTI) program, also known as a Multi Tiered System of Supports (MTSS). Some classroom teachers may act as interventionists when they are not instructing full classes. When a student works regularly with a teacher or interventionist at a special time on a regular basis, parents will be notified about the specific goal of the intervention and progress reports will be sent home to coincide with report cards and progress notes.

Title I Interventionists

Students who need assistance in reading and math may be offered help through school-based Title I intervention. School interventionists work in the regular classrooms and offer help to all students on an occasional or "as-needed" basis. Sometimes students will work with a particular interventionist on a regular basis. When a student works regularly with an interventionist, parents will be notified about the specific goal of the intervention and progress reports will be sent home to coincide with report cards and progress notes.

Volunteer Interventionists

Volunteer parents and community members sometimes assist students who need assistance. Parents will be notified if a child is working with a volunteer on a regular basis.

The Student Assistance Team, which is Eastford Elementary School's Response to Intervention (RTI) or MTSS and data collection team, assists teachers in determining which students need intervention or tiered supports to meet their educational needs.

RESPONSE TO INTERVENTION

According to Connecticut's Framework, Response to Intervention (RTI or SRBI) involves providing a multi-tiered system of support based on scientific and research-based instruction, intervention and enrichment matched to student needs, with important educational decisions based on students' levels of performance and learning rates over time.

Rather than limiting the provision of instructional and social/behavioral supports for those students classified under a particular label or program, supports are provided to all students, based on individual needs.

Important elements of **Scientific Researched-Based Interventions (SRBI)** include:

- Core general education curricula that are comprehensive in addressing a range of important competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development;
- A school-wide comprehensive system of social-emotional learning and behavioral supports;
- Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety;
- The use of research-based, effective instructional strategies both within and across a variety of academic domains;
- Differentiation of instruction for all learners, including students performing above and below grade level expectations and English language learners (EL);
- Common assessments for all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty or need enrichment early;
- Early intervention for students experiencing academic and/or behavioral difficulties to prevent the development of more serious issues;
- Educational decision-making driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions;
- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers; and
- A systemic approach to core educational practices in which teachers use common assessments for all students, address the same curricular competencies, and share the same behavioral expectations, within and across grades.

George Batsche, an RTI expert, sums up the definition of RTI by saying it is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

The Eastford Elementary School faculty continually reviews the interventions kthat are being used and regularly searches for new interventions that can be used to ensure that all students are approaching proficiency in reading and mathematics.

RESTRAINT AND SECLUSION

The Board of Education has a policy related to the restraint and seclusion of students that can be found on the school's website at <https://www.eastfordct.org>. Hover over the Board of Ed tab and then click on Policies and scroll to policy no. 5144.1.

SAFETY/ACCIDENT PREVENTION

Student safety at school and school related events is a high priority of the Eastford School District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk;

- Follow the school's code of conduct;
- Remain alert to and promptly report safety hazards, such as intruders on campus;
- Know emergency evacuation routes and signals; and
- Follow immediately the instructions of staff who are overseeing the welfare of students.

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

SCHOOL CLIMATE

School climate means the quality and character of school life based on patterns of students' parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

In order for teaching and learning to occur there must be a positive climate in which students are appreciative and accepting of individual differences and behave responsibly toward others. Students are encouraged to report bullying, discrimination or harassment to any faculty member or administrator and may request anonymity.

SCHOOL DISTRICT RECORDS

Interested persons may inspect "public district records" which are maintained at the office of the Superintendent of Schools, during normal business hours. Copies of records, permitted by law to be disclosed, may also be attained.

SCHOOL SECURITY AND SAFETY

Each school in the District will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection (DESPP). Each school, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years and develop a school security and safety plan based upon the standards developed by DESPP.

SEARCH AND SEIZURE

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

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

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

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

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

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Eastford Elementary School uses the Second Step Program and Child Protection Unit as well as our health curriculum as primary resources to deliver this program. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SEXUAL HARASSMENT

The Eastford District wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff, or anyone with whom the victim may interact. Sexual harassment may be verbal or physical. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, social worker, administrator, school nurse, or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint.

