

EAST HAVEN PUBLIC SCHOOLS

Parent/Student Handbook

2026-2027



East Haven Public Schools

The mission of East Haven Public Schools is to provide a variety of learning experiences and a rigorous comprehensive education in a safe and nurturing environment to prepare all students to be college and career ready.

Exploring ♦ Empowering ♦ Achieving

www.easthavenschools.org

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Vincent DeNuzzo, East Haven High School
Laura Cretella, Deer Run School
Paul DeBernardo, Ferrara School
Darcie Doyon, Joseph Melillo Middle School
Julie Church, Momauguin School
Christopher Brown, Tuttle School

East Haven Public Schools Program Leaders

Marissa Velazquez, Overbrook Early Learning Center & FRC Supervisor
Jean Copeland, Adult Education Program Facilitator

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SECTION 1- MESSAGE TO PARENTS



Dear EHPS Families and Community,

August 2026

It is my privilege to wish you a warm welcome to the 2026-2027 school year.

We're pleased to share with you the East Haven Public Schools District Handbook. It's a reflection of EHPS's commitment to providing rich learning experiences and a rigorous comprehensive education in a safe and nurturing environment. The Handbook is grounded in the principles of compassionate classrooms and healthy school communities, with an emphasis on safety, social and emotional wellness, and academic growth.

Our mission is to ensure all students feel valued as individuals and encouraged to discover their own strengths and talents. We depend on our families and community to help us achieve that mission. In that spirit, we look forward to partnering with you in support of our students and in furthering our aim to make our schools and classrooms amazing places to grow and thrive.

We wish you and your child all the best for a wonderful school year.

In partnership,

Adam Swinney
Superintendent of Schools

Non-discrimination Statement

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. 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, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such a 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.

The Director of Pupil Services is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. To report information about conduct that may constitute discrimination, please reference the process outlined in [Board Policy #0521 - Nondiscrimination Policy and Notice](#).

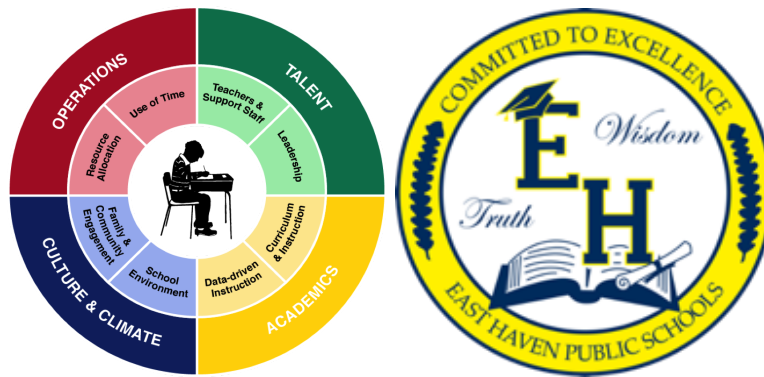
District Title IX, Title VI, and Section 504 Coordinator:

Robert Swan, Director of Pupil Services
35 Wheelbarrow Lane, East Haven, CT 06513
rswan@easthavenschools.org
203-468-3311

You may also contact the U.S. Department of Education's Office for Civil Rights Contact Information:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
OCR@ed.gov
800-421-3481

East Haven Board of Education



East Haven School District EXPLORING*EMPOWERING*ACHIEVING

Vision

East Haven Public Schools, in partnership with the East Haven *Community*, is responsible for the *growth and success* of our students as they become respectful, *productive participants* in a global society.

Mission

The mission of East Haven Public Schools is to provide a *variety of learning experiences* and a *rigorous comprehensive education* in a *safe and nurturing environment* to prepare all students to be *college and career ready*.

We believe...

in the East Haven *community*.
in building trusting, *positive relationships*.
all individuals can *learn*.
all individuals have value.
all individuals have an *ethical responsibility to one another and themselves*.
in fiscal responsibility and *fair allocation of resources*.
in safe and *positive learning environments*.
in *respecting our diversity*.

EAST HAVEN BOARD OF EDUCATION GOALS

Goal #1: Culture/Climate - Family, School, & Community Partnerships

Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Maintain a safe and healthy learning environment and assure all measures are being taken to proactively address unacceptable behavior.
- Ensure our district culture aligns with our mission and beliefs.
- Create meaningful partnerships with schools, families, local communities, and beyond.
- Communicate with students, parents, school personnel, and community members in a purposeful, clear, and concise manner through a variety of techniques and platforms.

Goal #2: Operation/Fiscal - Fiscal Responsibility and Planning for Growth

Systems and processes that promote organizational efficiency and effectiveness, including the use of time and financial resources.

- Allocate resources equitably and educate the community on how resources are secured and utilized to operate the schools.
- Maintain appropriate Board policies and administrative regulations aligned with educational goals and sound educational practices.
- Utilize data to reduce costs and search for efficiencies and implement ideas toward a reduction in energy, transportation costs, and health care costs.
- Assure transparency in the budget development process and respond to audit recommendations.
- Manage the schools in an efficient and cost-effective manner while maintaining and improving the quality of the educational program.

Goal #3: Academics - Growth in Student Learning and Achievement and College and/or Career Readiness

Rigorous, aligned, and engaging academic program that allows every student to achieve at their highest level, including aligned curricula, instruction, assessments, and programming that aims for universal career and college readiness.

- Analyze realtime data to evaluate programs, achievement, learning indicators and growth to ensure students are prepared for college, career pathways, and life.
- Clearly articulate, publish and implement a Pre-Kindergarten to Grade 12 curriculum that is vertically aligned, rigorous, and relevant, fostering authentic development and

application of the Vision of the Graduate attributes.

- Integrate evolving technologies to support high-quality teaching and learning.

Goal #4: Talent - *Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.*

- Maintain the highest quality of staff in all employment categories and evaluate based on clear expectations for exemplary performance.
- Align professional development to meet the needs of all staff in fulfilling their responsibilities and foster continuous improvement, including leadership opportunities.
- Design and execute innovative ways to attract and retain high-quality educators.

East Haven Public Schools Vision of the Graduate

As part of their educational journey, students in East Haven will develop and master these critical skills and attributes prior to graduating from East Haven High School.

Responsible Citizen

- ❖ Demonstrate awareness and consideration for self, others and the larger community
- ❖ Learn independently, from each other, and with each other in order to achieve goals
- ❖ Contribute to the planning and/or implementation of opportunities to make the community a better place

Goal-Directed and Resilient Individual

- ❖ Employ a growth mindset to reflect, learn from feedback, adapt, and achieve goals
- ❖ Demonstrate self-direction and perseverance
- ❖ Analyze how decisions impact self and others

Informed Thinker

- ❖ Analyze and apply knowledge from diverse perspectives and sources to expand understanding.
- ❖ Analyze information for accuracy, bias and usefulness.
- ❖ Analyze information from sources to develop important questions and informed conclusions.

Resourceful Problem Solver

- ❖ Analyze information, ask questions, and apply knowledge to identify problems and possible solutions
- ❖ Apply a strategy to reach a viable solution.
- ❖ Reflect on the problem solving process in order to adjust and refine thinking.

Powerful and Effective Communicator

- ❖ Locate and use information collected through reading, listening, viewing and/or collaboration to communicate understanding.
- ❖ Choose and apply an appropriate communication strategy according to audience and purpose.
- ❖ Present content in an organized and coherent manner.
- ❖ Use evidence and reasoning accurately and purposefully.

SECTION 2 - SCHOOL CLIMATE PLAN & BULLYING

Steps to Report a Challenge Behavior (inclusive of alleged bullying):

- **Step 1** – Complete the [Challenging Behavior Reporting Form](#) and share with your child's principal.
- **Step 2** – The School Climate Specialist will confirm receipt of the *Challenging Behavior Reporting Form* within three school business days and proceed to conduct an investigation to:
 - Determine whether the allegations are verified
 - Develop a response plan
- **Step 3** – The *Response Process(es) Notification Form* will be completed to describe the action steps taken. The School Climate Specialist will follow up with the student, parent/guardian, or school employee who completed the *Challenging Behavior Reporting Form* within three school business days upon finalizing the assessment.

CT School Climate Policy

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success. Implementation of the guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

For purposes of this policy, “**Bullying**” means unwanted and aggressive behavior among children that involves a real or perceived power imbalance. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For the 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 other electronic communication. Additionally, “**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.

The East Haven Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed and approved a **School Climate Policy** ([Policy# 5131.911](#)) consistent with state law. The policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation. This policy promotes the development of restorative action plans that create and sustain safe and equitable learning environments. The policy sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of challenging behavior (inclusive of bullying and teen dating violence). Each school's Safe School Climate Plan can be located on our [district website](#).

Universal Screener for Social Emotional Learning Notification Letter and Opt-Out Link

East Haven Public Schools (EHPS) commits to supporting all students' mental wellness and social and emotional learning (SEL). The East Haven Board of Education has approved a screener to review students' skills and experiences in these areas. EHPS staff will use the screener to identify strengths and needs for students in grades K-12. The screener provides information regarding students' experiences and how staff can support their needs. SEL skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The screener will review these skills, as well as students' relationships, feelings of belonging, feelings about their school environment, and mood. These factors are critical to positive academic, social, and emotional success.

For students in grades K-2, teachers will complete a universal screener for each child. Additionally, each K-2 student is asked to talk about their sense of belonging in school. Students in grades 3-5 and 6-12 will assess themselves in the following areas: Vision of the Graduate attributes, challenging feelings, emotional regulation, self-management, and well-being. There are questions measuring the overall social and learning climate of the school as well. Results are reviewed with other information to support students academically and personally, to celebrate successes, and to identify areas for growth.

To view the School Climate Surveys or questions related to School Climate and Social Emotional Learning Surveys please contact:

Stephanie Rivellini
District SEL and Family Engagement Coach
srivellini@east-haven.k12.ct.us
203-468-3261

***Please click the link below only if you wish to opt your child out.**

**[East Haven Public Schools Social Emotional Learning Screener
OPT-OUT REQUEST FORM](#)**

PROCESS AND STEPS TO MAKING A GENERAL CONCERN:

- **Step 1** – Discuss it directly with your child's teacher.
- **Step 2** – If you feel the issue wasn't resolved at the teacher level, discuss said issue with your child's principal.
- **Step 3** – If you feel the issue wasn't resolved at the building level, contact the Superintendent's Office.

* If Board of Education Members are contacted, they will refer all concerns back to the Superintendent's Office.

SECTION 3 - ATTENDANCE

Attendance - Excuses, Late Arrival, and Dismissal

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen. A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent. Classroom learning experiences are the basis for public school education. Time lost from class is a lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

- **Chronically absent child:** An enrolled student whose total number of absences (excused and unexcused) at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.
- **Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.
- **Present:** A student will be considered present if they are in school for 50% or more of the total school day.
- **District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.
- **School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.
- **Truancy:** A truant is defined as a student who has 4 unexcused absences from school in one month (30 consecutive calendar days) or 10 unexcused absences in one school year.

Note: *While the district codes excused and unexcused absences the state does not recognize excused from unexcused absences. For purposes of calculating chronic absenteeism an absence is an absence regardless of the reason (ISS, OSS, bereavement, illness, etc.) any time a student is not in school. The use of the state approved definitions of “excused” and “unexcused” absences are for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

A student’s absence from school shall be considered “excused” by the district (not by the State) if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school (not from the state) are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. A student's engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of "excused absence" and "unexcused absence."
- C. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school. The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a "mental health wellness day." A student cannot take these mental health days during consecutive school days.

