Family Handbook
2026-2027



33 Lonetown Road
Redding, CT 06896
203.938.2519

Greetings Redding Elementary School Families,

We are excited to embark on the 2026-2027 school year with all of you! It is our hope that our newly created and updated *Redding Elementary School Family Handbook* will help support families as they navigate our guidelines and procedures at Redding Elementary School (RES). Please review this document as a reference when you have questions throughout the school year.

We look forward to collaborating and partnering with all of you this year. Please do not hesitate to contact us with any questions, concerns, or just to say, "Hello!"

In partnership,

Melissa Labrosciano, Principal
mlabrosciano@er9.org

Kim Roy, Assistant Principal
kroy@er9.org



RES Leadership Team

Redding Elementary School's Vision Statement



AT RES WE USE OUR PAWS EVERYDAY!

POSITIVE ATTITUDE
ACT RESPONSIBLY
WORK HARD
SPREAD KINDNESS

Our vision for the Redding Elementary School community; including students, teachers, support staff, administrators, and parents/guardians is to provide a collaborative environment where personalized learning is paramount for all stakeholders. As we become self-directed, lifelong learners, we will:

- Self- reflect in order to learn and grow
- Persevere, problem solve and think critically
- Take informed action
- Use our PAWS by displaying a positive attitude, acting responsibly, working hard, and spreading kindness

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District Directory Information

Board of Education

Mrs. Laura Worosz	Chairperson	lworosz@er9.org
Mrs. Katie Risk	Vice Chairperson	krisk@er9.org
Mrs. Amanda Guarnieri	Secretary	aguarnieri@er9.org
Mr. John Belfatto	Member	jbelfatto@er9.org
Mrs. Martine King	Member	making@er9.org
Ms. Bria Pepe	Member	bpepe@er9.org
Mr. Chirag Sadana	Member	csadana@er9.org

Central Office Administration

Central Office	Easton/Redding/ER9	203.261.2513
Dr. Jason McKinnon	Superintendent	jmckinnon@er9.org
Mrs. Sara Scrofani	Assistant Superintendent Operations and Finance	sscrofani@er9.org
Mrs. Alisha DiCorpo	Assistant Superintendent Curriculum and Instruction	adicorpo@er9.org
Dr. Meghan Pogonelski	Assistant Superintendent for Special Education and Student Services	mpogonelski@er9.org
Ms. Elizabeth Stewart	Director of Curriculum & Instruction	estewart@er9.org
Mr. Maxim Kolb	Director of Digital Learning	mkolb@er9.org

First Student - Bus Company

Ms. Elaine Reynolds, Manager	475.470.0373

Redding Park & Recreation Department

Mr. Robert Blick, Director	203.938.2551

RES Faculty Information

At RES we take pride in our dedicated faculty and staff. Any of our faculty members can be reached by email or phone. Email addresses are found on our District Website or use the pattern of first initial, last name@er9.org.

Main Office Contacts

Mrs. Melissa Labrosciano	Principal	mlabrosciano@er9.org
Mrs. Kim Roy	Assistant Principal	kroy@er9.org
Dr. Meghan Pogonelski	Director of Special Services	mpogonelski@er9.org
Mrs. Jennifer Hankla	Supervisor of Special Services	jhankla@er9.org
Mrs. Rachel Saluzzi	Main Office	rsaluzzi@er9.org
Ms. Bobbie Granskog	Main Office	bgranskog@er9.org
Ms. Joanne Ofiero	Main Office	jofiero@er9.org
Mrs. Jennifer Connolly	School Nurse	jconnolly@er9.org
Mrs. Jessica Webster	School Nurse	jwebster@er9.org

PreSchool Team

Mrs. Dorian Cerrone, PreSchool Age 3	Mrs. Stacey McGee, PreSchool Age 4
Mrs. Melissa Hojdysz, PreSchool Age 4	Miss Kayla Melanson, PreSchool Age 3

Kindergarten Team

Mrs. Sallita Ballard	Mrs. Haley Colaluca	Mrs. Amanda Guercio
Mrs. Samantha LoStocco	Mrs. Carrie June	Ms. Kathy Shea

First Grade Team

Mrs. Annie Benz	Mrs. Kerri Poklemba	Mrs. Brianna Moura
Mrs. Ashley Capalbo	Mrs. Lauren O'Neil	

Second Grade Team

Mrs. Kelly Blessey	Ms. Kate Merritt	
Miss Hayley Meyer	Mrs. Nanci Micholovitz	

Third Grade Team

Mrs. Erica Speranza	Mrs. Jessica Snyder	Mrs. Jennifer D'Addario
Miss Jillian Lucia	Miss Courtney Sissick	Mrs. Stacey Waring

Fourth Grade Team

Mr. Brian Dayton	Mrs. Meghan Ranieri	
Miss Susi Costello	Mrs. Kelly Dumbauld	

Fine and Practical Arts Team

Ms. Madeleine Baker - Music	Ms. Donna Edwards - Instrumental Music	Ms. Marcella Emerito - PE/Health	Ms. Yenny Brining Spanish
Ms. Sarah Peronace - Library	Mr. Eric Holden - PE/Health	Ms. Mimi Weiss - Art	

School Psychologists & School Social Worker

Our mental health team consists of school psychologists and our school social worker. Our mental health team is available to speak with RES families and students at any time. At RES our school psychologist and social worker work with students individually and in small groups. Groups support social norms, feelings and reactions, and/or improvement of social interactions and skills. Our school psychologists and social worker also support staff and whole classes through group lessons.

Dr. Sammi Gureasko-Moore, School Psychologist	sgureasko@er9.org
Ms. Kristin Miller, School Social Worker	kmiller@er9.org
Dr. Mira Jensen, School Psychologist	mjensen@er9.org

General Information

Redding Elementary School
33 Lonetown Road
Redding, Connecticut 06896
Main Office: 203.938.2519
School Website: https://res.er9.org/

In addition to this Handbook, including the Appendix, the Board of Education has adopted numerous policies related to students. They are available to be reviewed at this link: https://www.er9.org/boepolicies.

Visiting RES

Please review Board Policy and Administrative Regulations #1110 (available at 1110 | Visitors 1110| Visitors Regulation) for additional information about visitors and observations in school. At RES we regularly discuss our safety protocols and procedures. The following protocols are implemented for visitors at RES:

- In order to enter the vestibule at the main entrance, anyone wishing to do so MUST present a photo identification. Identification will be held up to the outside camera and checked by our office staff before you are allowed to enter the vestibule. This procedure includes dropping off your child, picking up your child, etc. Please do not take offense if you feel the office staff should know you. There will not be an exception made to this rule. Office staff will also be asking visitors the purpose of their visit.
- Visitors will be allowed in the building by appointment only. Appointments could range from a specific meeting with a teacher, special education team, and/or administration. Appointments would also include any volunteer opportunities or visits in your child's classroom. An appointment may also be a call from the nurse to pick up your child. All planned visits and appointments will be arranged for you by an RES staff member. In accordance with our volunteer guidelines, parents may not bring younger siblings to classroom celebrations, volunteer opportunities or on field trips.
- If you feel you need to enter the building and have not made previous arrangements. You must call RES to make arrangements prior to arriving. For example, access to our lost and found area.
- A drop-off table will be placed outside of the vestibule. The table will be clearly marked. Please make sure items are properly labeled before you arrive (child's name and teacher). You do not need to ring the bell to tell the office an item is being dropped off. The table will be checked twice daily at 10:30 a.m. and at the end of each school day.