The District will notify the parents of all students involved in sexual harassment by student(s) and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

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

SMOKE AND VAPE FREE ENVIRONMENT

There will be no smoking or vaping or any other unauthorized use of tobacco or nicotine products by students, staff, or the public in the school building, on school grounds, or in school vehicles, during the school day or at any school function, extracurricular event, field trip, or school related activity.

SOCIAL AND EMOTIONAL LEARNING

The District believes children's social and emotional development are essential underpinnings/foundations to school readiness and academic success. Therefore, the District's educational program has included social and emotional learning and development to support the learning of skills needed to prepare students for careers, college and life. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. The key characteristics of the SEL program include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

SPECIAL PROGRAMS

The District provides special programs or accommodations for students identified as the gifted and talented and for those students with disabilities that affect a student's success at school. A student or parent with questions about the gifted and talented program should contact the principal. Questions about special education services can be directed to any of the special education teachers, the teacher liaison for special education, the principal, or Director of Pupil Services. Staff members who coordinate special programs are available to answer questions about eligibility requirements, referrals, and services. Generally speaking, students are served through the Student Assistance Program or RTI/MTSS (Response to Intervention/Multi-tiered System of Supports) program before being recommended for special education programs.

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

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

Student Assistance Program (Student Assistance Team)

The Student Assistance Team (SAT) acts as Eastford Elementary School's data collection team. It is also called the RTI, SRBI, or MTSS Team. The purpose of the SAT is to meet regularly with teachers to review math, reading and behavioral data on students and recommend interventions or programs for students who need assistance or enrichment when the regular curriculum is not meeting their needs. This is part of our multi tiered system of supports (MTSS) offered to assist students with academic and social growth needs.

The focus of SAT is on early intervention, assistance, and differentiation to meet student individual needs. A teacher usually facilitates this team and staff members, such as teachers and interventionists, will participate on the team as appropriate. Math and/or Language Arts teachers, and the School Counselor will usually be responsible for notifying parents about interventions.

P.A.L.S. Program (Playing and Learning Support)

The P.A.L.S. Program uses a child associate, under the supervision of the school counselor, to assist students, generally kindergarten through grade 3, who are experiencing minor school adjustment difficulties and/or difficulties relating to their peers. This program is grant-funded and will be available if grant funds are allocated. Parents will be notified if the school is recommending that a child participate in this program.

STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested in a timely manner. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested. This should also be done in a timely manner. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy.

A student and/or parent with a complaint regarding possible discrimination on the basis of gender, gender identity, or other protected characteristics should contact the Title IX coordinator or the principal.

A complaint or concern regarding the placement of a student with disabilities or concerning special education programs and services should be discussed first with the Pupil Services Director. If the results of this first discussion are not satisfactory, then an appointment should be made with the principal.

STUDENT DATA PRIVACY

Effective October 1, 2016, the Board of Education is required to notify parents/guardians within five business days of executing a contract with a software contractor or information storage contractor that involves student personally identifiable information. The notice must state the date of contract execution, its start date, a brief description of the contract and its purpose, state what student generated content, student information or student records may be collected under the contract and indicate that the parent/guardian of a student affected by the contract may choose to opt their student out of participation in the contract's execution. A listing of companies, apps or programs that are used by the district and students can be found on the school website under the 'For Parents' tab. Each listing will have a link to the provider's data privacy policy and terms of agreement and when executed, a signed statement that they agree to abide by Connecticut laws regarding student data privacy.

When the Board of Education receives notice of a breach of security by a contractor, they are required to notify students and their parents/guardians whose student information, student records or student generated content was involved in such breach. The notice of the breach is required to also be posted on the district's website.

STUDENT PUBLICATIONS

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

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

All student publications must comply with the rules for responsible journalism. The following will not be permitted:

- Libelous statements;
- Unfounded charges and accusations;
- Obscenities;
- Statements advocating racial or religious prejudice;
- Statements advocating hatred or violence;
- Statements advocating the breaking of laws or school policies and/or regulations;
- Materials designed to disrupt the educational process.