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

- D. For the tenth (10th) absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - a. Student illness (must be verified and documentation provided by a licensed medical professional to be deemed excused, regardless of the length of the absence);
 - b. Student's observance of a religious holiday;
 - c. Death in the student's family or other emergency beyond the control of the student's family;
 - d. Mandated court appearances (documentation required);
 - e. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 - f. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- E. A student's absence from school shall be considered unexcused unless:
 - a. The absence meets the definition of an excused absence and meets the documentation requirements; or
 - b. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and is excluded from these State Board of Education approved definitions.

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

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student

returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truant and chronically absent children, providing the following notice to parents and guardians: 1. information concerning the 2-1-1 infoline and other pediatric mental and behavioral health screening sources and tools provided by the CSDE, 2. school specific interventions and/or community referrals for such truant and chronically absent children. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such a plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the Profile and Performance Report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee. No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal. No student may be permitted to leave school at any time other than at regular dismissal without the

approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Truancy

Student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused", "unexcused" and "disciplinary" absences.

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meetings may involve the school or District Attendance Team.
8. Students so identified may be subject to: (A) retention in the same grade to acquire necessary skills for promotion or retention; (B) a requirement to complete a summer school program successfully before being promoted to the next grade.
9. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
10. Each child who is truant shall be evaluated to determine if additional behavioral health interventions are necessary for the well-being of the child. Provide coordination of services and refer "truants" to community agencies which provide child and family services.
11. Provide notice to the parents/guardian the information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

SCHOOL START TIMES, EARLY DISMISSAL, CLOSURES, DELAYS

REGULAR SCHOOL HOURS

EAST HAVEN HIGH SCHOOL (35 Wheelbarrow Lane)	7:25 a.m. – 1:50 p.m.
ADULT EDUCATION (290 Dodge Avenue)	7:45 a.m. – 1:30 p.m.
JOSEPH MELILLO MIDDLE SCHOOL (67 Hudson Street)	8:00 a.m. – 2:25 p.m.
EAST HAVEN ACADEMY (67 Hudson Street)	8:05 a.m. – 2:20 p.m.
FERRARA (Grades 3-5) (22 Maynard Road)	9:00 a.m. – 3:15 p.m.
MOM AUGUIN (Grades K-5) (99 Cosey Beach Road)	9:00 a.m. – 3:15 p.m.
TUTTLE (Grades K-5) (108 Prospect Street)	9:00 a.m. – 3:15 p.m.
DEER RUN (Grades PreK-2) (311 Foxon Road, Route 80)	9:00 a.m. – 3:15 p.m.
• Little Sea Stars Preschool Pre K-4	9:00 a.m. – 3:15 p.m.
• Little Sea Stars Preschool Pre K-3 AM	9:00 a.m. – 11:15 a.m.
• Little Sea Stars Preschool Pre K-3 PM	1:00 p.m. – 3:15 p.m.
OVERBROOK (Preschool) (54 Gerrish Avenue)	7:00 a.m. – 5:30 p.m. *

**Please consult with Overbrook for specific times for your child.*

EARLY DISMISSAL SCHEDULE - (Weather-Related or Professional Development)

EAST HAVEN HIGH SCHOOL	7:25 a.m. – 11:50 a.m.
ADULT EDUCATION	7:45 a.m. – 11:30 a.m.
JOSEPH MELILLO MIDDLE SCHOOL	8:00 a.m. – 12:25 p.m.
EAST HAVEN ACADEMY	8:05 a.m. – 12:20 p.m.
FERRARA (Grades 3-5)	9:00 a.m. – 1:15 p.m.
MOMAUQUIN (Grades K-5)	9:00 a.m. – 1:15 p.m.
TUTTLE (Grades K-5)	9:00 a.m. – 1:15 p.m.
DEER RUN (Grades PreK-2)	9:00 a.m. – 1:15 p.m.
• Little Sea Stars Preschool PreK-4	9:00 a.m. – 1:15 p.m.
• Little Sea Stars Preschool PreK-3 a.m.	9:00 a.m. – 11:00 a.m.
• Little Sea Stars Preschool PreK-3 p.m.	<i>No Program</i>
OVERBROOK (Preschool)	Release time at 1:15 p.m.

2026-2027 Professional Development Dates:

August 24, 25, 26 (Full Days-No School)

September 23 (Early Dismissal Day)

October 21 (Early Dismissal Day)

November 3 (Full Day-No School)

January 6 (Full Day-No School)

February 3 (Early Dismissal Day)

March 5 (Full Day-No School)

May 19 (Full Day-No School)

LATE ARRIVAL SCHEDULE: 1 hour (60-minute) delay

EAST HAVEN HIGH SCHOOL	8:25 a.m. – 1:50 p.m.
ADULT EDUCATION	8:45 a.m. – 1:30 p.m.
JOSEPH MELILLO MIDDLE SCHOOL	9:00 a.m. – 2:25 p.m.
EAST HAVEN ACADEMY	9:05 a.m. – 2:20 p.m.
FERRARA (Grades 3-5)	10:00 a.m. – 3:15 p.m.
MOMAUQUIN (Grades K-5)	10:00 a.m. – 3:15 p.m.
TUTTLE (Grades K-5)	10:00 a.m. – 3:15 p.m.
DEER RUN (Grades PreK-2)	10:00 a.m. – 3:15 p.m.
• Little Sea Stars Preschool PreK-4	10:00 a.m. – 3:15 p.m.
• Little Sea Stars Preschool PreK-3 a.m.	<i>No Program</i>
• Little Sea Stars Preschool PreK-3 p.m.	1:00 p.m. - 3:15 p.m.
OVERBROOK (Preschool)	Program opens at 8:00 a.m. *

**Please consult with Overbrook for specific times for your child.*

LATE ARRIVAL SCHEDULE: (2 hour delay)

EAST HAVEN HIGH SCHOOL	9:25 a.m. – 1:50 p.m.
ADULT EDUCATION	9:45 a.m. – 1:30 p.m.
JOSEPH MELILLO MIDDLE SCHOOL	10:00 a.m. – 2:25 p.m.
EAST HAVEN ACADEMY	10:05 a.m. – 2:20 p.m.
FERRARA (Grades 3-5)	11:00 a.m. – 3:15 p.m.
MOMAUQUIN (Grades K-5)	11:00 a.m. – 3:15 p.m.
TUTTLE (Grades K-5)	11:00 a.m. – 3:15 p.m.
DEER RUN (Grades PreK-2)	11:00 a.m. – 3:15 p.m.
• Little Sea Stars Preschool PreK-4	11:00 a.m. – 3:15 p.m.
• Little Sea Stars Preschool PreK-3 a.m.	<i>No Program</i>
• Little Sea Stars Preschool PreK-3 p.m.	1:00 p.m. - 3:15 p.m.
OVERBROOK (Preschool)	Program opens at 9:00 a.m. *

**Please consult with Overbrook for specific times for your child.*

SECTION 4 - ACADEMICS, PROMOTION, RETENTION & GRADUATION

Academics (Pre-K to 12): EHPS curriculum is aligned to the Common Core State Standards and the Connecticut Frameworks. These standards dictate what students should know and be able to do by the end of each grade level.

What are the learning expectations?

- Common expectations to read, write, speak, and listen at high levels *in all subjects*
- “Technical subjects” are those with high levels of procedural knowledge including Arts; Career & Technical Education Subjects; Health; Information & Communication Technologies, Physical Education; and World Languages.
- 21st Century college, careers, and citizenship require understanding complex texts and performing complex tasks

Reading:

- As grades advance, more non-fiction (information) texts
- More complex texts within each grade level
- Asking and answering in-depth questions about what is read
- Close reading to *find evidence* to answer questions

Writing:

- Argument – taking a side on an issue and backing it up with evidence
- Explanatory – explaining a topic
- Narrative – telling a story

Speaking & Listening:

- Research to build knowledge / present knowledge to others
- Academic vocabulary
- Opportunities to speak and take part in discussions

Mathematics:

- Students learn the eight practices (behaviors, habits of mind, etc.) necessary to become successful problem solvers.
- These practices are the same from grades K-12, but are applied to more demanding problems as students move up to each new grade.

Grade K-8 Math Content Standards:

- Build deep understanding, not just procedural skill.
- Develop fluency (speed and comfort) in computation, measurement, and ratios and proportional reasoning.
- Apply math understanding by solving real world problems and actively discussing solutions

Grade 9-12 Math Content Standards:

- Emphasize the use of mathematics and statistics to analyze problems, understand them better, and improve decisions.
- Apply mathematics to novel situations with multiple solutions, as college students and employees regularly do.

Homework Policy:

Homework may be used as an extension of the class lesson. In doing so, it should be clearly understood by students, well-planned and meaningful, and reviewed. The immediate purpose of a specific homework assignment may be to: strengthen basic skills; extend classroom learning; reinforce independent skills; and, develop goal-directed work habits. As the complexity and demands of academic programming increase, homework expectations may increase proportionally.

Homework assignments shall be planned in accordance with the following principles:

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should reflect important content and skill development.
4. The student's age, need for playtime, and out-of-school responsibilities must be considered when deciding upon the length of any assignment. The student must bear responsibility for managing their time in a way that homework can be completed and be submitted on time.
5. Assignments should make use of a variety of skills.
6. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate with parents/guardians concerning the problem.

The Board encourages the administration to support teachers in ensuring homework assignments are in alignment with the above guidelines.

CHROMEBOOKS (Grades K-12)

The CT Core Standards call for students to develop digital media and technology skills. One way to help them reach this goal is to incorporate devices that they are already familiar with into the instructional program, such as personal computers. The mission of the Chromebook computing program in the East Haven School District is to create a collaborative learning environment that ensures equitable access to technology for all learners. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students' engagement with content and promoting the development of self-directed and lifelong learners. Technology serves as a tool by which we transition to engaging students in high standards and rigor.

What is a Chromebook?

A Chromebook is a personal computer running Google's Chrome OS as its operating system. The devices are designed to be used while connected to the Internet and support applications that reside on the Web, rather than traditional applications that reside on the machine itself. All the data is stored in the "cloud" accessed by an internet connection. Chromebooks allow for easy streamlined access to all of your favorite Google Applications including but not limited to Google Drive and Gmail. Their flexibility, versatility, and mobility make them an excellent learning tool.

1. Receiving a Chromebook

A: Parent/Guardian Requirements

All parents/guardians are required to review all information regarding chromebooks and sign the East Haven Chromebook Responsible Use Policy before a Chromebook can be issued to their child.

B: Chromebook Distribution

Chromebooks will be distributed at the beginning of the school year to students after understanding the expectations for use and care of the device. Students coming in mid-year will be assigned a Chromebook after the student's parent/guardian reviews and signs the East Haven Chromebook responsible use policy.

2. Returning Your Chromebook

A: End of Year

At the end of the school year, students may be required to turn in their Chromebooks. Failure to turn in a Chromebook will result in the student being charged the full replacement cost. The District may also file a report of stolen property with the local law enforcement agency.

B: Transferring/Withdrawing Students

Students that transfer out of or withdraw from the East Haven School District must turn in their Chromebook to their respective school building on their last day of attendance. Failure to turn in the Chromebook will result in the student being charged the full replacement cost. The District may also file a report of stolen property with the local law enforcement agency.

3. Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be reported to their respective school. The school will contact the Technology Services Department as soon as possible so that they can be taken care of properly. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their Chromebooks unattended except locked in their hallway locker.

A: General Precautions

- No food or drink should be next to Chromebooks; Chromebooks should not be used or stored near pets; Heavy objects should never be placed on top of Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Chromebooks must remain free of any writing, drawing, stickers and labels.

B: Carrying Chromebooks

- Always transport Chromebooks with care.
- Never lift Chromebooks by the screen or carry it with the screen open.

C: Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure:

- Do not put pressure on the top of a Chromebook when it is closed.