- Students are expected to be dropped off each morning by 8:05 a.m. If you are arriving at drop off after 8:05 a.m., please drop your child off by parking in the main parking lot, and have your child walk down the walkway to enter through the RES main entrance.

Emergency Numbers

The office must have emergency numbers in order to reach a parent or designated alternate in case of an emergency. Numbers are updated each fall in PowerSchool; however, it is important to keep numbers current and notify the school immediately of any changes during the course of the school year.

Emergency Drills

Fire drills are held at regular intervals as required by state law. Students will be instructed on different emergency procedures including evacuation, lock down, shelter in place, stay put, and weather drills. During evacuation drills, such as a fire drill children learn the proper procedures for exiting the building. Emergency exit plans are posted in every room. Students are expected to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Lock down, shelter in place, stay put, and weather drills are held at regular intervals throughout the year. These drills allow staff and students to practice safety procedures in the event of an emergency. Parents/Guardians who are present during any drill must follow instructions from school staff or emergency personnel and avoid all cell phone use until the drill is complete.

School Safety Officer (SSO)

Our SSO is a Redding Police Department personnel, who promote the safety and well-being of students. At RES, we have SSO John Parisi who works five days a week during school hours.

Conversations with the Principals - Parent University

Each month there is an opportunity to meet with the principal and/or assistant principal to discuss relevant topics on curriculum, instruction, and RES happenings. Generally, these meetings have a specific topic related to a particular school initiative or curriculum topic, and other times they may include open-ended conversations. In general these monthly opportunities are held in coordination with the PTA meeting. These opportunities are for parents/guardians to learn more about what their children are learning and their day-to-day educational experiences.

Parent Teacher Association (PTA)

Our PTA is a very active group of parents/guardians who volunteer hours and hours of their time and talents to enhance the students' educational experiences at Redding Elementary School. This group's dedication is seen throughout the school as parents/guardians help in the Library, Health Office, Book Fairs, and much more!

There are many ways in which parents/guardians can participate, and they are strongly encouraged to do so! Information about the PTA is available in our summer mailing section of our website and is available in the school office.

Registration & Enrollment

Registration is ongoing throughout the school year for all grades between the hours of 10:00 a.m. and 2:00 p.m. Registration packets are available on our website through a shared folder. Upon request, packets are also available from the registrar in the main office.

Kindergarten registration for the upcoming year begins in December and takes place in the RES main office. A Kindergarten Orientation for the incoming kindergarteners and their parents/guardians is held in early May. In addition, Kindergarten Visitation Day/Bus Orientation is held in late August, just prior to the start of school.

Rocky's Weekly Roundup!

Rocky's Weekly Roundup is a vital source of current information and school communications. It is sent electronically on Sundays via the school's communication system broadcast. It includes pertinent school information as well as special notices from the PTA about upcoming events or activities. We will also include upcoming community events. Please be sure we have your current email address on file. It is also available on the RES website. Deadline for any news that has been "approved" for Rocky's Weekly Roundup must be received by the main office Friday morning preceding the Rocky's Weekly Roundup you want such information to appear.

All requests from groups or individuals to send materials home must be approved by the principal and or superintendent. The principal or his/her designee may approve such distribution providing:

- The material is related to the school, community and local recreational or civic activity.
- The material does not relate to any religious belief or activity or promote private gain.
- The material does not promote any outside governmental political party, candidate, or position.
- The material does not promote profit-making organizations.
- The material does not advocate a position regarding a referendum question.
- The material does not advocate or suggest alcoholic beverages.

Birthday and Classroom Celebrations - Food Restriction Regulation

In partnership with administrators across the tri-district, a unified change has been implemented in all schools to align food practices with the ER9 wellness policy. In order to promote student health and wellness, reduce exposure to food allergens, and align with best practices for inclusive celebrations, food items are not permitted as part of classroom celebrations or student birthday recognitions. This includes, but is not limited to, cupcakes, cakes, candy, and other edible treats. Classroom celebrations should instead focus on non-food alternatives such as special privileges, games, crafts, read-alouds, or other age-appropriate activities that honor the occasion in a safe and inclusive manner.

Students may continue to bring a personal snack from home for daily classroom snack times. Teachers may designate a short snack break during the school day to allow students time to refuel. Due to the prevalence of nut allergies, snacks containing peanuts and/ or tree nuts should not be sent to school to be consumed in the classroom setting. Families are encouraged to send simple, healthy snacks that support student focus and well-being.

This regulation supports our commitment to providing a healthy and safe learning environment for all students, including those with life-threatening allergies and other dietary restrictions. Thank you for your cooperation and understanding.

The school will not distribute invitations for student or family parties. When inviting students to birthday parties outside of school, invitations must be mailed so as not to hurt the feelings of those students who are not invited. Students who are attending a birthday party for another student should NOT be transported via the school bus to that child's home, unless it is their regular bus. Parents/Guardians should coordinate and make alternate transportation arrangements for students attending birthday parties after school.

Classroom Celebrations

Classroom celebrations are a positive part of RES. We encourage RES students to experience celebrating academic achievements and cultural events within their classroom community. Classroom celebrations will happen periodically throughout the school year. Your child's classroom teacher will communicate with you when a classroom celebration is approaching and the need for classroom volunteers. Due to limited space availability your child's teacher will communicate with you regarding the number of guests that are able to attend classroom celebrations. Please refer to our Volunteer & Visitor Expectations for additional information.

Peanut and Tree Nut Free Classrooms and Learning Spaces

All classrooms and learning spaces are designated as peanut and tree nut free areas. Please do not pack classroom snacks that contain peanuts and/or tree nuts. Your child may still enjoy peanuts and/or tree nuts during his/her lunch period in the cafeteria. We only ask that snacks eaten in the classroom do not contain such products, as the cafeteria has additional procedures and special precautions to follow for children with food allergies.

Protocols to Prevent Exposure to Food Allergens

At Redding Elementary School the following preventive protocols and measures are put into place to support students with life threatening food allergies:

- All classrooms and learning spaces at RES are designated peanut and tree nut free areas.
- Students are encouraged to engage in safe practices in the cafeteria, which includes refraining from sharing or swapping meals and snacks.

- Handwashing or hand wipe practices following eating to prevent cross-contact is recommended. Students will use hand sanitizer and/or sanitary wipes to wipe hands when entering the cafeteria before eating and again after eating when exiting the cafeteria.
- The cafeteria has allergen-free zones which includes a peanut/tree nut free table and allergen free table. These tables are for students who are identified by our school nurse with significant life threatening allergies and must sit at one. Students who have life-threatening allergies who must sit at either the peanut/tree nut free or allergen free table can be joined by friends who purchase lunch from the cafeteria to ensure product ingredients.
- Our school nurse trains staff in recognizing adverse symptoms of food allergies and discusses student action plans with staff.

Photographing and Videotaping Students

Throughout the year, photos and videos of students, staff, and school guests are taken during the school day and at school activities. These photos and videos may be used in school or school system displays, and websites, podcasts, Cable TV broadcast, and publications; they may be incorporated into school displays around the town and may be submitted to local and area newspapers and publications. For instance, photos of RES students involved in a school concert or other school activities are regularly included in the New Times. In addition, many candid photos of students are included in the school yearbook. Permission to photograph, videotape, and / or audiotape your child is provided as part of the summer mailing package. Please be sure that you indicate your wishes by signing off on these permissions **electronically** in the Parent Portal of PowerSchool. Directions are noted on our website, and you can access all your child(rens) through the portal.