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

Student publications, which are paid for by the school district and/or produced under the direction of a staff member as an extension of the school curriculum are not considered a public forum. Board of Education policies must be respected when student publications are prepared and the Board of Education reserves the right to edit or delete any student speech that is inconsistent with the District's basic educational mission.

Distribution of Literature

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

STUDENT RECORDS

Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et al affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, DC 20202-4605

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



Directory Information

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, and the most recent previous school(s) attended. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name or institutional email address in a class in which the student is enrolled.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party

unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

The principal may release to the Parent Teacher Organization and other parent organizations the names, addresses, telephone number, emails, and grade levels of students provided such information will be used for school activities or school business. If a parent does not want some or all of this information released to school organizations, parents must inform the school office by September 15 of each school year.

The principal will release to the bus company the names, addresses, telephone numbers, and grade levels of students provided such information is to be used for school transportation business. If a parent does not want this information released to the bus company, the school office must have written notification.

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

The Eastford District's HIPAA Privacy Officer is the Superintendent of Schools.

STUDENT SUCCESS PLANS

Students in grades 6-8 will complete a yearly Student Success Plan at the beginning of the school year. This plan has students considering educational and career goals, personal interests and potential obstacles. These plans help teachers individualize instruction and meet the unique learning needs of students.

SURVEYS

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

Your child will not be required to participate without parental consent in any survey, analysis or evaluation funded in whole or in part by the U.S. Department of Education that concerns:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sex attitudes or behaviors;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parents; or
8. Income, other than as required by law to determine program eligibility.

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

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

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TELECOMMUNICATION DEVICES

Generally speaking, students shall not use a remotely activated paging device, cellular mobile telephone, or similar devices during the school day, while on school property, on school transportation, or while attending a school sponsored activity on or off school property unless given permission by teachers or school staff. See more details under electronic devices. Camera cellphones are not permitted to be used during the school day and in areas where there is an expectation of privacy.

TELEPHONE

Students are allowed to use the school's telephone and/or their personal telephone device during the school day only with permission from a staff member. Students must state their reasons for using the telephone and it must be considered important by the staff member granting permission. Students may use the phone in the gymnasium for non-social calls after school, such as to call a parent for a ride home. Students will be referred to the office for improper use of school telephones and personal phone devices.

TESTING

All students in grades 3 through 8 will participate in the Smarter Balanced Consortium Assessment (SBAC), which includes the Next Generation Science Standards assessment (NGSS) in grades 5 and 8, or other tests designated by the state. Special education students participate in the Smarter Balanced Assessment except in rare cases when participation in an assessment is detrimental to a student's IEP.

Results of the Smarter Balanced Assessment and Next Generation Science Assessment are shared with parents when they become available. Student scores on these assessments shall be included on transcripts and permanent records. The most up-to-date School Performance Index is available on our website. Go to the 'Board of Education' tab, click on 'Reports about the District' and then 'State Reports.'

District Assessments

All students will participate in a *Running Record Assessment* at key intervals over the course of every school year; some students will participate in other regular assessments if a Student Success Plan has been initiated and the student is receiving intervention services through the MTSS team for the purpose additional progress monitoring.

Students in grades 3-8 will participate in Interim Assessments provided through the Smarter Balanced Assessment Consortium to inform instruction and measure mastery of standards and skills.

All students participate in criterion-referenced assessments developed to monitor progress in reading, writing, math and science. These regularly administered assessments are designed to inform instruction and determine whether students need intervention.

Grade six and seven students may participate in the *Orleans-Hanna Algebra Prognosis Test*.



TITLE I COMPARABILITY OF SERVICES

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

TITLE I PARENTAL INVOLVEMENT

Parents of a child in a Title I funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review, and implementation of Title I programs. This School/Family/Community Compact is also available on the school's website.

TRANSFERS AND WITHDRAWALS

Parents must notify the office one week in advance of their child's last day. Students will be expected to return all textbooks and school materials before records will be transferred.