- Do not store a Chromebook with the screen open and make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

D: Asset Tags

- All Chromebooks will be labeled with a District asset tag. Asset tags may not be modified or tampered with in any way.
- Students may be charged the full replacement cost of a Chromebook for tampering with a District asset tag or turning in a Chromebook without a District asset tag.

E: Consequences

Any damage or misuse of technology devices or related equipment may result in disciplinary intervention that may include, but is not limited to, detentions, suspensions, and/or financial reimbursements.

F: Insurance Option

It is strongly recommended that Chromebook insurance be purchased. Please visit the District website or [click here](#) for all information regarding insurance options for Chromebooks.

***Failure to pay for Chromebook damages may result in suspension, disciplinary action, or inability to participate in school activities, field trips, as well as non-receipt of report cards, school schedules, or teacher assignments.**

4. Using Your Chromebook at School

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

A: If a student does not bring his/her Chromebook to school

- A student may use a loaner device if available. Loaner devices are not permitted to go home and are not covered under insurance purchased by parents.
- If a student consistently fails to bring their device to school ready to use, they will face disciplinary/academic consequences.

B: Chromebooks being repaired

- Loaner Chromebooks may be issued to students when they leave their school-issued Chromebook for repair in the Technology Services Department.
- A student borrowing a Chromebook must sign a loaner agreement and will be responsible for any damage to or loss of the loaned device.
- If a student's Chromebook is in repair, the loaner Chromebook may be taken home with the building level administration's approval. These devices are not covered under insurance purchased by parents.
- A member of the Technology Services Department will contact students when their devices are repaired and available to be picked up.

C: Charging Chromebooks

Chromebooks must be brought to school each day with a full charge. Students should charge their Chromebooks at home every evening. There will be a limited number of unsupervised charging stations in schools on a first-come first-served basis.

D: Backgrounds and Themes

Inappropriate media may not be used as Chromebook backgrounds or themes. The presence of such media will result in disciplinary action.

E: Sound

- Sound must be muted at all times unless permission is obtained from a teacher.

- Headphones may be used at the discretion of the teachers.
- Students should have their own personal set of headphones for sanitary reasons.

F: Printing

- Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
- Printing stations will be available in the library and other various locations. Because student work should be stored in an Internet/cloud application, students will not print directly from their Chromebooks at school. Each print station will consist of a desktop computer and networked printer. Students may log into a print station to print their work.

G: Logging into a Chromebook

- Students will only be able to log into their Chromebooks using their school issued Google Apps for Education account.
- Students should never share their passwords with others, unless requested by an administrator.

H: Managing and Saving Your Digital Work with a Chromebook

- The majority of student work will be stored in Internet/Cloud based applications and can be accessed from any computer with Internet connectivity and most mobile Internet devices.
- Some files may be stored on the Chromebook's hard drive.
- Students should always remember to save frequently when working on digital media.
- The District will not be responsible for the loss of any student work.
- Students are encouraged to maintain backups of their important work on portable storage devices or by having multiple copies stored in different Internet storage solutions.

5. Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A Wi-Fi Internet connection will be required for the majority of Chromebook use; however, some applications can be used while not connected to the Internet. Students are bound by the East Haven Responsible Use Policy and all other guidelines in this document wherever they use their Chromebooks. Chromebooks for students in grades K-8 will be disabled between the hours of 10pm-5am to support efforts to limit screentime. If this creates a concern regarding homework completion, students and families are encouraged to work with teachers to backwards plan from assignment due dates to leave sufficient work time.

Locations in East Haven that provide free Wi-Fi connections include:

- Hagaman Library, 227 Main Street
- Dunkin' Donuts, 15 Hemingway Avenue
- Dunkin' Donuts, 320 Main Street
- Dunkin' Donuts, 91 Frontage Road
- Dunkin' Donuts, 96 Frontage Road
- Dunkin' Donuts, 701 Foxon Road
- Super Wash Laundromat, 606 Main Street

6. Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by the District.

A: Updates

- The Chromebook operating system, Chrome OS, updates itself automatically. Students do not need to manually update their Chromebooks.

B: Virus Protection

- Chromebooks use the principle of “defense in depth” to provide multiple layers of protection against viruses and malware, including data encryption and verified boot.
- There is no need for additional virus protection.

7. Content Filter

The district utilizes an Internet content filter that is in compliance with the federally mandated Children’s Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity monitored by the district. If an educationally valuable site is blocked, students should contact their teachers or the media center staff to request the site be unblocked. ***Any attempt to install software intended to circumvent the content filter will result in swift disciplinary and/or legal action.***

8. Software

A: Google Apps for Education

- Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms.
- All work is stored in the cloud.

B: Chrome Web Apps and Extensions

- Students are allowed to install appropriate Chrome web apps and extensions from the Chrome Web Store.
- Students are responsible for the web apps and extensions they install on their Chromebooks. Inappropriate material will result in disciplinary action.
- Some web apps will be available to use when the Chromebook is not connected to the Internet.

9. Chromebook Identification

A: Records

- The District will maintain a log of all Chromebooks that includes the Chromebook serial number, asset tag code, and name and ID number of the student assigned to the device.

B: Users

- Each student will be assigned the same Chromebook for the duration of his/her time at East Haven Public Schools. Take good care of it!

10. Repairing/Replacing Your Chromebook

Chromebook warranty: Each Chromebook comes with a three-year warranty that warrants against manufacturing defects. The warranty **does not cover** accidental damage.

11. Chromebook Technical Support:

The Tech Office, located at the high school, will be the first point of contact for repair of the Chromebooks. Service provided by the Tech Office includes:

- Password Identification
- User Account Support
- Coordination of Warranty Repair
- Distribution of Loaner Chromebooks
- Hardware Maintenance and Repair
- Operating System or Software Configuration Support
- Restoring Chromebooks to Factory Default
- System Software Updates

East Haven Public Schools Graduation Requirements Reviewed

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

The Board of Education may establish, for any school year, a firm graduation date for students in grade twelve provided it is not before the one-hundred-eighth day (180) in the Board's adopted school calendar.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all youth in the school system, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Commencing with the graduating class of 2027 and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) One-half credit in personal financial management and financial literacy (applied to humanities or as an elective credit); (7) a one-credit mastery-based diploma assessment.

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

The Board of Education will provide adequate student support and remedial services for students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an online course; (2) allowing students to enroll in a class offered at a constituent unit of

the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency in any of the five core courses through success on such alternate assessment.

The fulfillment of the mandated one credit foreign language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six, seven or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

The Board of Education recognizes that virtual/online courses can help us fulfill our district mission to provide a wide variety of learning experiences, focusing on student achievement and accountability. [Board of Education Policy #6172.6 on Distance Learning](#). All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line coursework or (3) through a demonstration of mastery-based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education. Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service-learning dual enrollment and early college, course taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Academic Advancement Program:

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Board of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such a program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining the eligibility of a student for enrollment at a Connecticut public institution of higher education. The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Connecticut Seal of Biliteracy

The Board of Education, utilizing criteria established by the State Board of Education, shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such a student's transcript a designation that the student received the "Connecticut Seal of Biliteracy." [Click here for BOE Graduation Policy](#)

Promotion/Retention

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner.

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance on the statewide testing program and on other standardized tests, meeting the statewide reading standards in the primary grades, maturity, academic potential and student aptitude. A student shall not be promoted based upon age or any other social reason not related to academic performance. The district shall provide alternatives to promotion such as, but not limited to transitional programs and may require students whose academic performance jeopardizes their promotion or graduation to attend after-school, summer school or other programs the district offers that are designed to help them. The administration shall determine remedial assistance for a student who is not promoted. [Click here to view Policy 5123](#)

Title I and Family Compact

The education of children is a collaborative effort among the families, school and community. In this policy, the word "family" refers to the legal caregivers of the child involved in supervising the child's schooling. In accordance with Section 1010 of the Every Student Succeeds Act ("ESSA"), Public Law 1114-95, it is the policy of the East Haven Board of Education to provide parents and family members of students participating in the district's Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family

participation, the Board encourages parents and family members of all students, including Title I eligible students, to be involved in regular meetings, communications, and activities that will inform them about the district's Title I programs, to participate in the improvement of such programs and to help improve their child's progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to all parents and family members of participating in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated annually, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective family engagement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. barriers to greater participation by families in activities authorized by 20 U.S.C. § 6318 (with particular attention to families who are economically disadvantaged, are disabled, have Multilingual Learner, have limited literacy, or are of any racial or diverse ethnic background);
2. the needs of family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs will participate in a District-wide meeting conducted, at a convenient time, to involve families in the planning, review and improvement of programs funded by Title I. All families of children must be invited and encouraged to attend. At this meeting, families shall be given:

- a description and explanation of the Title I programs,
- the curriculum in use at the school,
- the forms of academic assessment used to measure student progress,
- the achievement levels of the challenging State academic standards, and
- information regarding the importance of family engagement and their right to be involved.

In addition to the required annual meeting, and if requested by families, all schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow families to offer suggestions for the Board's Title I programs and their application to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Families will be given opportunities to participate in the joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a family is dissatisfied with a school's Title I program, they shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective family engagement

activities to improve student academic achievement and school performance. Family engagement in Title I programs shall be coordinated and integrated with dual-capacity family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and families capacity for strong family engagement, the Board shall:

1. provide assistance to families of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help families to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of families, about how to better communicate and work with families;
4. to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other federal, state and local programs, (including public preschool programs) and conduct other activities that encourage and support family participation;
5. ensure that information related to school and family partnerships, meetings and other activities is sent to families in a format and, to the extent practicable, in a language understood;
6. provide such other reasonable support for family engagement as requested; and
7. Inform families of the existence and purpose of family resource centers within the State.

School-Family Compact

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

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;
2. indicate the ways in which each family
 - a. will be responsible for supporting their child's learning;
 - b. can volunteer in their child's classroom;
 - c. has the option to participate, as appropriate, in decisions related their child's education
 - d. is informed of the positive use of extracurricular time;
3. address the importance of ongoing two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand, through school conferences, frequent reports on their child's progress, reasonable access to school staff, and opportunities to volunteer, participate in, and observe their child's classroom activities.

The Board authorizes the Superintendent, or his/her designee, to develop a school-family compact and other procedures such as those relating to meetings, communications and family engagement activities, as he/she deems necessary in order to ensure compliance with this policy.

The Superintendent is required to include information about family engagement and actions taken to improve family engagement in the strategic school profile he or she submits annually to the Board of Education and Commissioner of Education. Such actions to improve family engagement may include methods to collaborate in the planning and improvement of school programs and to increase support to families working at home with their children on learning activities. [Click here](#) for more information and details on Policy 6172.4

SECTION 5– STUDENT SUPPORT AND ASSISTANCE SERVICES

Early Intervention Team (EIT)

Students who may be experiencing difficulty in school will be referred to an Early Intervention Team (EIT) team to determine appropriate interventions. Scientific Research Based Interventions (SRBI) [also known as Response to Intervention (RTI)] is an academic and behavioral framework that addresses the learning and behavioral performance of all students with the goal of providing a high-quality learning environment that supports and challenges all student learners. Such team may include some or all of the following people: principal, teacher, parent, special education representative, school psychologist, social worker, and school nurse. Interventions will be provided on an individual student basis as determined by progress monitoring with documented data. If you feel your child is having academic, social-emotional, or other difficulties contact their guidance counselor or a school administrator. Additional information regarding SRBI can be found by visiting the State of Connecticut Department of Education website at: http://www.sde.ct.gov/sde/lib/sde/pdf/cali/family_guide_to_srbi.pdf

Multilingual Learners

East Haven Public Schools has a process for identifying and providing programming for multilingual learners. Students entering the District from other countries, or states are observed in the classroom and other settings, interviewed for personalized background and language history information, and screened.