School Lunch Program and Free and Reduced Lunch Program

The District participates in the National School Lunch Program and all foods served meet or exceed the Connecticut Nutrition Standards. Free or reduced price lunches are available based on financial need. Information on this program can be obtained from Central Office or on the Food Service website

RES Preschool Program

The ER9 preschool program provides an education to children in the community, who have a broad range of developmental needs and abilities. Student's interests are the springboard for learning experiences. The preschool staff is committed to providing a nurturing, secure educational setting for young children. In a safe, age-appropriate and engaging environment, children learn and explore as they experience their world and its challenges. Our play-based program encourages the development of each child's unique potential. The RES Preschool Program is composed of four classrooms; 2 classrooms for students of age 3, and 2 classrooms for students of age 4.

Arrival & Dismissal Procedures

RES PreSchool	Student's Arrive	Instruction Begins	School Ends
Normal School Day	8:15 a.m.	8:25 a.m.	1:15 pm
2 Hour Delayed Opening	10:15 a.m.	10:25 a.m.	1:15 p.m.
3 Hour Delayed Opening	11:15 a.m.	11:25 a.m.	1:15 p.m.
Early Dismissal	8:15 a.m.	8:25 a.m.	11:10 a.m.

RES	Student's Arrive	Instruction Begins	School Ends
Normal School Day	7:55 a.m.	8:05 a.m.	2:50 p.m.
2 Hour Delayed Opening	9:55 a.m.	10:05 a.m.	2:50 p.m.
3 Hour Delayed Opening	10:55 a.m.	11:05 a.m.	2:50 p.m.
Early Dismissal*	7:55 a.m.	8:05 a.m.	11:50 p.m.

*There is no recess on early dismissal days or days with delayed openings.

RES Library Use
Students have the opportunity to check out books from the RES School Library.

Students are expected to:

- Keep books clean and dry.
- Avoid damaging books (e.g., folding page corners).
- Not write or draw in books.
- Keep books away from pets and younger siblings.
- Return books on time so that others may enjoy them.

Lost or Damaged Books:
If a book is lost or damaged, a parent or guardian will be expected to pay for its replacement.

Overdue Books and Borrowing Privileges:

- If a book is overdue for more than one month, borrowing privileges will be suspended until the book is returned.
- If a book is not returned or paid for by the end of the school year, borrowing privileges for the following school year will be suspended until the obligation is met.

Notifications:
Students will receive weekly printed notices for overdue books. After one month, an email notice will be sent to parents/guardians.

While students are responsible for the care and timely return of library books, younger children may need guidance and support from adults.

Morning Drop-Off Procedures
Students may be dropped off at school beginning at 7:55 a.m - 8:05 a.m.. There is no adult supervision at school prior to this time, so please be sure to listen for the morning bell before letting students out of your car to enter the school building. In the morning, all students in Kindergarten-Grade 4 will be dropped off in the Big Gym parking lot and will enter school through the main entrance. Please see the RES Campus Map to view the drop-off route and location of drop-off. Staff members supervising morning drop-off will monitor students exiting cars. It is important that students are prepared with their backpacks on and all belongings are ready to go so they can exit the car quickly. Students will exit from the passenger side of the vehicle. Family members dropping children off must remain in vehicles during this time.

Afternoon Pick-up Procedures
We will begin dismissing students out to cars around 2:45 p.m. and this process will continue until 3:00 p.m. If students remain in the holding areas after 3:00 p.m. we will bring them down to the main office to be picked up.

Each family will be assigned a student pick up number. This number will be identified on a tag that attaches to the child's backpack, and a separate tag that hangs from the rearview mirror of the vehicle being used for pick-up. Staff supporting the student pick-up process will help escort children out to cars, matching student pick up numbers on backpacks and vehicles. If families forget their car tag, they must park and come into the building to pick up their child and provide their license to the main office staff.

In the afternoon, all students being picked up by parent vehicle, in Kindergarten through Grade 4 will be picked up in the Big Gym parking lot. Please see the RES Campus Map to view the pick-up route and location.

Families must remain in vehicles throughout our pick-up process. Staff will monitor and assist students into vehicles, as needed.

School Attendance

Attendance

Connecticut state law requires parents/guardians to make sure that their children between the ages of 6 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. Not only does daily attendance contribute to the development of personal responsibility, it is also vital to continuity in academic progress. Family vacations and appointments should be scheduled outside of school time whenever possible. Attendance practices are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence. Parents/guardians should contact the teacher in order to make arrangements for the collection of homework assignments for the student who must be out several days. Daily work will not be provided in advance to families who schedule vacation while school is in session. For more information on attendance, please see the "Student Attendance" section in the attached Appendix.

Reporting Student Absences

Your child's absences will be reported through the School Dismissal Manager (SDM). Communicating your child's absences through SDM is as simple as updating an afterschool plan through this system program. Access your account as usual and choose ABSENT under the dismissal options. You will be prompted to note the reason for absence, please enter a detailed note and NOT simply that your child is sick. Absences must be entered prior to 8:30 a.m. (they may also be entered the night before). Absences entered after 8:30 a.m. will not be included in the necessary reports to the office personnel and will initiate an automated phone call (robocall) to confirm the absence of your child. Following the receipt of a robocall, kindly call the school to confirm the absence along with the reason. Parents/Guardians will be notified in writing when a student exhibits a pattern of absences so that appropriate intervention may occur. If a student is absent from school, they should not come back to school to attend after school clubs or activities. An absence from the school day also includes after school activities that are at school.

Tardiness

Students who are not in their classrooms by 8:06 a.m. are considered to be tardy and must report directly to the main entrance vestibule. Parents must walk children to the main entrance when a student is tardy. Students who report to school after 8:06 a.m., due to a doctor's appointment, are also considered tardy for that particular school day. Students who arrive at 11:30 a.m. or later will be considered absent under Connecticut statutes. On 2 hour delayed opening days, students are tardy at 10:06 a.m. or later. Parents/Guardians will be notified in writing when a student exhibits a pattern of tardiness so that appropriate intervention may occur.

School Dismissal Manager (SDM) & Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and the school administration.

PERMANENT PICK-UPS (for Pick-Up room only): In School Dismissal manager, the default dismissal arrangement is the bus. Parents or guardians may change the default dismissal arrangement to be Parent Pick-Up. Thus, a parent may arrange for their child to be picked-up for all 5 school days, or any combination of days, provided this has been indicated in advance. The default dismissal plan will be honored even on early dismissal days due to weather related dismissals. No dismissal plan changes, unless it is a true emergency, will be accepted after 9:30 a.m. (this would require a call to the office for administrator approval).

After the LAST bus has been dismissed, students may report to their after school activities provided their plans have been entered in School Dismissal Manager.

We ask that dismissal plans for your child(ren) be made by 9:30 a.m. on the day in question. This allows us to work closely with Park & Rec early in the day to confirm students signed up for certain programs, but are not listed in SDM yet. The system will not allow any changes after 9:30 a.m.

If someone other than a parent or guardian picks up the students, that person's name must be entered into SDM, and they must be prepared to show the student's pick up tag number or personal identification, such as a state issued license (early or regular pick-up). Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records. **Any student being dismissed *early* must be picked up in the main entrance vestibule area.**

Dismissal Changes

Changes to dismissal plans cannot be taken by phone. If you have a dismissal change, you must note the exception in School Dismissal Manager (SDM) by 9:30 a.m. Reports are then sent to RES staff and to the Park & Recreation Department. Noting the dismissal plans by 9:30 a.m. allows the Park & Recreation staff time to verify if students that are signed up for their programs are on our SDM list. This allows teachers time to review the after school plans with each of their students prior to the end of the school day. Last minute changes have a very large impact on our reports to teachers and support staff that are handling dismissal in various parts of the building, as well as student safety. You must contact a school administrator via phone in the main office for approval of any last minute changes.