TRANSPORTATION

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

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

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at their designated bus stops.
3. Students will sit in designated seating areas.
4. Passengers shall not stand while the bus is in motion.
5. Passengers shall keep books, instrument cases, feet, and other objects out of the aisle of the bus.
6. Passengers shall not deface the bus and/or its equipment.
7. Passengers shall not extend head, hands, arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.
8. Passengers will not use electronic devices on the buses unless a field trip coordinator has given special permission.
9. Passengers shall not smoke, vape, or use any form of tobacco or other illegal substances.
10. Passengers shall not eat on the bus.
11. Usual classroom conduct shall be displayed. Unruly conduct, including the use of inappropriate language, will subject the passenger to disciplinary action.
12. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
13. Students must ride the bus to which they are assigned. A bus pass issued in the main office is required if a student is

to get off at a different stop on his/her own bus. In emergency situations, requests for riding a different bus may be considered by the school principal. All requests for riding a different bus or getting off at a different stop must be in writing and approved in the office prior to dismissal.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity.

- A. The driver will inform the principal in writing, using a "Bus Misconduct Notice."
- B. Disciplinary action, such as the following, may be used for bus misconduct:
 - Lunch in the office;
 - Alternate recess;
 - Detention;
 - Conference involving the principal, the student passenger, and the parent(s);
 - Suspension of the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior the time the suspension takes effect;
 - In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to call for law enforcement assistance. The principal and parents shall be notified of the situation soon as possible. The student shall not be provided bus service again until a parent conference has been held.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Program (IEP).

All vehicles coming into or leaving the school grounds are subject to the regulations of the school. Parents and others driving on school grounds during bus arrival or departure time are reminded that the law forbids passing school buses with flashing lights. *It is a safety and legal violation to pass a school bus with flashing red lights.*

If the bus with its flashing lights is not on the road, but in our parking lot, people who are driving on the road do not need to stop. Those entering the parking lot, of course, **should not** pass the bus if the flashing lights are on.

The Board of Education has a Transportation Policy with associated regulation that can be accessed on the school's website at www.eastfordct.org, policy number 5131.1. Following are some excerpts:

- A. All PK and Kindergarten students will be dropped off at their assigned bus stops and **must be met by an adult/parent/care giver** or they will be returned to the school.
- B. The parents of students in grades 1-3 should be visible at the assigned bus stop in order for the driver to allow students to exit the bus.

Any time a student is returned to the school, the event creates a burden for the parents, bus company and school staff. It also causes increased anxiety for the children involved. All efforts must be made by the parents/guardians to minimize the need to return a student to the school. If a pattern develops, the Principal/Superintendent will schedule a meeting with the parents to discuss the pattern and consider options.

- C. At the start of each school year or at time of registration for students in Grades **PK-8**, an Early Dismissal Form, signed by the parent/guardian, confirming receipt of the Early Dismissal Form and this transportation procedure will be completed. The Early Dismissal Form will contain emergency and weather-related early dismissal options/instructions to the school.

TRANSPORTATION SAFETY COMPLAINT/PROCEDURES

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

TUTORING

Teachers may not teach privately (tutor) students of the school in which he/she teaches. This does not apply to teaching of homebound children employed by the Board of Education.

VACATIONS

School policy strongly encourages the scheduling of family vacations and trips during times that coincide with school vacations. Students who miss school for family vacations are marked with unexcused absences for the days that they miss.

VENDING MACHINES

Healthy snacks are available in a vending machine. Students in grades five through eight are allowed to use the healthy snack machine during lunch or during morning and afternoon homeroom periods. Since the vending machine is intended for snacks, not meals, students should not rely on the machine for a lunch.

VIDEO RECORDERS ON SCHOOL BUSES

The Eastford District has requested video recording equipment on school buses to monitor school transportation and discipline. Recording will be done randomly during the school year; students will not be notified when a recording device has been installed and is in use on their bus. Videos will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act.

VISITORS

Parents and other visitors are welcome to visit Eastford Elementary School. All parents and visitors to the Eastford Elementary School, upon entering the school building, must first report to the Main Office. Parents bringing items to the school for their child must leave these items in the office with the assurance that these items will be given to their child. Parents and other visitors are requested not to walk in the hallways or to go into classrooms during instructional time. Visits into individual classrooms during instructional time shall be permitted only with the teacher's and/or the principal's approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. All visitors should display a visitor's pass while in the building.