Home Language Survey

1. Upon parent/guardian completion of the school registration forms, the building secretary will alert the ESL Facilitator if the responses on the Home Language Survey are unclear, indicate multiple languages, or include a language other than English.
2. Parents will be given a notice that the Language Assessment Scale (LAS) screen test is needed to help determine their son/daughter's English proficiency level.
3. ESL staff will administer the LAS screening test (grades 1-12) or Pre-LAS (pre-K-K)
4. Students entering from other CT Schools are checked using a State website to determine if the student was previously identified as a multilingual learner.
 - If services were provided in another district test scores are recorded.
 - If scores are not available ESL staff will administer the LAS test
 - An ESL staff member will interview the student and use screening data to determine an appropriate service plan for the student.
5. Transfer students who have previously exited the ESL program
 - If the new student has exited the program, classroom teachers are notified that the student received ESL services in the past and the ESL teacher will check on him/her, during his/her first two years in the district, to ensure that classroom instruction is comprehensible.
6. Results of the screenings will be shared with administration, the student, teachers, and parents.

Placement Test Steps:

1. ESL teacher administers the grade level LAS Placement Test: Pre LAS (K) or LAS Placement Test (1, 2-3, 4-5, 6-8, or 9-12) to determine language proficiency

2. If the student's score is 1-3, the student is eligible for ESL services. If eligible for services, a parent notification letter is sent home to be signed by a parent or guardian stating that the child is entitled to receive services. The parent may accept or decline services. If the parent accepts services, an appropriate service plan will be made. If the letter is not signed, the student automatically receives services, and an appropriate service plan will be made. If a parent declines services, the student will have classroom instruction only from the mainstream teachers. However, all students eligible to receive ESL services must take the state mandated LAS Links test annually by March.
3. If a student scores a 4 or 5 he/she is observed and determination of services is based upon the student's academic history, class work, and explanations of grade level concepts. Other district assessments will also be considered (eg. DIBELS and i-Ready data). A student who is proficient or above in the English language does not qualify for services. If determined eligible for services, a parent notification letter is sent home to be signed by a parent or guardian, stating that the child is entitled to receive services. The parent may accept or decline services. If the parent accepts services, an appropriate service plan will be made. If the letter is not signed, the student automatically receives services. An appropriate service plan will be made. If a parent declines services, the student will have classroom instruction only from the mainstream teachers. However, all students eligible to receive ESL services must take the state mandated LAS Links test annually by March.

Note: the LAS Placement test is an abbreviated version of LAS Links and is used upon entrance to the district; however, from January through March the annual state language assessment, the LAS Links, is the Placement test.

Scheduling & Placement (Middle & High School Only):

Upon entering the middle or high school, teachers from the previous year make recommendations via Power School to assist with placement of the ELs in appropriate courses. Teachers and guidance counselors also make recommendations in the same fashion through the transition between grade levels.

Instructional Models: At all grade levels, the student's language proficiency level is considered when placing students in groups or in class periods.

Elementary School: All elementary schools have an assigned, certified ESL Teacher. Instructional language support for our ELs follows two different program approaches, depending upon the needs of the individual learner. These include direct-instruction language support on a pull-out or push-in basis. Objectives during this direct instruction support time are derived from the Connecticut English Language Proficiency (CELP) Standards.

Middle School: Middle school students are taught by a certified ESL Teacher. ESL is a scheduled class in our ELs' schedules. All content taught in these classes adheres to the CELP Standards. The content that is taught during these classes is a combination of skill practice, as determined by student need, LAS Links and Smarter Balance Assessment results as well as themes covered by the general education teachers. The ESL Teacher also helps general education teachers modify their class materials to make content accessible to our English learners.

High School: Our high school students are taught by a certified ESL Teacher. ESL is a scheduled class in our ELs' schedules. Placement of students in a Newcomer course, ESL section I, or ESL section II is determined by the overall score as reported on the LAS Placement Test or the annual LAS Links assessment. Students scoring at the beginning of a level 1 scale are placed in the Newcomer course, students scoring high at a level 1 or at a level 2 are placed in ESL section I, where the emphasis is language survival skills needed for adolescent high school students and building English literacy through specific content learning.

Sheltered Courses: Sheltered content courses are offered at East Haven High School. These include, Sheltered Civics, Sheltered Integrated Science, Sheltered Math, Sheltered English levels I and II, and ESL Resource. During the sheltered courses, students work with a certified content area teacher as well as a certified TESOL teacher to access their academic content, practice their English skills, and prepare for future course expectations. During ESL Resource, students may work with the ESL Teacher on content area assignments, have more time to practice a language skill, or work in a friendly environment while they grapple with a concept independently, or in a small group.

Districtwide: Our district library of supplementary materials provides additional support toward developing English language literacy skills and content concept mastery. Our ESL Teachers use a variety of research-based teaching strategies, including language experience activities, total physical response, dialogues, chants, songs, guided-reading activities, hands-on projects, and cooperative learning activities. Technology-based activities are also incorporated when possible.

Homebound Instruction

Homebound instruction is a teaching service available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or Planning and Placement Team. The purpose of homebound instruction shall be to help students keep up with their work even though they are unable to physically attend school because of their disability. Homebound instruction may also be provided for students who have been excluded from regular school attendance for disciplinary reasons. More detailed information is available from the Homebound Coordinator at (203) 468-3311.

Homeless Students' Education

The East Haven School District realizes and accepts its obligation to identify homeless and migratory children and to provide them with educational opportunities as prescribed by law and compared to the educational services received by other students in the school District. Parents of students who become homeless during the school year are urged to contact the District's liaison for homeless students. [Click here](#) for full Board of Education's Homeless Student Policy

Mr. Robert Swan
Director of Pupil Services
35 Wheelbarrow Lane
East Haven, CT 06513
(203) 468-3311

The Connecticut State Coordinator for homeless students is **Louis Tallarita, Connecticut State Department of Education, (860) 807-2058.**

Pupil Services

East Haven Public Schools provides a broad array of services to help children realize their potential. Some children are exceptional and have disabilities which make it difficult for them to learn without supplemental aids and services. The Pupil Services Department ensures that all children with disabilities between the ages of 3 and 21 will have the appropriate programs of instruction and related services designed to meet their individual needs. Review the Special Education policy (Policy #6171) [here](#). Programs for special needs students are designed to encourage participation in regular school programming to the maximum extent possible. [Click here](#) to review the policy on Individualized Education Programs Special Education Programs (Policy #6159). East Haven Public Schools has updated policy regarding students and Section 504 (Policy #5145.4), which can be accessed by [clicking here](#).

School-Bound Instruction

School-Bound Instruction is a temporary service for students with physician documented medical or emotional conditions. School-bound instruction allows students to access curriculum through regular education instruction in a small group or 1:1 setting, pending a return to a mainstream environment.

School Counseling

The comprehensive school counseling program aligns with the School District and State education mission, and enhances learning by assisting students to acquire critical skills in the academic, career, and personal/social aspects of student development. School counselors use a variety of prevention and intervention models and programs to assist students in overcoming barriers to learning, to make strong connections with educational opportunities in our schools, and to ensure that every child learns in a safe, healthy, and supportive environment. The program is proactive and preventative in its focus and aligns with the East Haven School Improvement Plan. School counselors are in a strategic position to support school improvement initiatives and to be leaders in advocating for better outcomes for all our students.

Talented & Gifted

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity. The Superintendent or his/her designee will develop procedures for an ongoing identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. [Click here](#) for full Board of Education Policy on the Talented and Gifted Program.

SECTION 6 – STATE OR NATIONAL ASSESSMENT & TESTING

Statewide Summative Assessments & Mastery Examinations

Annually, each student enrolled in grades three through eight are required to take a mastery assessment that measures grade appropriate skills in reading, writing or mathematics during the time period specified by the CT State Department of Education. Students enrolled in grade eleven take the SAT School Day assessment in English Language Arts and Math. Each student enrolled in grade five, eight, and eleven also take a state-wide mastery assessment that measures essential and grade appropriate skills in science. (Next Generation Science Standards). All assessments are given during the regular school day.

The District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Any alternate assessment, including the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the Connecticut Alternate Science Assessment in Grades five, eight and eleven.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education. The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

Next Generation Science Standards Assessment

The Next Generation Science Standards (NGSS) Assessment is administered to students in grades 5, 8, and 11. Student classroom experiences in NGSS classrooms focus on rich application of inquiry skills and competencies as students explore scientific phenomena. This test is one source which will be used to measure progress towards those skills and competencies, which include but are not limited to: comparing possible solutions to problems and making a recommendation based on evidence; using models to describe scientific phenomena; constructing an explanation based on evidence; interpreting and analyzing data. For more information on the NGSS assessment, please go to: <https://portal.ct.gov/SDE/Student-Assessment/NGSS-Science/NGSS-Science>

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what our nation's students know and can do in subjects such as mathematics, reading,

science, and writing. The results of NAEP are released as The Nation's Report Card. Each year a list of schools and participating students are selected. The federal government requires schools that 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. Throughout the spring, NAEP will administer mathematics, reading and science assessments at Grades 4, 8 and 12. National and State-level results will be released as *The Nation's Report Card*. [Click here](#) for more information.

Smarter Balanced Assessment (SBA)

The adoption of the CT Common Core Standards has resulted in the development of a national assessment. Grades 3-8 students in East Haven take the Smarter Balanced Assessment. The Common Core State Standards do not require more testing, but rather smarter and better tests.

The Smarter Balanced assessment is taken on a computer. The assessment is computer adaptive. This means that based on student responses, the computer program adjusts to the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach represents a significant improvement over traditional paper-and-pencil.

The system will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed. Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items that allow students to demonstrate critical-thinking and problem-solving skills. [Click here](#) for more information.

Language Assessment Scales (LAS)

The LAS Links, or Language Assessment System, is a State-mandated, annual assessment that guides instruction and English as a Second Language services for those identified as multilingual learners in grades K-12. It measures comprehension skills in academic and social English, as well as demonstrates a student's English language proficiency in the areas of Speaking, Listening, Reading, and Writing. For students in grades K-2, the assessment is in booklet form; whereas, students in grades 3-12 take the online version. [Click here](#) for more information. All new multilingual learners, including those students whose initial entry date in a U.S. school is less than two years (24 months) are required to participate in all content areas of the state summative assessment. Scores from year 1 are ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived ELs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

SAT & PSAT

The State of Connecticut has adopted SAT for its 11th grade assessment. SAT is also required for many postsecondary institutions as a part of the application and selection process. PSAT's are administered in Grade 9 and 10. Both SAT and PSAT measure the same skills and knowledge at the different grade levels to make it easier for students, parents, and teachers to monitor student progress. These tests are designed to measure the skills necessary for student success in college and beyond. For further information on these assessments, please [click here](#) or visit the College Board's website at

www.collegeboard.org. In preparation and practice for these assessments, please take advantage of the free tool provided online at Khan Academy at <https://www.khanacademy.org/>.

Connecticut Physical Fitness Assessment

The Connecticut Physical Fitness Assessment (CPFA) is Connecticut's annual assessment of public school students' physical well-being. Students in Grades 4, 6, and 8 are assessed annually. At the high school level, schools have the flexibility to assess students at any grade, but must assess each student at some point between Grades 9 and 12. The goal of the assessment program is to inform schools, districts and the public about programs focusing on fitness and physical activity in our schools and evaluate their success. Students taking the CPFA are evaluated using age and gender appropriate standards in four fitness components that include aerobic endurance; flexibility; upper body strength and endurance, and abdominal muscle strength and endurance. The Connecticut Physical Fitness Assessment Results are available on the Department's data dissemination website – [EdSight](#). General results are in the Performance section of the site. The assessment results are also included in the Next Generation Accountability reports and the Profile and Performance reports, also available on EdSight.