Taking an Alternate Bus Home

Students are permitted to ride an alternative bus to a friend's house. Being parents ourselves, we understand that there are extenuating circumstances where a child may need to ride the bus to a friend's house after school. This is a courtesy that we are happy to extend to families, but please be mindful of not taking advantage of this opportunity. Students should not be riding another bus home to a friend's house for birthday parties or other large playdates or group gatherings. Please understand that with some of our buses being close to capacity and others needing to double up due

to driver shortages, there will be times when it is not possible to accommodate every request. Parent pick-up is a wonderful option for inviting several students to your home.

If your child is riding to a friend's house, whether on their own bus or on a different bus, this exception needs to be noted in School Dismissal Manager under Alternate Bus. When using this exception, please be sure to note:

- The bus number your child will be riding on
- The full name of the student who he/she will be getting off of the bus with

Again, please include this information under the exception labeled Alternate Bus. If you select the exception labeled Bus, notifications will not be sent to the correct individual and you will risk your child not receiving a note for the bus.

Early Dismissal

Please make sure that all dismissal plans for your child(ren) are recorded in School Dismissal Manager (SDM) by 9:30 a.m. on planned early dismissal days. In the event of an unplanned early dismissal, please make sure that all dismissal plans for your child(ren) are recorded in SDM by 10:30 a.m. All after school activities will be canceled along with any evening events, unless otherwise noted. **You do not need to call the school to confirm you received the phone/email early dismissal alert**.

School Behavior Expectations

The Redding Elementary School community values respectful relationships and interactions throughout the school day. We ***use the acronym PAWS - Positive Attitude, Act Responsibly, Work Hard, Spread Kindness.*** PAWS was developed by the RES School Climate Committee in the 2023-2024 school year as a way to develop a shared language to help all students and staff develop an understanding of what we will focus on each and every day to promote a positive climate at school. Students are taught PAWS lessons to complement behavioral expectations which are posted in specific settings and also taught regularly.

Students will also be taught social, emotional, behavioral skills and concepts within their classrooms via the Second Step, our Social and Emotional Learning (SEL) program. The program includes weekly lessons that students are engaged in around different aspects of social and emotional learning. Classrooms will develop relationships, build community, practice social skills, and address conflict during Restorative Practices Circles. Please view **PAWS** statements here.

If you would like to view more information on Restorative Practices and Second Step, use the links provided. The Second Steps program has a tremendous amount of resources to support the home

and school connection. Please ask your child's classroom teacher for additional links and resources for use at home.

As we attempt to resolve conflict and disputes, logical consequences may be used as part of the restorative plan. However, students are subject to disciplinary action, up to and including suspension and expulsion, for misconduct, which is seriously disruptive of the educational process and violates publicized Redding Board of Education policy. These behaviors include but are not limited to acts of violence, aggression, vandalism, bullying, and sexual harassment. Students in possession of a weapon, firearm, facsimile of a firearm, or dangerous instrument are subject to immediate disciplinary action according to the ER9 Policies Directory. Please review the complete Student Discipline policy (available at 5240 Student Discipline) for comprehensive information concerning the laws and procedures regarding student discipline, including but not limited to definitions of terms and the procedures for student suspensions and expulsions.

Redding Board of Education Policy Manuals are available for viewing in the school office, school library, at Central Office, the district's website and the Mark Twain Library.

Restorative Practices

Redding Elementary School is committed to creating and maintaining an environment that will foster the development of each student to the fullest of his/her capabilities. In order to maintain this environment, it is important to help students develop behaviors that help them become responsible, active participants in their school and the larger world. Our goal is to help students function independently, make their own decisions, and work cooperatively with others. We expect students to behave with respect and concern for the rights, safety, and welfare of all other individuals in the school. ER9 schools have adopted a Restorative Practices approach to improving school climate.

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involve processes that repair relationships when harm has occurred. Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

Restorative Practices allow for a shift in practice that results in a culture, which is inclusive, builds fair process into decision-making practices and facilitates students' learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

- ➔ Have an opportunity to be heard
- ➔ Understand the greater impact of one's actions
- ➔ Learn to take responsibility
- ➔ Repair the harm one's actions may have caused

- ➔ Recognize one's role in maintaining a safe school environment
- ➔ Build upon and expand on personal relationships in the school community
- ➔ Recognize one's role as a positive contributing member of the school community

Benefits of Restorative Approaches in the School Setting:

- ➔ A safer, more caring environment.
- ➔ A more effective teaching and learning environment.
- ➔ A greater commitment by everyone to taking the time to listen to one another.
- ➔ A reduction in bullying and other interpersonal conflicts.
- ➔ A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.
- ➔ Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- ➔ Reductions in fixed term and permanent suspensions and expulsions.
- ➔ A greater confidence in the staff team to deal with challenging situations.

Restorative Practices Continuum

Restorative practices range from informal to formal. On a restorative practices continuum, the informal practices include affective statements and questions that communicate people's feelings, and allow for reflection on how their behavior has affected others. Impromptu restorative conferences and circles are somewhat more structured, while formal conferences require more elaborate preparation. Moving from left to right on the continuum, as restorative processes become more formal, they involve more people, require more planning and time, and are more structured and complete. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

Restorative Meetings/Conferences

Involves those who have acknowledged causing harm meeting with those they have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

Conduct

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district 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. Please refer to the ER9 Policies Directory for additional information. Please review the complete Student Discipline policy (available at 5240 Discipline for comprehensive information concerning student discipline.

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

- Attending school regularly and on time.
- Being prepared for school with appropriate materials and assignments.
- Being dressed appropriately.
- Showing respect toward others.
- Behaving in a responsible manner.
- Paying required fees and fines.
- Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
- 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.

School Climate

Redding Elementary School is committed to creating and maintaining the elements of a positive school climate. Positive School Climate is defined as the foundation for learning and positive youth development and includes: (a) Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe; (b) People who treat one another with dignity and are engaged, respected and solve problems restoratively; (c) A school community that works collaboratively together to develop, live, and contribute to a shared school vision; (d) Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and (e) A school community that contributes to the operations of the school and the care of the physical environment. Students, parents or guardians of students enrolled in the school, and school employees may report any alleged challenging behavior incidents using the "Incident Reporting Form" found in the Appendix to this Handbook. Further information on the District's School Climate Policy can be found in the Appendix.

Playground and Cafeteria Expectations

Classes will have a daily recess. Most classes go outside year-round, although recess is held indoors when it is wet out or when the temperature and wind chill create unsafe conditions. Children should dress for play in clothing suitable for weather conditions.

Recess is to be a time of fun for all students. We emphasize and promote cooperative rather than competitive play in a safe environment. It is a time for social skill development and reinforcement of skills and behaviors taught in physical education classes. As such, it serves as another important learning opportunity during the school day. To facilitate an enjoyable and safe experience, students are expected to be responsible and kind when playing.

During recess students are expected to:

1. Show respect for others.
2. Include all students. Recess games are for everyone to play and enjoy.
3. Demonstrate good sportsmanship at all times.
4. Use polite language.
5. Play safely and avoid physical contact in any game or sport.
6. Wear appropriate outdoor clothing.