Unauthorized persons shall not be permitted in school buildings or on school grounds. The school principal is authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

VOLUNTEERS

The Board of Education has a policy regarding Volunteers. In response to this policy, all volunteers will be asked to fill out a form that will be kept on file in the office. A copy of this form is available on the school's website or in the main office. The policy can be found in its entirety on the school's website at www.eastfordct.org. Hover over the Board of Ed tab and then click on Policies. If you have any questions about this policy, please feel free to contact the principal.

WEBSITE

School web pages must contain material that reflects our educational purposes. School web pages are not to be used for personal, commercial, or political purposes; and are considered a publication of the Board of Education. The principal or designee will approve all material posted on the school's web page. Students maintaining personal web pages may be subject to disciplinary action for the content of such sites under certain circumstances. The Eastford Elementary School **website** has been established at the location below. There is a link to each teacher's email under the staff directory for your convenience. www.eastfordct.org

WELLNESS

Student wellness, including good nutrition and physical activity, is promoted through the District's educational programs, school activities, and meal programs. Federal and state standards will be met pertaining to all foods and beverages available for sale to students. To promote activity and wellness, a sequential program of physical education is provided, in addition to time in the elementary school day for supervised recess for students in grades K-5.

WITHDRAWAL FROM SCHOOL

If a student needs to withdraw from school during the school year, the student's parent/guardian must complete a withdrawal form and obtain all necessary signatures. All books, materials, athletic equipment, electronic devices and other equipment loaned by the school must be returned or paid for by the student or his/her parents/guardians.

**EASTFORD ELEMENTARY SCHOOL
2023-2024 SCHOOL CALENDAR**

July-23						
0 days						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August-23						
2 days						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	A	31		

September-23						
20 days						
S	M	T	W	Th	F	S
					1	2
3	B	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October-23						
20 days						
S	M	T	W	Th	F	S
1	2	3	4	5	C	7
8	D	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November-23						
18 days						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	E	11
12	13	14	15	16	17	18
19	20	21	F	F	F	25
26	27	28	29	30		

December-23						
16 days						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	G	G	G	G	G	30
31						

January-24						
20 days						
S	M	T	W	Th	F	S
	G	G	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February-24						
19 days						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	I	I	21	22	23	24
25	26	27	28	29		

March-24						
20 days						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	J	30
31						

April-24						
17 days						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	K	K	K	K	20
21	22	23	24	25	26	27
28	29	30				

May-24						
22 days						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	L	28	29	30
31						

June-24						
8 days						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- August**
28 Staff Only - Professional Day
29 Staff Only - Professional Day
A 30 First Day for Students
- September**
B 4 Labor Day - No School
- October**
C 6 Professional Development - No School
D 9 Indigenous Peoples' Day - No School
- November**
E 10 Veterans Day - No School
F 22-24 Thanksgiving Break - No School
- December**
8 Parent Conferences - Early Dismissal 12:30
11 Parent Conferences - Evening
G 25-29 Holiday Vacation
- January**
G 1-2 Holiday Vacation
H 15 Martin Luther King Jr Day - No School
- February**
16 Prof Development - Early Dismissal 12:30
I 19 Presidents' Day - No School
I 20 No School
- March**
27 Parent Conferences - Evening
28 Parent Conferences - Early Dismissal 12:30
J 29 Good Friday - No School
- April**
K 15-19 Spring Vacation
- May**
17 Prof Development - Early Dismissal 12:30
L 27 Memorial Day - No School
- June**
12 PROJECTED Last Day for Students
Early dismissal 12:30
- Early Dismissals: 12:30 PM**
December 8, February 16, March 28, May 17, Last Day
- Progress Notes:**
October 13, January 19, April 29
- Trimester End:**
November 30, March 8, Last Day
- Report Cards:**
December 7, March 15, Last Day

This calendar represents a core, 182-student day schedule; weather-related changes to this calendar will be made as necessary. If on February 1, five instructional days have been cancelled, school may be in session on February 20.
Approved by Board of Education: February 9, 2023