SECTION 7 - STUDENT RECORDS

Types, Locations and Custodial Records

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations, and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances. [Click here to review Board of Education Policy #5125 - Student Records: Confidentiality](#) regarding accessing, viewing, changing and the security and safeguarding of student records.

Family Educational Rights and Privacy Act Notification (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are as follows: The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents, guardians, or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal/school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected in accordance with the BOE policy for Student Records and Confidentiality.

SECTION 8 - DISCIPLINE, CODE OF CONDUCT & DRESS CODE

The below is a summary of the Board of Education Student Discipline Policy. [Click here](#) to view entire Suspension and Expulsion and Due Process Policy# 5114

Regulations and Code of Behavior for Bus Students

Transportation of children to and from school is a special privilege. All parents should review the [BOE Bus Conduct Policy](#) and discuss this with their children to support our efforts to provide a safe bus ride. *Bus Company Contact Information: B and B Transportation, Inc 203-507-2100*

The following regulations are required

1. Students are to conduct themselves with common courtesy and decency.
2. The bus driver is in charge of the bus and students at all times. His/her authority extends to assigning seats, if necessary, and to enforce all rules and regulations adopted by the District and Bus Company.
3. The bus driver shall report students whose behavior is improper to the school principal and to the bus company.
4. A student who is reported will discuss his/her infraction with the school principal and parents may be notified. Depending on the severity of the incident, the following penalties may be invoked (per BOE policy):
 1. *First Offense*: Principal discussion (may involve suspension from riding bus for one week).
 2. *Second Offense*: Suspension from riding the bus for one or two weeks if previous infraction was a one-week suspension.
 3. *Third Offense*: Bus transportation privileges can be denied for the remainder of the school year, or as may be decided by the school principal.
5. Students may be reported for behaviors including but not limited to the following:
 1. Failure to remain seated
 2. Refusing to obey the bus driver
 3. Physical aggression (pushing, hitting, kicking, biting, etc.)
 4. Inappropriate language
 5. Vandalism
 6. Throwing objects
 7. Spitting
 8. Any other behavior which may jeopardize the safe operation of the bus.

During any period of school bus suspension, it is the responsibility of the parents to provide transportation to/from school and ensure that they arrive and are picked up on time.

Cafeteria

Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct. The District participates in the National School Lunch Program and offers free breakfast and lunch to students. Information on this program can be obtained from the School Principal.

Assemblies/Field Trips

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

Cheating

All forms of cheating and plagiarism are not acceptable. The misrepresentation by students of homework, classwork, test, reports, essays or any other assignment, as if they were entirely their own work or created by artificial intelligence (AI) tools (such as ChatGPT), shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidents require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation. At the middle and high school levels, students who have been found to be cheating or engaging in plagiarism will receive a zero on the given assignment and may face disciplinary action at the administration's discretion.

Detention

A student may serve detention outside school hours for violation of school rules, BOE policy, or the student code of conduct. In grades K-8, parents will be notified of the detention and be required to provide transportation for the student on the day(s) of the detention.

Drugs and Alcohol

Pursuant to the goal of the Board of Education to maintain a drug and alcohol free school district, schools shall take a positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include, but not limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel.

Use, possession, sale or distribution of drugs, drug paraphernalia, and/or alcoholic beverages is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol or engaged in the illegal activity of possession or selling drugs and/or alcohol, his/her parents will be contacted, he/she will be suspended from school, referred to the appropriate treatment agency, and possibly considered for expulsion. Students involved in the illegal activity of possessing or selling drugs or alcohol will be referred to the appropriate law enforcement authorities.

Students who violate this policy will be subject to disciplinary action which may include, but is not limited to, suspension or expulsion, and/or enrollment in and successful completion of an appropriate substance abuse rehabilitation program. Members of the administrative staff shall report any suspected violation of the standards of conduct directly to the Principal or designee who will

immediately investigate the allegation and meet with the alleged violator. Any disciplinary actions imposed will ensure that similar violations will be treated consistently.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking (Vaping) 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.

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

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

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 of school property and during non-school time (school vacations or during the summer). Examples of off-school conduct that may result in such discipline include but are not limited to: sale, possession, use, or distribution of dangerous weapons, including martial arts weapons; Use, possession, or distribution of illegal drugs; Violent conduct; Making a bomb threat; Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood or threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

Property, Lockers, and Equipment

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

Any student damaging or defacing school property, including but not limited to books, iPads, computers/chromebooks and other school or district equipment will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

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

Each student may be assigned a desk or desks, a locker, and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year, and should be

kept in good order and not abused. Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Parents will be notified if any prohibited items are found in the student's desk or locker.

Students should not attempt to repair school equipment but should notify the main office 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 may bring in locks from home and attach to assigned lockers. Students are warned not to bring large sums of money or valuables to school. Liability for these items remains with the student. *Report cards and official transcripts may be withheld until financial obligations for damaged property or equipment are met.*

Social Suspension

Social suspension is the suspension of the privilege to participate in activities conducted on an extra-curricular and/or co-curricular basis at East Haven Public Schools due to disciplinary, academic, and attendance issues. Students who are placed on social suspension may not participate in any extra-curricular or co-curricular activities. These include athletic programs, clubs, field trips, dances, senior privileges and student government activities. Social Suspension shall be extended if the problem(s) continue(s) and the student and parent are duly notified. Please see your child's school specific handbook for details on social suspension regulations for your child's school.

Student Code of Conduct/Positive Behavior Intervention and Supports (PBIS)

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our East Haven schools that have established Positive Behavior Intervention and Supports (PBIS) with integrity and durability, have teaching and learning environments that are less reactive, aversive, dangerous, and exclusionary, and more engaging, responsive, preventive, and productive, address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior), improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and most importantly, maximize academic engagement and achievement for all students.

Any behavior that disrupts the educational process, endangers persons or property, or violates a published policy of the Board of Education is not permitted. All such behavior will receive appropriate disciplinary action. The Board recognizes its moral and legal responsibilities to the community as a whole, to parents, to students, and to school personnel. With every legal right of an individual there is an equal sense of responsibility that must be shared by each individual for the common goal of respecting the rights and property of others.

Students are expected and required to behave in a socially appropriate manner while on or off school property or at school activities. Parental participation shall be an integral component to this policy.

All rules and regulations have been developed to create a safe and educationally sound environment for students and staff. Sanctions may be in the form of detention, loss of school privileges, suspensions, or expulsion for a specified period of time. The school system will attempt, when possible, to counsel any student who violates school rules.

Definition of Terms

- **Exclusion** is any denial of school privileges to a student for disciplinary purposes. C.G.S. 10-233a
- **Removal** means the exclusion of a student from a classroom or cafeteria for all or part of a single period but not to exceed ninety (90) minutes. C.G.S. 10-233a;
- **Detention** means an extension of the school day provided such extension does not exceed one hour beyond dismissal.
- **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. C.G.S. 10-233(a);
- **Out of School Suspension** means an exclusion from school privileges or from transportation services beyond the school year for not more than ten (10) consecutive school days provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
- **Expulsion** means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not limited to, exclusion from school to which such student was assigned at the time such disciplinary action was taken, provided such exclusion does not extend beyond a period of one hundred and eighty (180) consecutive school days. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed. C.G.S. 10-233a.

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The East Haven Public School System has authority over students during the regular school day and while going to and from school on District transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off-campus, school-related misconduct, regardless of time or location.

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 appropriately.
4. Showing respect toward others.
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 a 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 at school or school-related activities are prohibited from:

1. Cheating or copying the work of another student.

2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member, or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a weapon or dangerous instrument.
18. Prescription drugs which are given to a person other than for whom the drug is prescribed.
19. Smoking or using tobacco products.
20. Hazing.
21. Behaving in any way that disrupts the school environment or educational process.
22. Using a cellular mobile telephone, a remotely-activated paging device, or any other telecommunication device after the first bell in the morning and not before the bell in the afternoon in any school building. State law prohibits the possession and use of remotely-activated paging devices, during the school day.
23. Violating the District's Internet Safety policy.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurred off-school property and during non-school time. In determining whether conduct is "seriously disruptive of the education process" for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion, may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, and whether any injuries occurred, and (4) whether the conduct involved the use of drugs or alcohol.

School Attire: Dress and Grooming

The Board of Education encourages students to dress in clothing appropriate to the school situation. The primary responsibility for a student's attire resides with the student and their parent(s) or

guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.

Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. is unsafe either for the student or those around the student.
2. is disruptive to school operations and the education process in general.
3. is contrary to law.

No restrictions on freedom of dress and adornment will be imposed which:

1. reflect discrimination as to civil rights.
2. enforce particular codes of morality or religious tenets.
3. attempt to dictate or adjudicate style or taste.
4. do not fall within the direct or implied powers of the Board of Education.

Any restriction to the way a student dresses must be necessary to support the District's overall educational goals.

Definitions

1. **Attire:** Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes.
2. **Grooming:** Makeup, tattoos, and hair style.
3. **Dress Code:** A set of parameters determined by the District that describes standards for student attire and grooming.

Basic Dress Code

Minimum Safe Attire: Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school personnel.

1. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (dresses, leggings, yoga pants, shorts, sweatpants).
2. Shirts and dresses must have fabric in the front and on the sides (under the arms).
3. Clothing must cover undergarments.
4. Fabric covering breasts, genitals and buttocks must be opaque.
5. Hats and hoods are not permitted to be worn inside the school or classrooms during school hours for safety and security purposes.
6. Shoes which are safe and appropriate for weather, course assignments, athletic and other conditions.
7. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, shop and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs,

pornography, or hate speech are prohibited. All students are expected to comply with the requirements of this policy. Specifically:

1. Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict pornography, nudity or sexual acts.
3. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
4. Clothing, including gang identifiers, must not pose a threat to the health or safety of any other student or staff.
5. Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

Parent Responsibility: The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code.

Student Responsibility: All students at all schools are responsible for complying with the district dress code during school hours and school activities.

Staff Responsibility: Teachers, administrators and all school staff must be familiar with the policy and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the District dress code.

Enforcement: When a school staff member or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult be present. Enforcement is to be consistent with a school's overall discipline plan. Violations should be treated as minor on the continuum of school rule violations. No student is to be disproportionately affected by dress code enforcement because of gender, race, body size or body maturity. [Click here](#) for Full BOE School Attire: Dress and Grooming Policy

SECTION 9 - HEALTH, WELLNESS, SAFETY

School Facilities

The Board of Education recognizes that the school, building and grounds, is a community center and a valuable public resource. The Board is committed to making these facilities available to the community as much as possible under proper and appropriate conditions when such use does not conflict with school activities and functions. The Board of Education shall grant the use of school facilities for activities of an educational, cultural, civic, and other non-commercial uses consistent with the public interest when such does not interfere with the school program or school-sponsored activities.

Fire Drills and Emergency Preparedness

Fire drills and crisis response drills are held at regular intervals as required by State law. Students must follow the exit directions posted in each classroom. A crisis response drill may be substituted for one of the required monthly school fire drills. Students are expected to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Students should not return to the building until the return signal is given.

School Volunteers

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a volunteer program in schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made by the Board and school district administration. The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students and (5) promote greater family partnerships and community involvement. The Superintendent shall establish procedures for screening volunteers. Volunteers, interns and other such non-employee working within the schools ("volunteers") must work under the supervision of East Haven Public School staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education Policies, including applicable policies on the confidentiality of student information. Volunteers will be required to submit a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. No person who is required to register as a "sex offender", as defined by Public Act 98-111, or whose name is currently listed on the DCF registry, may volunteer in the East Haven Public Schools. [Click here](#) for full details on School Volunteers. New Volunteers shall follow the process outlined on the [district website](#).