Prohibited during recess:

1. Pushing, shoving, hitting, piling, tackling.
2. Excluding individuals from participation in games/activities.
3. Teasing, harassing, or bullying behaviors.
4. Bats, skateboards, snow shovels, sleds or other potentially dangerous equipment.
5. Throwing of any objects, including snow, snowballs, sticks, rocks.
6. Playing near classroom windows.
7. Bringing toys from home, especially items of personal value.

Cafeteria Behavior

Students will be brought to and from the cafeteria at the assigned times. In order to be safe and enjoy lunch time, students should respect the following practices:

1. Walk at all times.
2. Sit with your legs under the table.
3. Keep the floor and table clean.
4. Use indoor voices.
5. Raise your hand to ask for help.
6. Saving places for others is not allowed.
7. Refrain from sharing or trading food.

When students choose to not follow the rules and expectations of the playground or cafeteria, they will be given reminders to redirect their behavior. At times, students may need to take a break from these environments to reflect on their choices. The length of the break will be dependent on the demonstrated behavior and frequency of the behavior. For example, a student who demonstrates defiant or unsafe behavior in the cafeteria, may need to eat lunch in an alternate setting for a determined amount of time. Similarly, a student demonstrating unsafe behaviors on the playground, may have a period of indoor recess to reflect on negative choices they were making during outdoor recess.

Toys, Games, Personal Items

Students are prohibited from bringing items to school such as a smartwatch, cell phones, tablets, or other electronic devices. With that said, we do understand that there are times when it is a family's decision to allow their child(ren) to have a cell phone or smartwatch with cell phone capabilities in school. If this is the case, it is expected that the cell phone and smartwatch be turned off and in your child's backpack at all times, including the duration of the bus ride.

Students are not to be making phone calls or sending text messages during the school day. Students can always come to the main office if a call needs to be made home. If a cell phone or smartwatch is being used or not consistent with our technology use policy, such device will be held in the main office for the remainder of the school day. Parents will be called to pick up the device from the main office at the end of the school day. Repeat offenders will also require a parent/school conference.

The use of a cell phone or other device can be a disruption to your child(ren)'s school day and negatively impact their learning environment. We appreciate your support and partnership regarding this matter. The school does not accept responsibility for personal items lost, stolen, or damaged at school.

At times certain "fad" items such as "Trading Cards" or "Fidget Spinners" cause interruptions to instruction or distractions in the cafeteria. When something such as this occurs, the school reserves the right to ask that children not use these items. Laser pointers, electronic devices, and cellphones are also not allowed. In no case will any personal communication device be permitted for use that provides for a wireless, unfiltered connection to the Internet or which has the capacity to take photographs of any kind. Parental consent will be required if a classroom teacher allows the use of e-Readers such as Kindles, Nooks, or other tablets. Toys and stuffed animals can cause a disruption to learning and conflict on the bus, café or playground. Children should not bring them to school.

Dress Code

Students at Redding Elementary School are expected to dress for school in appropriate attire in accordance with neatness, modesty, health and safety. Students may not wear clothing or other items that:

- Are unsafe for themselves or those around them.
- Are disruptive to school operations and the educational process.
- Are contrary to law; or cause damage.

Hats may be worn to school, but may not be worn inside the building. Sneakers are required for participation in physical education class. Flip flops and open-toed shoes should be avoided in order to ensure safety on the playground.

Students must have appropriate clothing for outdoor recess, especially during cold weather. In the winter, appropriate dress includes long pants, jackets, hats, mittens or gloves, and boots.

If a student is wearing inappropriate attire such as, but not limited to, alcohol or drug advertisements or innuendo, he/she will be sent to the nurse's office to change or parents/guardians will be asked to bring in a change of clothes for the student..

Curriculum & Instruction

The academic curriculum provides students with rigorous and cohesive learning experiences at every level. Students are engaged in learning activities that allow personalization to meet individual needs. The Redding curriculum is aligned with the Connecticut Core Standards. Student achievement is assessed using many district wide assessments, in addition to the Smarter Balanced Assessment in grades three and four.

Interim Reports & Report Cards

Individual progress is reported to parents/guardians on a regular basis. Interim Reports are shared with families in November and April and coincide with parent and teacher conferences. Report Cards will be issued in February and June for all grades including special areas; music, art, and physical education. Report Cards can be viewed in the PowerSchool Parent Portal. Directions for accessing reports can be found here.

Conferences

Parents/Guardians are encouraged to become partners in their child's educational success. Conferences, interim reports, and report cards are the school's primary means of communicating with parents/guardians about student growth and progress. Conferences provide an overview of the child's development in academic and social skills including strengths, areas in need of improvement, and goals for future development. Conferences are typically held in November and April. April conferences are typically optional and for certain students may not be deemed necessary. Additional conferences may be requested by the school or the parents/guardians at any time.

Homework (Policy #6050)

At the elementary level homework is an essential part of each student's overall educational experience. It is designed to supplement, complement, and reinforce classroom learning, helping students deepen their understanding of content and develop important academic habits. Homework should directly connect to the learning focus in class and may be differentiated to meet the diverse needs of students within the same classroom. It provides meaningful opportunities for practice (reinforcing content, skills, and strategies taught in school), preparation (setting the stage for upcoming learning), and extension (applying and integrating what has been learned).

Student Responsibility: Students are expected to take ownership of their homework responsibilities, even when participating in after-school activities. Regular completion of homework helps students build a sense of responsibility, competence, and independence. When appropriate, students may have opportunities to personalize their homework based on their learning styles, interests, and needs—further increasing engagement and ownership.

Communication: Your child's classroom teacher will provide you with information regarding homework assignments, frequency, and how long children should be working on homework assignments each night.

Concerns: Parents and students are encouraged to monitor the amount of time spent on homework. If a student is consistently spending either too much or too little time on assignments, parents should notify the classroom teacher to help ensure that homework remains purposeful and appropriate.

General Guidelines & Expectations:

- Homework consistency is important. Depending on the time of year, students in K-4 will typically engage in Word Study and Math Fact Practice nightly.
- Reading for stamina increases throughout the year for grades 1-5. Research continues to show the direct link between those that habitually read nightly with those that have an advanced appreciation for reading and learning success.
- Assignments can be given over weekends in grades 3-5.

Standardized Assessments

Smarter Balanced Assessment (SBA) is administered to third and fourth grade students in the spring. The assessment measures student progress relative to the Connecticut Common Core standards. The assessment is divided into Mathematics and Language Arts (reading and writing). SBA is administered entirely on the computer.

The Cognitive Ability Test (CogAT) will be given to students in grade three in the fall. This assessment provides the school and parents/guardians with information on student's predicated school ability and actual achievement compared to local and national populations.

Field Trips (Policy #5080)

Since the world of learning is larger than the scope of the single classroom experience or individual school, field trips become an effective component of the learning process. A "field trip" shall be considered as any departure from the school ground by a group of students under the supervision of school staff and under school sponsorship. Field trips may also be an RES visit from an expert outside of RES to provide curriculum enrichment. Families may be asked to pay for all or part of their participation in any field trip or excursion. A permission slip signed by a parent and/or guardian is required for all trips away from school grounds.

While on a field trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity. Students are transported round-trip for all field trips. Parents/Guardians should not transport students from the venue to home. This includes a parent who may be a volunteer/chaperone for their child(ren)'s event. All alternate arrangements need to be pre-approved by Administration.