Loitering

All visitors must register in the office of the school Principal. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the Principal. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without any reason or relationship involving custody of or responsibility for student or any other license or privilege to be there.

Student Wellness (Nutrition and Physical Activity)

It is the belief of the East Haven School District to strive to make a significant contribution to the general well-being, mental and physical capacity and learning ability of each student and afford them the opportunity to fully participate in the educational process. The Board of Education promotes

healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning, through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Asbestos Management Plan

The East Haven Public School System is required to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA) and Connecticut General Statutes 19a-329 through 19a-333. This 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 District has, on file, plans showing the location of asbestos, if any, in each building and measures undertaken to comply with regulations to maintain a safe school environment. We operate an Operations and Maintenance (O&M) program which is designed to prevent asbestos fiber release through proper cleaning, maintenance, and repair. The O&M program will remain in effect until all asbestos-containing material is removed from the buildings. All school buildings are inspected every six (6) months to determine any changes in the conditions of the materials. Additionally, the buildings are thoroughly re-inspected every three (3) years by licensed asbestos inspectors following the same basic criteria as the original inspection. Each school maintains a complete updated copy of the Asbestos Management Plan. It is available during normal business hours for inspection. Any questions regarding this program may be directed to:

Richard M. Caponera Jr.
Chief of Operations and Fiscal Oversight
35 Wheelbarrow Lane
East Haven, CT 06513
Telephone: (203) 468-3862

Green Cleaning Program in Schools (CT PUBLIC ACT 09-81)

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its District. East Haven Schools is committed to the implementation of this law by providing the staff, and upon request, the parents and guardians of each child enrolled in each school, with a written statement of the school District's green cleaning as well as making it available on its website annually. The policy will also be distributed to new staff hired during the school year and to parents and guardians of students transferring in during the school year.

Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all State-owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third-party certified organizations. No person shall use a cleaning product in a public school unless it meets DAS standards. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred cleaning products used by this school District are listed in the East Haven Board of Education policies and bylaws. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the Federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this School District's program as stated in the new law:

"NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT."

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff. Any questions concerning the program can be directed to:

Richard M. Caponera Jr.
Chief of Operations and Fiscal Oversight
35 Wheelbarrow Lane
East Haven, CT 06513
Telephone: (203) 468-3862

Communicable/Infectious Diseases

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

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. All medication must be in its original container with proper labels.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's 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.

The school nurse's function is to identify health problems and to provide guidance and education for students, families, and school personnel. The nurse, by Board of Education Policy and Connecticut State Law, cannot give any medication without a doctor's written order (CT Statute 10-212a.)

If a student becomes ill during the day, the classroom teacher will send the student to the nurse with a pass. If the student is too ill to go to the nurse's office, the teacher will notify the nurse, and the nurse will go to the ill student. No student is allowed to go home because of illness without parent,

guardian, or designee being notified by the nurse. Leaving school because of illness without checking out with the school nurse is considered leaving school without permission. Report any changes in emergency numbers to the nurse. The nurse will administer first aid. Any further treatment and transportation are the responsibility of the parent or guardian. Give any medical notes and/or early dismissals for doctor visits to the nurse before the school day begins.

If a student is excused from physical education due to chronic illness or injury, she/he must have a written note from a doctor stating the reason and length of time of the excuse. At the end of the excused period, students are required to submit an “OK to participate” note from their physician. Yearly excuses must be renewed at the beginning of the school year.

Connecticut State Law requires each pupil enrolled in public schools to provide proof of a health examination (physical exam) and an updated immunization record before entry into grades 7 & 10. Those students not in compliance will be excluded from school. Vision screening is done in grade 9. All new students must present a copy of their immunizations and a physical before being allowed to enroll in classes, according to Connecticut State Law.

Epinephrine Administration

Parents must opt his/her child out of the emergency administration of epinephrine through written notice to the school.

Disabilities

The East Haven School District does not discriminate on the basis of disability as required under ADA, IDEA, and Section 504 and C.G.S. 10-76a and any similar law or provision. Questions or complaints regarding this section should be directed to the Director of Pupil Services, 35 Wheelbarrow Lane, East Haven, Connecticut 06513, Telephone (203) 468-3218.

Emergency Medical Treatment

Parents are required each year to complete an emergency information form for use by the school in the event of an emergency. This important information should be updated frequently to ensure that your wishes during medical emergencies are followed.

Health Insurance

Healthy kids do well in school! The State of Connecticut’s HUSKY Plan (Healthcare for Uninsured Kids and Youth) is designed to assist all uninsured children under the age of 19 by offering low-cost or free health care. HUSKY pays for doctor visits (including physical exams), prescriptions, emergency care, vision and dental care, mental health care, special health care needs and more. It is for children under age 19 in families of all incomes. If parents or guardians would like to find out more information visit HUSKY online at <https://portal.ct.gov/husky> for information and an application.

Health Services

The School Health Office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. 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.

Nutrition Program

The Board recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth, and lifelong health and well-being. To help ensure students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the Superintendent has prepared and implemented a comprehensive District nutrition program consistent with State and Federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program reflects the Board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at our schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate.

All students in the East Haven Public Schools will receive a free breakfast and lunch as part of the National School Lunch Program Community Eligibility Provision. A la carte options are available for purchase at EHHS. [Please see the monthly menu published on the district website for daily food options.](#) The East Haven Public Schools has a no charging policy, and students are encouraged to get seconds on fruits and vegetables if they desire. All questions or concerns should be directed to your child's school principal.

Safety/Accident Prevention

Student safety on campus and at school-related events is a high priority of the District. Although East Haven Public Schools 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 discipline
- Remain alert to and promptly report safety hazards, such as intruders on campus
- Know emergency evacuation routes and signals
- Follow immediately the instructions of staff who are overseeing the welfare of students.

Smoke-Free Environment/E-Cigarettes

[*Policy 5131.6- Alcohol Use, Drugs, and Tobacco \(including Performance Enhancing Substances\)*](#) In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students, and patrons from smoking or using tobacco or tobacco products including e-cigarettes or vapor products 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 in all school facilities, buildings, and buses or other District transportation at all times, including athletic events and meetings. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare, or early childhood development services to children, as well as facilities in which services are not provided to children.

Substance Abuse

[*Policy 5131.6- Alcohol Use, Drugs, and Tobacco \(including Performance Enhancing Substances\)*](#) The East Haven School District prohibits the manufacture, distribution, dispensing, possession of or use of alcohol or controlled substances on school grounds or during school-sponsored activities. Any

student in violation of this policy will be subject to disciplinary action as outlined in the Student Code of Conduct section.

Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind and with due consideration of the rights of the student. 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.

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

In such cases, the decision to involve the parents/guardians will be arrived 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 parents/guardians and health officials will be notified so that appropriate action can be taken.

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.

Suicide Prevention and Intervention

Recognizing the increasing problem of student-child suicide attempts in the United States, the East Haven Board of Education directs the administration to develop a program to:

- educate staff and students as to the scope of the problem;
- identify school and community resources that are available to assist students, parents, and guardians;
- provide educational and awareness activities to the general student population;
- encourage the development and implementation of group counseling and advisor/advisee programs that may provide assistance with this problem.

The Board recognizes that school personnel have a duty and responsibility to intervene in these situations and that in some instances confidentiality between staff in the helping services and clients must be waived. The Board also recognizes that while the school may tentatively identify potentially dangerous individual situations, and refer them for help, the school may not make a clinical judgment of risk.

Transportation Safety Complaints/Procedures

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

Visitors to School Buildings

The East Haven Board of Education encourages visits by citizens, taxpayers and parents to all school

buildings in order to keep themselves informed as to the day to day operation of the schools. Any parent or guardian wishing to visit the school which his or her child attends may do so at any time during school hours. Visitors may be asked to show a valid photo identification. However, where classroom visitation, conference or a meeting with a member of the school staff is desired, prior communication with the Principal and/or staff member should be made to insure that mutually agreeable time is arranged for the classroom visit, conference or meeting. In the event a person who is not a parent of a child attending a particular school wishes to visit, this request must be communicated to the Principal prior to that person's arrival at school. The Principal in every school in the system shall maintain a log book. This log book shall be available in the Principal's office. All persons upon entering the building shall immediately present themselves to the Principal's office, properly identifying themselves, state the purpose of their visit and sign the log book. The person(s), when leaving the building shall sign out also. All visitors must wear identification provided by the school at all times during the visitation. [Click here](#) to view full Board of Education Visitor Policy

SECTION 10 – EXTRACURRICULAR ACTIVITIES

Extracurricular activities are designed to encourage active involvement in the school community and assist students in developing leadership skills. Extracurricular activities are defined as:

Those activities which take place after the school day and which are designed to involve the student in repeated, regular, time-consuming activities which help students to develop social skills, artistic skills, athletic skills, and leadership skills.

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

Eligibility for Athletics and Co-Curricular Activities

Any student enrolled in the East Haven High School shall be eligible to participate in after-school extra-curricular memberships including, but not limited to, the interscholastic athletics program, competitive marching band, drama production provided:

A. The student meets the criteria established by the Connecticut Interscholastic Athletic Conference (CIAC) and the East Haven Board of Education.

1. The student has not been enrolled for more than eight semesters in grades nine to twelve, inclusive.
2. The student does not have one failing grade and has a cumulative grade average of 70% or higher in the marking period that defines eligibility.
3. Any student who has one failing grade and a cumulative grade average of less than 70% in the marking period that defines eligibility will be placed on academic probation until the progress report of that marking period (22 days).
4. During the probationary period, the student will meet with the coach and/or athletic director or advisor on a weekly basis.
5. The student will be permitted to participate as an active member of the program during the probationary period.
6. After the probationary period (22nd day) in the new marking period, the student's grade for failing class will be assessed to determine continued eligibility.
7. If the student is no longer failing the class the probationary period will end.
8. If the student is still failing the class at the end of the 22 day probationary period they will be declared ineligible for further participation in the program, including practices and competition.
9. This ineligibility will remain in effect for the remainder of the marking period.

B. The following eligibility guidelines apply:

1. First marking period grades determine continuance in a fall sport/extra-curricular activities and initial eligibility for a winter sport.
2. Second marking period grades determine continuance in a winter sport/extra-curricular

- activities and initial eligibility for a spring sport.
3. Third marking period grades determine continuance in a spring sport/extra-curricular activities.
 4. Fourth marking period grades determine eligibility for a fall sport/extra-curricular activities.
 - a. Earned credit or final grade (for half or full year course) or Summer school earned credit may also be used in determining eligibility if the student does not meet the above standard at the end of the fourth marking period as of the day official grades are issued.
 - b. *All grade 9 student-athletes are automatically eligible for the beginning of the fall season.*

The administration of the high school shall set up an Appeals Committee composed of the athletic director, appropriate classroom teacher, high school principal (or the high school principal's designee), in order to hear eligibility appeals in cases of new enrollees and extraordinary circumstances beyond the students' control (as indicated in the accompanying regulation). The decisions of this committee shall be final.

Any student who has not returned equipment and/or payment obligations will not be allowed to compete in any competition, or receive a transcript or report card until the item is either returned or paid for or has made arrangements with the Athletic Director for installment payments. (See Social Suspension under the Discipline section for additional information on eligibility.)

Medical Requirements for Sports Activities

Students participating in sports activities must have a yearly examination. The physical examination covers all sports and is valid for a 13-month period. Annually the District will distribute a head injury and concussion information sheet to all parents/guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. **This acknowledgement form must be returned and be on file with the District in order for the student to be allowed to practice or compete in the sports activity.** Additionally, student-athletes and parents must read and sign the Sudden Cardiac Arrest Awareness Informed Consent Form annually before participating in any sports activity. (See Appendices.)

National Honor Society (NHS)

The NHS, is a nationwide organization and consists of many chapters in high schools. Selection is based on scholarship, leadership, service, and character. The NHS requires some sort of service to the community, school, or other organizations. The projects help students meet the required monthly service hour totals. East Haven Public Schools has both a chapter at the High School and a junior chapter at JMMS and EHA. Students who meet the necessary requirements and criteria complete will be considered for membership. Please reference the EHA, JMMS and EHHS handbook for information specific to qualifications for National Honor Society membership.

SECTION 11 – GENERAL INFORMATION

Electronic Devices

It is the intent of the East Haven Board of Education to provide a learning atmosphere that is free from distraction and interruption caused by telecommunication devices. Middle School and elementary school students are prohibited from the use of any telecommunication devices while on school property, while attending a school sponsored activity during the school day, or while on school transportation unless permitted by the school administration.

East Haven Public School students shall not use a cellular mobile telephone, a remotely-activated paging device, or any other telecommunication device after the first bell in the morning and not before the bell in the afternoon in any school building. State law prohibits the possession and use of remotely-activated paging devices, during the school day.

During the school day, any student in possession of a cellular mobile telephone, remotely-activated paging device or any other telecommunication devices while on school property, must comply with the school administration's rules and regulations regarding cellular mobile telephone use and storage while on school grounds, attending a school sponsored activity or while riding on school transportation.

The school principal may grant written permission for such use of a cellular mobile telephone, a remotely-activated paging device, or any other telecommunication device by a student if the student or his parent or guardian establishes to the satisfaction of the principal that a reasonable basis exists for the use of the device.

A person who discovers a student in use of a cellular mobile telephone, remotely activated paging device, or any other telecommunication device during prohibited times or circumstances, including the inappropriate storage of such devices, shall report the violation to a school administrator. Continued violation of this policy will result in disciplinary action. [Board of Education Policy #5131.81 - Use of Privately Owned Telecommunication and Personal Computing/Technology Devices](#)

Home-Schooled Students Returning to East Haven Public Schools

Placement of resident home-schooled students and students from non-accredited schools or programs who seek to be admitted or readmitted to East Haven Public Schools will be determined by the Principal who shall consult with members of the professional staff to the extent appropriate. The Principal may direct that a test or tests be administered to help determine grade level. In addition, the Principal is authorized to collect from parents/guardians actual samples of coursework as he/she deems necessary in order to make the determination that the requisite academic standards have been met. The decision of the Principal may be appealed by the parent or guardian to the Superintendent of Schools or his/her designee. The decision of the Superintendent is final. A home-schooled student or a student transferring from a non-accredited school or program seeking admission to the East Haven School System must meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law and regulation.

Persistently Dangerous Schools/Victim of Violent Crime

Students enrolled in a school identified as “persistently dangerous” by the State Department of Education or a student who is the victim of a violent criminal offense, as defined by the State Department of Education, are entitled to transfer to a safe school elsewhere in the District with transportation.

Pledge of Allegiance

The Board of Education has directed that an opportunity to say the Pledge of Allegiance shall be provided each school day. Participation in the recitation of the Pledge is voluntary. If, because of some personal philosophy or belief, a student has made the personal decision not to recite the “Pledge,” he/she may choose to remain silent. Non-participants are expected to maintain order and decorum appropriate to the school environment. All students must be courteous and respectful of the beliefs of others.

Library Material Review and Reconsideration

The East Haven Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form. [Click here](#) to review Policy #6161.12 Library Material Review and Reconsideration Policy.

Release of Certain Information under “Every Student Succeeds Act”

Pursuant to the Federal “Every Student Succeeds Act,” P.L. 107-110 (Title IX, Sec.9528), the East Haven School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses, and telephone numbers of high school students. The District must also notify parents/guardians of their right and the right of their child to request that the District not release such information without prior written consent. Parents/guardians wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must notify the Building Principal by October 1.

Reporting of Child Abuse/Neglect

The District realizes the importance of identifying students who may be suffering from abuse, neglect, or placed in imminent danger of serious harm. Pursuant to Connecticut General Statutes 17a-101, as amended, any certified personnel, paraprofessional, social worker, coach of intramural or interscholastic athletics, a school nurse in the school system, or any Board of Education employee who suspects child abuse or neglect must first report it to the Department of Children and Families.

The Board of Education employee shall within twelve (12) hours make an oral report by telephone or in person to the Commissioner of Children and Families followed within forty-eight (48) hours with a written report. The building principal shall be notified immediately of the suspected abuse and/or neglect, and the principal will notify the Superintendent of Schools. The written report prepared and submitted by the mandated reporter shall also be submitted to the principal. [Click here](#) to review Policy #5141.4.

School Ceremonies and Observances

The 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 Presidents' Day are encouraged. The East Haven School System reminds students, parents, faculty, and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others. Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork, and/or symbols in a particular course/activity, the Building Principal should be contacted.

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 or teacher may search a student's desk or locker under the following conditions:

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

This document serves as advance notice that school board policy allows desks and lockers to be inspected if there is reason to believe that materials injurious to the best interests of students, staff, 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.

Sexual Harassment and Grievance Policies

It is the policy of the East Haven Public Schools to maintain a learning and working environment free from any form of sex discrimination or sexual harassment, and the Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule. The East Haven Public Schools prohibit any and all forms of sexual harassment and harassment because of race, color, gender, sexual orientation, religion, national origin, or disability. It shall be a violation of the school District's policy for any student, coach, teacher, administrator, employee, or other personnel of this school District to harass a student through conduct of a sexual

nature, or regarding race, color, gender, sexual orientation, religion, national origin or disability as defined by this policy.

It shall also be a violation of the school District's policy for any coach, teacher, administrator, employee, or other personnel of the school District to tolerate sexual harassment or harassment because of a student's race, color, gender, sexual orientation, religion, national origin, ethnicity, or disability as defined by this policy, or by any third party who is participating in, volunteering, observing, or otherwise engaged in any activities, including sporting events and other extracurricular activities, under the auspices of the school District.

It shall also be a violation of the school District's policy for a student to harass a coach, teacher, administrator, employee, or other personnel of the school District through conduct of a sexual nature or regarding race, color, gender, sexual orientation, religion, national origin, or disability.

It shall also be a violation of school District's policy for any coach, teacher, administrator, employee, or other personnel of this school District to harass a coach, teacher, administrator or other personnel of the school District through conduct of a sexual nature, or regarding race, color, gender, sexual orientation, religion, national origin, or disability.

For purposes of this policy, the term "school personnel" includes members of the School Board, district employees, agents, volunteers, contractors, or persons subject to the supervision of the school District.

The East Haven School District will act to promptly investigate all complaints, either formal or informal, verbal or written, of sexual harassment or harassment because of race, color, gender, sexual orientation, religion, national origin, or disability to promptly take appropriate action to protect individuals from further harassment; and, if it determines that unlawful harassment occurred, to promptly and appropriately discipline any student, teacher, administrator, employee, or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the harassment. [Board of Education Policy #5145.44](#) - Title IX and [Regulation #5145.44 - Title IX Grievance Procedure/Complaint Process](#)

Reporting Procedures: Students, employees, and others who believe they have been harassed are advised of the importance of informing the harasser that his/her behavior is unwelcome, offensive, and unwanted. Any student who believes he or she has been the victim of sexual harassment or harassment based on race, color, gender, sexual orientation, religion, national origin, or disability by a student, coach, teacher, administrator, or other personnel of the school District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities under the auspices of the school District is encouraged to report the alleged acts to the District Title IX Coordinator, school principal, or the principal's designee. It is strongly suggested that the victim of the harassment make the report directly, but the individual student may report such harassment to any coach, teacher, administrator, or other employee of the school District who shall take appropriate action as mandated by this policy. Any employee of the school District who believes he or she has been the victim of sexual harassment or harassment based on race, color, gender, sexual orientation, religion, national origin, or disability by a coach, teacher, administrator or other personnel of the school District, or by any other person under the employment of the school District, shall report the alleged acts to the District Title IX Coordinator. It is

recommended that complaints be filed as soon as possible after the alleged discriminatory or harassing act. This limitation does not affect the right of the person to file a discrimination claim with State or Federal agencies charged with investigating such complaints. The complainant may forego the internal procedures and directly pursue legal or administrative remedies or may pursue both internal and external remedies simultaneously.

The school principal, or their designee, is the person responsible for receiving oral or written reports of sexual harassment or harassment based on race, color, gender, sexual orientation, religion, national origin, or disability. Any adult school personnel who is the recipient of a report of sexual harassment or harassment based on race, color, gender, sexual orientation, religion, national origin, or disability shall inform the building principal or the District's Title IX Coordinator within twenty-four (24) hours. Failure to report an allegation of harassment will result in appropriate disciplinary action up to and including termination.

The District's Title IX Coordinator is the Director of Pupil Services. This office is located at 35 Wheelbarrow Lane, East Haven, Connecticut 06513, and this person may be reached at (203) 468-3218.

Upon receipt of a report of harassment, the District's Title IX Coordinator or the school's principal/designee shall immediately begin an investigation of the complaint. If the complaint involves a building principal or their designee, the complaint shall be forwarded or filed directly with the Title IX Coordinator. If a complaint of harassment is against the Title IX Coordinator, the complaint should be filed with the Superintendent of Schools. If the allegations of discrimination involve the Superintendent, the complaint should be filed directly with the Board of Education.

School administrators will provide information to students, employees, and others about the District's policies and procedures against harassment. The school harassment officers will be available to discuss any concern a student, parent, employee, or others may have. A list of school harassment officers may be found posted on the bulletin board of every school and a copy located in each school office.

It is the desire of the East Haven School District that issues of harassment and or discrimination are resolved as quickly as possible by the direct supervisor or teacher of the perpetrator and recipient of the alleged behavior as soon as the behavior becomes known to the teacher, coach, administrator, or supervisor.

The School District encourages the complainant to use the report form available from the school's harassment officer or principal, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this policy shall prevent any person from reporting harassment directly to a principal, administrator, or a member of the School Board.

A copy of the School District's complete sexual harassment policy and grievance procedure may be found in the office of any school in the District, all school libraries, and the Central Administration Offices. You may receive a full copy of the policy at any of these locations.

The Office for Civil Rights of the U.S. Department of Education which services this area is located in Boston, Massachusetts.

**U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491**

Student I.D. Badges

ID badges will be distributed to students. It is the expectation that students issued an ID badge carry their ID badges on a daily basis. ID badges assist the school district in protecting the safety of students and consistently monitoring those in our building who are EHPS students. For this reason, any student issued an ID badge is required to be in possession of their identification badge while attending school. If a student reports their badge lost, they must pay for the replacement badge and receive a temporary badge to wear until the new badge is issued. The following policy will be used to regulate the requirement:

1. Students must be in possession of their I.D. Badges during the school day.
2. I.D. Badges may not be damaged, marked on, or changed in any manner.
3. Only the current year ID badges may be worn. No ID badges from a previous year, other schools, or other student's I.D. badges may be worn.
4. Students who permanently lose their I.D. badge will be required to pay \$10.00 for a replacement.

Student Residency

It is the intent of the East Haven Board of Education to provide quality education, tuition free, to students who are residents of the Town of East Haven and to meet the educational needs of such students. Children who are residents of the Town of East Haven shall be entitled to free tuition and all free school privileges provided by the East Haven Board of Education. Subject to the provisions of this policy, children shall be deemed residents of East Haven if they permanently reside in East Haven with their parent(s) and/or legal guardian(s) in East Haven. Residency verification may include an unannounced visit(s) to the residence to confirm the student/family resides at the stated location.