No child will be excluded from a field trip because of an inability to cover the cost of such a trip. If such cost will place an undue hardship, please contact Mrs. Labrosciano, Principal.

Redding Elementary School Services

Multi-Tiered System of Supports (MTSS)

At Redding Elementary School (RES), we are dedicated to fostering the holistic development of every student, encompassing their social, emotional, and cognitive growth. To achieve this, we adhere to the Connecticut state-mandated law known as *Scientific Research Based Interventions* (SRBI). Multi-Tiered System of Supports (MTSS) is a general education, comprehensive and systematic approach to assessing and instructing students; an emphasis is placed on students whose progress indicates a need for intervention. MTSS operates according to a three-tiered, school-wide approach to meet the needs of all learners in a strategic, systemic way. At RES, MTSS is a fluid process and decisions regarding student need and instructional practices are made based on data collaboration of all team members. This approach is designed to be all-encompassing, systematic, and comprehensive in evaluating and guiding students' educational journey. Special emphasis is placed on those students who may require additional support based on progress.

Our ultimate objective is to create a seamless and integrated system of instruction and intervention, ensuring that every student experiences continuous progress and improvement. MTSS allows us to proactively identify and address the needs of general education students, both academically and behaviorally, through early intervention, promoting their success and well-being throughout their educational experience.

Parents/Guardians are an important part of the support process. Teachers and parents/guardians are encouraged to communicate and work collaboratively to support students in their development as learners. Parent concerns regarding academic or behavioral development should be brought to the classroom teacher for further discussion and a review of assessment data, instructional support, and progress. At RES we provide support in the following ways:

- Reading Support - MTSS is provided to students who present "at-risk" in the area of literacy. Support is provided in and out of the classroom setting in small groups during the school day.
- Math Support - MTSS is provided to students who present "at-risk" in the area of math. Support is provided in and out of the classroom setting in small groups during the school day.
- Additional information regarding the RES MTSS process can be found here.

Toni D'Agostino	Reading Specialist, Grades K-4	tdagostino@er9.org
Brandi Oatis	Reading Specialist, Grades K-4	boatis@er9.org
Melissa Null	Math Specialist, Grades K-4	mnull@er9.org
Tanya Beyer	MTSS Behavior, Grades PK-4	tbeyer@er9.org

Special Education

The Special Education Department at Redding Elementary School is dedicated to meeting the individual needs of students eligible for an Individualized Educational Plan (IEP). There are many services available for those students who qualify according to federal and state guidelines for special education services.

Special Service Office	203.938.9026
Dr. Meghan Pogonelski Assistant Superintendent for Special Education and Special Services	203 261-2513 mpogonelski@er9.org
Mrs. Jennifer Hankla, Supervisor of Special Services	jhankla@er9.org

Multilingual Learners (MLL)

Students entering RES with limited English proficiency will be identified, assessed, and provided appropriate services. Parents/Guardians will be notified within thirty days of their child's placement in the program. The notification will include reasons for the suggested placement, a description of the program, and the standards necessary for promotion.

Gifted & Talented: Advanced Learning Opportunities

Philosophy

RES takes pride in its long history of providing opportunities for enrichment and students who are identified as gifted and talented. We maintain our belief in providing a learning environment that focuses on individual needs and promotes excellence by encouraging and enhancing the intellectual and social development of all students. In keeping with this mission, and with a commitment toward the ideals of equity and excellence for all students, RES continues to seek the best practices to provide for the unique learning needs of academically gifted students through a continuum of services which provide appropriate and challenging educational experiences based on academic needs, talents, and interests.

Academically gifted students possess extraordinary learning ability and perform or exhibit the potential to perform at levels of accomplishment significantly exceeding that of their peers of the same age. In order to realize their potential and reach the highest level of learning of which they are capable, they require educational opportunities in addition to those provided in the regular classroom. At RES this will be accomplished in an environment that will make it possible for these students to interact with peers of similarly high ability. Any student who has been formally identified as academically gifted will work with Mr. Farina on a consistent basis to meet their highest level of learning potential.

Our advanced learning opportunities program is a collaborative model. This allows our instructor of advanced learning opportunities, Mr. Matthew Farina, to use his time with students with the following outcomes:

- To consistently service identified gifted learners in the areas of ELA and Math through a pullout model outside of the classroom setting
- To interact and work with ALL students who might potentially benefit from advanced learning opportunities; in the classroom and outside of the classroom setting
- To influence teacher practice by modeling and providing appropriate differentiation strategies for advanced learners and all students
- To support teachers in consistently pre-assessing students in Math for the purpose of identifying students for participation in advanced learning experiences for each unit
- To create advanced learning materials for use in his classroom and in grade level classrooms to support differentiation

As much as the school day schedule allows, Mr. Farina works with students in grades kindergarten through grade 4 with a focus on grades 2, 3, and 4. He will also utilize our extension block time to pull students.

Identifying Gifted and Talented Children in Connecticut (Policy #6040)

The Board of Education will use equitable methods to identify students enrolled in the District that have an extraordinary learning ability and/or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs. Such students will be identified as gifted and/or talented.

Transportation

First Student provides the bus services for the Easton, Redding and Region 9 school districts. For more information on transportation services, please visit the ER9 website.

Video cameras are installed on school buses. Video recordings of students may be used by school administrators to verify complaints about student behavior on the buses. All buses are

equipped with 3-point seatbelts. Video/Audio recordings of students may be used by school administrators to verify complaints about student behavior on the buses.

Bus routes with morning pick-up times will be posted on the PowerSchool Parent Portal via the ER9 website by the first day of school. Parents/guardians may complete an Opt-Out form if their child does not require transportation for morning only, afternoon only or for morning and afternoon. The Opt-Out form is available on the website.

First Student is responsible for providing transportation for all students to and from school. Students must ride their assigned bus or be transported by parents/guardians. Our primary concern is the safety of all children and our primary responsibility is to deliver children home within a reasonable amount of time.

Bus drivers will not release kindergarten or 1st graders (even with older siblings on the same bus) unless a parent or designated adult is present at the bus stop to greet the child. We urge families to develop a plan for elementary age students to follow, if a parent or designated adult is not present at home to greet the student.

If there is no one waiting for the child(ren), the bus driver will bring the student(s) back to school after completion of the route, and the parents/guardians will be called to pick up their child(ren) at school.

The Redding Board of Education voted to end the practice of providing transportation to groups after school beginning September of 2002. The Board took this action because of the following:

- Safety of all children
- Crowding on the buses
- Length of the routes
- Punctual adherence to bus routes
- Additional administrative responsibilities

Regulations & Guidelines for Student Behavior on School Buses

Consistent compliance with these rules, regulations and guidelines will encourage safe and satisfactory operation of our transportation system. Please refer to the ER9 Policy Directory for additional information.

1. Arrive at the bus stop five (5) minutes before the scheduled pick-up time and stand in a safe place. DO NOT WAIT INDOORS as the bus schedule does not permit wait time. NOR will a substitute driver be looking for you inside the house.
2. Disruptive behavior, which creates safety concerns for the driver, or safety problems for the passengers, will not be permitted.
3. There shall be no smoking, use of alcoholic beverages, or illegal drugs at any time on school buses.
4. Students must remain seated and wear a seat belt until it is time to leave the bus at its destination when the bus comes to a full stop.

5. The bus driver is in complete charge. All reasonable requests of the bus driver must be obeyed.
6. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
7. Due to allergy concerns, there is no eating or drinking of any food or beverage items on the bus at any time.
8. The side exit door and rear exit door may be used ONLY in an emergency.
9. Students shall not damage bus equipment or tamper with safety equipment on the bus. Damage will mean loss of bus-riding privileges and reimbursement for repair.
10. The reporting of student infractions to an appropriate administrator is the responsibility of the bus driver. Students or parents/guardians may also file complaints.
11. Verification of infractions and the assignment of disciplinary penalties are the responsibility of the school administration.

Transportation safety complaints are to be made with the Facilities and Operations Manager, Mike D'Agostino, who is located at Central Office. A written record of all complaints will be maintained and an investigation of the allegations will take place. Questions or comments pertaining to transportation may be made directly at First Student at:

First Student Bus Company	475.470.0373
Mike D'Agostino, Facilities and Operations Manager at Central Office	203. 261.2513, Ext. 110

Bus Discipline Procedures

When a complaint is received from a bus driver concerning a discipline problem, the following procedure shall be a guideline for minimum administrative intervention, in addition to the Student Discipline Policy, discussed more fully in the Appendix.

- The administrator shall discuss the problem with the student. At that time a review of proper bus behavior will be discussed and a reminder given concerning the consequences of repeated acts.
- Should a second complaint be made, the administrator will again discuss the situation with the student. At that time the parents/guardians will be notified of the problem and informed that continued misbehavior will result in the suspension of bus privileges. Disciplinary action may also result in assigning the student to a specific seat.
- A third complaint will result in a discussion with the administrator, notification of parents/guardians, and suspension of bus privileges. Transportation during the period of suspension shall be the responsibility of the parents/guardians.

In cases where the offense is of such gravity as to endanger the safety and well-being of other occupants of the bus, the above procedure may be disregarded and immediate suspension may be invoked. ANY DAMAGE DONE BY A STUDENT TO THE BUS MUST BE PAID FOR BY THE STUDENT.

A written request signed by a parent/legal guardian and approved by the principal is required in order for any student to be dropped off anywhere but his/her regular bus stop.

Clinic - Nurse's Office

Please see the attached Appendix for information on Administration of Medication, Immunizations, Health Assessments, and Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

Accident and Illness

The school nurse is on duty full-time during school hours and is available to render first aid when accidents occur and when children become ill. If a child is injured at school, the school nurse assesses the injury and informs the child's parent or guardian. The nurse also completes an accident report form and informs the administration in the event of significant injury and accident.

Each student must have information on file in the health office. If an illness or serious accident occurs, the nurse will contact the parent or emergency back up number listed. Please make sure this information is always up-to-date. Please ensure all phone numbers and emergency contact information in Powerschool is updated at the beginning of each school year.

Your child's health is an important factor in being able to learn. A student who is ill cannot fully benefit from the learning experience, and may also be a potential carrier of infections to others. Therefore, the following guidelines have been established.

- A student with an oral temperature of 100 or higher is to be sent home at the discretion of the school nurse. A child with no fever who manifests symptoms of an illness may also be sent home.
- A student who has a fever at home CANNOT be sent to school until at least 24 hours after the temperature has returned to normal (98.6) without the use of fever-reducing medication (tylenol/acetaminophen and/or advil/motrin/ibuprofen).
- A student sent home with a fever is to remain home the following day and cannot be sent to school until at least 24 hours after the temperature has returned to normal without use of fever reducing medication.
- A student who has vomited during the night or at school is not to be sent to school the following day. Students should remain home until there has been no vomiting for 24 hours.
- A student who has diarrhea during the night or at school and is sent home, needs to remain home until there has been no diarrhea for 24 hours.
- A student returning to school after having any prolonged illness, injury or hospitalization needs a doctor's note for re-entry. A physician's note is also needed for a prolonged gym or recess excuse.
- A student with Conjunctivitis (pink eye) must remain out of school for 24 hours after treatment has begun.
- Students with Pediculosis (head lice) must remain out of school until after treatment has been applied. Please inform the school nurse if you suspect your child may have head lice

so the nurse has an opportunity to check classmates and stop its spread. **The nurse must examine the hair of the student upon re-entry.**

- All in-house injuries should be reported to the school nurse. Please send in a note for any out-of-school injuries that require any accommodations, such as crutches and casts.
- Please inform the classroom teacher or school nurse of any concerns that may affect your child's learning. (Family member away, family member ill, death of a relative or pet, etc.)
- Should your child need cough drops, the package must be labeled with the child's name and brought to the nurse's office at the beginning of the day along with a note from a parent. **Students are not allowed to carry medication of any kind, including cough drops.**
- All medications administered in school must have a physician's order and a parent's signature. Medication cannot be transported to/from school by students. Please feel free to call our health office if you have any questions.

Communicable Illness/Disease/Allergies

Parents/Guardians are asked to notify the school nurse when a child has communicable illness or disease such as Covid, influenza, chickenpox, strep infection, scarlet fever, meningitis, conjunctivitis, TB or pneumonia. Parents/Guardians are asked to notify the school nurse when a child has a known allergy to a food (nuts, dairy, etc.), bee sting or medication.

Students with asthma, allergies, diabetes, seizure disorders or other chronic health conditions that may impact the student's learning will have an Individual Health Care Plan (IHCP) and an Emergency Health Care Plan (EHCP) maintained by the school nurse based upon medication orders and care plan submitted and signed by the physician and parents. These students may also be eligible for accommodations and services under section 504 and special education law. Parents may contact the nurse or may be contacted by the nurse with regard to arranging a meeting to discuss such accommodations.

If a child has been ill at home, he/she should be kept home until completely recovered before being sent back to school. A student must be 24 hours fever, diarrhea or vomit free before they may return to school.

A physician's note is required if your child has been injured and will need crutches, a splint, cast or other support while in school. The note should include any restricted activity and the duration of what restriction.

When a child is absent, a note of explanation is required when the child returns to school. If your child has recently had surgery or required hospitalization please provide documentation to the school nurse for any follow up care that might be necessary when the child returns to school. The school nurse is always available for a conference or consultation by phone to discuss any student health updates or health concerns.

Additional Information & Special Notices

School Cancellations

All school closings and delayed opening announcements in the event of inclement weather or unforeseen circumstances will be sent home through the school communication system, which may include email, text messaging and voice messaging. This is broadcasted to the numbers we have on file for you based on your emergency contact information or your initial registration card. Please be sure you update your demographic information in PowerSchool if there are any changes to your contact information including phone numbers and email accounts. You may contact our main office if you need to support with updating this information.

Delayed opens will generally be 2-hours later than the normal start time. If a student normally gets on the bus at 7:30 a.m. the bus will come at 9:30 a.m. on a 2-hour delayed opening day. On delayed openings, afternoon dismissals are at the normal time. Please be considerate of the situation should bad weather develop or be predicted to develop during the course of the school day. Students are encouraged to ride the bus home should inclement weather develop during the school day. However, there may be unusual circumstances, where our superintendent may declare a 3-hour delayed opening rather than the usual 2-hour delay.

In the event of a delayed opening, all before-school activities are canceled.

Please do not call the school, as phone lines must remain open. You can check the ER9 website along with the RES website for updates. In the event that inclement weather develops during the school day, a decision may be made to close school early. Parents/guardians will be notified via the school communication system. Please be sure we have your correct email address and/or cell phone number on file with the RES school office.

It is always important to have a contingency plan in place for care of the student upon early arrival at home in the case both parents/guardians work or are unable to meet the

Park and Recreation

The Redding Park and Recreation Office is located behind Redding Elementary School at the Community Center. In addition to a variety of recreational programs and summer camp, Extended Day childcare is available on the premises. You may contact the Park and Recreation office directly for further information at 203.938.2551.