Children Residing with Relatives and/or Non-Relatives

Children of non-resident parents who are living in the East Haven School District with relatives and/or non-relatives may be entitled to school accommodations provided by the East Haven Public Schools without payment of tuition, however, pursuant to Connecticut General Statute 10- 253(d), the child's residence in East Haven must meet the following conditions:

- a. The child's residence in East Haven must be permanent.
- b. The child's residence in East Haven must be provided by the East Haven resident without payment or compensation; and
- c. The child's residence in East Haven must not be for the sole purpose of receiving an education in the East Haven Public Schools.

The school district may require an affidavit or other documentation that the requirements of C.G.S.

Section 10-253(d) has been met. A home visit may be required to verify residency before enrollment is complete.

Permanent Residence

A permanent resident is one who resides in East Haven and who has a present intention to remain within the district. In order to determine whether a child's residence in East Haven is permanent, the following factors, as well as others shall be considered:

- a. Where the majority of the student's clothing and personal possessions are located;
- b. The address listed on the parent and/or student's driver's license;
- c. The address listed on the parent and/or student's car registration;
- d. The town of issue of the student's library card;
- e. The location of the child's place of worship;
- f. The location of club affiliations, e.g. cub scouts, boy scouts, youth sports etc;
- g. The residence of the child's immediate family;
- h. The age and emancipation status of the child;
- i. The number of days that the child is actually in residence in the district;
- j. Where the child sleeps and how often the child sleeps there.
- k. The tax bill on the claimed residence.
- l. Any and all legal documents which verify residency.

In order to determine whether the residence is being provided "without pay," the Board shall consider the following factors, in addition to any other relevant facts;

1. Pay does not include the maintenance by a parent of his or her child on a health insurance policy;
2. Pay does not include claiming the child as a dependent for income tax purposes by his or her parent;
3. Pay does not include child support payments pursuant to a court order;
4. Pay shall include any monetary remuneration from a parent or legal guardian ' for the support of a child either to the relative or non-relative or to the child. It shall not include gifts to the child for purposes other than support.

Residency determinations will be made on a case-by-case basis and will depend upon the factual circumstances of each case.

The Board of Education and/or its designee shall require documentation from a parent or guardian, the relative or non/relative, emancipated minor or pupil eighteen years or older that the residence is permanent, provided without pay, and is not for the sole purpose of obtaining school accommodations provided by the East Haven School System. Such documentation may include affidavits from the child's parent(s) and/on guardian(s) and/or relatives/non-relatives, and/or the pupil over the age of eighteen.

Denial of Accommodations

If any student is found not to be a resident of East Haven, or that the student is otherwise not entitled to accommodations provided by the East Haven Board of Education, the Board shall notify that student and the student's parent(s) and or legal guardian(s). Any student, parent, or guardian may request, in writing, a hearing by the Board of Education in accordance with Connecticut General Statute § 10-186. If such a request is made, the Board will provide a hearing within ten (10) days of the receipt of such request. In such a hearing, the student's parents and/or guardians would have the burden of proving a residency by preponderance of the evidence being presented on behalf of the student. The Board shall maintain a record of the hearing and make a decision on the student's eligibility to receive accommodations provided by the East Haven Board of Education within ten (10) days of the hearing and shall notify the student, the parent(s), and/or guardian(s) of its findings.

Any student, parent, guardian, relative, or non-relative aggrieved by a decision of the Board may appeal that decision in accordance with Connecticut General Statute § 10-186 and the Connecticut Administrative Procedures Act.

If an appeal to the State Board of Education of the East Haven Board of Education's decision is not requested within twenty (20) days of the mailing of the decision, the decision of the East Haven Board of Education shall be final.

If after the hearing before the State Board of Education, it is determined that the child was incorrectly denied school accommodations, the Hearing Board shall order the East Haven Board of Education to make such arrangements as necessary to enable the child to attend school. Such arrangements shall be completed no later than fifteen (15) days after the receipt of the order.

If the Hearing Board of the State Board of Education determines that the child was not entitled to school accommodations, the East Haven Board of Education may assess tuition against the parent, the guardian, or the emancipated minor based on a statutory formula for the time spent attending the East

Haven Public Schools. The East Haven Board of Education may seek to recover the amount of any assessment through civil remedies if such payments are not forthcoming.

Registration Procedures

Prior to the admission of a student into the East Haven Public Schools, the student's parent(s) and/or guardian(s) will be required to provide the following information, in addition to any other information that may be required by the Board's policy:

- a. the full name of the student;
- b. home address and work address of each parent, guardian, or other person having custody of the student for purposes of admission including legal custody documentation (if applicable);
- c. the home, work, and cellular telephone numbers of each parent, guardian, or other responsible adult; and
- d. the name of a person to be contacted in case of emergency and/or emergency medical forms
- e. All health records required by the State of Connecticut and East Haven Board of Education

- policies.
- f. Academic documents such as Special Education Records (if applicable) and high school transcripts
- g. Birth Certificate (**long form**) for child/children

Upon registration, and prior to admission, an affidavit or other information establishing the residency of the student shall be requested. This information shall include:

Proof of Residence

Category A (1 required)	Category B (2 required)
(with any notarized** residency Affidavit or declaration signed by the landlord or property owner if applicable)	current original (within the last 30 days) pictures of the envelope will not be accepted
Deed to home	Current Utility Bill (*electricity, gas, oil, cable, internet, city water)
Current Mortgage Bill	Automobile Insurance or Automobile Registration
Mortgage Closing Statement	Current Bank or Credit Card Statement
Valid current Rental Agreement/Lease	Current Pay Stub or Paycheck
**Notarized Residency Declaration (including 1 additional Category A Document from the property owner)	Homeowner's or Renter's Insurance
	Correspondence related to government benefits (Medicaid, Medicare, Supplemental Nutrition Assistance Program ["SNAP"], disability, etc.)

**Families can bring required documentation and parties involved to the school district office located at 35 Wheelbarrow Lane, East Haven, CT 06513 to get the Residency Declaration signed in the presence of a notary.

*If you have recently moved and have not yet received a utility bill, you can contact the company and ask the billing department to email you a Service Verification Letter. This letter will suffice for a Category B proof of residency document if you have not yet received your first bill.

The Board reserves the right to make residency decisions in accordance with this policy.

Disagreement About Eligibility

In rare circumstances there may be a disagreement as to whether a child is entitled to attend school in the District because the District believes the student does not actually reside within the Board's

educational jurisdiction or is uncertain that the child does, in fact, qualify as homeless under McKinney-Vento. If this should occur, Connecticut General Statutes Section 10-186 entitles a parent or guardian of any child who is denied schooling, or an emancipated minor, unaccompanied youth denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school to request in writing (this includes email) a hearing to challenge that denial. The request should be sent in writing to the Superintendent of Schools. Upon the receipt of such a written request, the District will arrange for a hearing before the Board, a committee of the Board, or an Impartial Hearing Officer serving on behalf of the Board. The District will provide more information about this process if a hearing is requested.

SECTION 12 – PARENT INVOLVEMENT/COMMUNICATION

Parent Notification System - ParentSquare

The East Haven Public School System uses a parent-notification system called ParentSquare to communicate with parents via various methods including text, email and/or phone. This system is also capable of translating communications into various languages based on parent preference. Parents should provide their child/ren's school(s) with updated phone, email and contact information in order to be able to receive communications specific, but not limited to the following:

- School events and activities
- Changes or adjustments in school schedules, events or activities
- Notification of emergency situations
- Notification of school delays, cancellations, or early dismissals
- Provide information to parents about their child's school and/or community activities

Distribution of Materials

Printed materials may be distributed to parents by students as a means of communication. All requests from groups or individuals to have students distribute materials to the community will be referred to the Office of the Superintendent to determine whether the request complies with school policy. The principal or his/her designee may approve such distribution providing:

1. The material is related to the school, community, local recreational or civic activity.
2. The material does not relate to any religious belief or activity or promote private gain.
3. The material does not promote any outside government 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 not be posted or distributed without prior approval by the principal. Such items include school newspapers, brochures, school posters, and yearbooks.

E-Mail Communication

Parents and teachers are encouraged to communicate with each other on a regular basis to ensure a positive dialogue which benefits the student learner. Email addresses can be accessed at each school's individual website.

Parent Involvement/Communications (PowerSchool)

Parents are encouraged to become partners in their child's education. Conferences with teachers may be held at 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 are held during school hours but every effort will be made to accommodate parent schedules. The PowerSchool Parent Portal allows parents/guardians access to their grade child's academic performance as well as their attendance. As such, progress reports will not be mailed home. Parents are encouraged to access the Parent Portal as frequently as they deem necessary and maintain constant communication with their child's teacher(s) throughout the duration of the school year-
<https://ehsd.powerschool.com/>

APPS (Application Software for District Information)

District and school information can also be accessed through APPS that is compatible with both iPhone and Androids. The App can be downloaded through IT under Google.

Newsletters

The district and each school provides a newsletter monthly, quarterly or biannually that serves as an update about happenings and activities occurring in the District or schools.

Websites

School webpages must contain material that reflects on educational purposes. School webpages are not to be used for personal, commercial, or political purposes and are considered a publication of the Board of Education. The principal or his/her designee will approve all material posted on the school's webpage. The East Haven Public School District maintains its own website which contains information relevant to parents/guardians with children in the school system. Parents are encouraged to access the website at: www.easthavenschools.org

Right to Review Teacher and Paraprofessional Qualifications

Under Federal law, parents/guardians of a student enrolled in the East Haven Public School have the right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct their child. Contact the school administrator to request such information.

Parent-Teacher Associations and Organizations

PTA/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 PTA/PTO. Information is disseminated at each building's open house during the first month of school.

School Choices

Parents and students are encouraged to explore other educational opportunities that are offered in the school District locally and regionally. These options may include magnet, charter, lighthouse, and Connecticut Technical School, Open Choice, and Inter-district programs, and vocational agricultural centers. Interested parents should contact the Guidance Department at the Middle School and High School for further information on these School Choice options.

School Governance Councils PER PUBLIC ACT 10-111 (2010)

Per public Act 10-111 (2010) School Governance Councils serve in an *advisory* capacity and shall assist the school administration in the areas listed below:

- analyze school achievement data and school needs as they relate to the school's improvement plan; review the fiscal objectives of the school's draft budget and advise the principal before the budget is submitted to the Superintendent; participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the school district and the local and regional board of education; assist the principal in making programmatic and operational changes to improve the school's achievement; develop and approve a written school parent involvement policy that outlines the role of parents and guardians

ACKNOWLEDGEMENT FORM

East Haven Public Schools - District Handbook

Digital Signatures for Handbook & Chromebook sign-off in PowerSchool

Directions

1. Go to Powerschool student/parent portal at <https://ehsd.powerschool.com/>
2. A parent and/or guardian has to sign into the parent portal. **Forms are only in the parent portal.** If you do not have access, please contact Tech Services at (203) 468-3911.
3. Once in the parent portal, click on the “forms” tab in the left hand column.
4. Read all the forms thoroughly and apply the signatures and date where indicated.
5. Once all the forms have been read and complete, click “submit” at the bottom of the last form on the right.

Athletic Registration using PowerSchool Directions

1. Go to Powerschool student/parent portal at <https://ehsd.powerschool.com/>
2. A parent and/or guardian has to sign into the parent portal. **The athletic registration forms are only in the parent portal.** If you do not have access, please contact Tech Services at (203) 468-3911.
3. Once in the parent portal, click on the “forms” tab in the left hand column.
4. Click on East Haven Athletic Registration Forms
5. Select which sport or sport(s) you would allow your child to participate in. There is an option for “All Sports” at the top of the list.
6. Read all the forms thoroughly and apply the signatures and date where indicated.
7. Once all the forms have been read and complete, click “submit” at the bottom of the last form on the right.

Please contact the athletic department with any questions at 203-468-3813.



Website Information for Families
(www.easthavenschools.org)