Pet Free Campus

Due to severe allergies of students and staff, animals / pets are not permitted on school grounds during school hours. Parents/guardians may not bring any pets to school at any time, INCLUDING dismissal. This includes but is not limited to cats, dogs, hamsters, rabbits, guinea pigs, ferrets, birds, etc. Service animals are allowed in school in accordance with applicable law.

Gifts

Gifts between students and teachers are discouraged.

Smoke and Drug-Free Campus

Redding Elementary School maintains a smoke-free campus. This means that smoking by anyone on the RES campus is prohibited, including E-cigarettes and all other smoking devices. It is the policy of the Redding Public Schools to prevent and prohibit the possession, use, and / or distribution of any drug, (except those administered by policy by the school nurse) or drug paraphernalia at any time on school property, at school-sponsored events, or on school provided transportation. Please refer to the Redding Board of Education Policy for additional information.

APPENDIX

The Easton, Redding, & Region 9 Boards of Education maintains a comprehensive policy manual concerning the operation of the school districts. The District provides here required annual notifications and excerpts from policies and procedures that are most significant to students and families in the daily operation of the schools. Families are encouraged to review the complete policy manual, which can be accessed at ER9 Policy Directory, and which is available in hard copy in the main office of each school building and Central Office.

STUDENT RELATED POLICIES AND NOTIFICATIONS

NON-DISCRIMINATION

(full policy and regulations available at 5170 | Non-Discrimination (Students) and 5170| Reg Non-discrimination (Students).docx

The Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the District. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to the staff below in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which accompany this policy and are available online at www.er9.org or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.

Assistant Superintendent of Curriculum and Instruction, ER9 Schools, 654 Morehouse Road, Easton, CT 06612, (203) 261-2513

Assistant Principal, Samuel Staples Elementary School, 515 Morehouse Road Easton CT 06612, (203) 261-3607

Assistant Principal, Redding Elementary School, 33 Lonetown Road Redding CT 06896, (203) 938-2519
Assistant Principal, Helen Keller Middle School, 360 Sport Hill Road; Easton CT 06612
(203) 268-8651

Assistant Principal, John Read Middle School, 486 Redding Road, Redding CT 06896
(203) 938-2533

Assistant Principal, Joel Barlow High School, 100 Blackrock Turnpike, Redding CT 06896
(203) 938-2508

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #5310, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in Board Policy #5230, Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights
U.S. Department of Education
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Any parent, student, staff member, Board member or community member who (1) has questions or concerns about this policy or its accompanying regulations or (2) wishes to request or discuss accommodations for a student based on religion; may contact:

Assistant Superintendent of Curriculum and Instruction, ER9 Schools, 654 Morehouse Road, Easton, CT 06612, (203) 261-2513

Assistant Principal, Samuel Staples Elementary School, 515 Morehouse Road Easton CT 06612, (203) 261-3607

Assistant Principal, Redding Elementary School, 33 Lonetown Road Redding CT 06896, (203) 938-2519

Assistant Principal, Helen Keller Middle School, 360 Sport Hill Road; Easton CT 06612 (203) 268-8651

Assistant Principal, John Read Middle School, 486 Redding Road, Redding CT 06896 (203) 938-2533

Assistant Principal, Joel Barlow High School, 100 Blackrock Turnpike, Redding CT 06896 (203) 938-2508

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, pregnancy or sexual orientation may contact the District's Title IX Coordinator:

Assistant Superintendent of Curriculum and Instruction, ER9 Schools, 654 Morehouse Road, Easton, CT 06612, (203) 261-2513

Any parent, student, staff member, Board member or community member who (1) has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; or (2) wishes to request an accommodation for a student on the basis of disability may contact the District's Section 504/ADA Coordinator:

Assistant Superintendent of Special Education
Central Office, 654 Morehouse Road, Easton, CT 06612
203-261-2513

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

(full policy available at 5270 | Student Records (FERPA))

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

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

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

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

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

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

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

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

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

An objection to the disclosure of Directory Information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of Directory Information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of Directory Information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as Directory Information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

NOTIFICATION OF RIGHTS
UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

(full policy available at 5260 | Student Privacy (PPRA), regulation available at 5260| Student Privacy (PPRA)Annual Notification

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;

2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:

    a. political affiliations or beliefs of the student or the student's parent;
    b. mental or psychological problems of the student or the student's family;
    c. sex behavior or attitudes;
    d. illegal, anti-social, self-incriminating, or demeaning behavior;
    e. critical appraisals of other individuals with whom respondents have close family relationships;
    f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
    g. religious practices, affiliations, or beliefs of the student or the student's parent; or
    h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;

3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;

4. the right of a parent or eligible student to receive notice and opt out of a student's participation in a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;

5. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;

6. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;

7. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:

    a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
    b. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
    c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

a. college or other post-secondary education recruitment, or military recruitment;
b. book clubs, magazines, and programs providing access to low-cost literary products;
c. curriculum and instructional materials used by elementary and secondary schools;
d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
e. the sale by students of products or services to raise funds for school-related or education-related activities; and
f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Easton, Redding, Region 9 school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Student Privacy Policy Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

(full policy available at 6090 | Parental Access To Instructional Material

In accordance with federal law, state law, and Board of Education (the "Board") policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board's curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials ("Curriculum"). Curriculum does not include academic tests or academic assessments.

WELLNESS (full policy available at 5340| Wellness and Nutrition

The Easton, Redding, and Region 9 School Districts strive to make a significant contribution to the general well-being and the education of each student. It is the conviction of the boards of education that good health optimizes student performance and leads to richer lives. The ER9 School Districts, therefore, support the maintenance of an environment where students learn healthy habits, participate in regular physical activity and receive proper nutrition as part of their total educational experience.

Creating, sustaining and promoting opportunities for appropriate physical activity assists every student to develop knowledge and skills leading to fitness, increased physical awareness and understanding of the benefits of an active and healthy lifestyle. Physical education plays a critical role in developing those skills and enhancing confidence. Provision of safe, accessible and affordable opportunities, as well as related instruction, guided by knowledgeable and supportive adults, influence the extent to which students choose to engage in and to enjoy physical activity throughout life.

In addition, nutrition impacts general health and readiness to learn. The lifelong habits of students are often affected by the foods they select or those that are available to them. For this reason, all foods available by the ER9 School Districts during mealtimes shall meet or exceed USDA standards for the National School Lunch Program and CT nutrition standards and Dietary Guidelines for Americans and My Plate. Further, other foods and beverages offered at schools will include nutritious options.

As part of the larger community, the ER9 School Districts are committed to providing learning environments that encourage lifelong healthy behavior. All ER9 schools shall be aligned with goals that positively influence students' understanding, beliefs and habits related to regular physical activity and good nutrition. The school communities shall help reinforce these positive messages.

The Boards of Education shall establish an ER9 Wellness Advisory Committee to develop school district policies on physical activity and nutrition for recommendation to and approval by the boards. The Committee membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: board members, school administrators, food service personnel, parents/guardians, representative students, physical and/or health education teachers; classroom teachers, school health professionals (school nurses), dietician and community members. To the extent possible, the Committee membership will include representatives from each school building and reflect the diversity of the community. In coordination with school administrators, the committee will monitor the implementation of the

policy, evaluate its effectiveness and make recommendations for modifications, if necessary. This policy shall be interpreted consistently with Section 204 of the Healthy Hunger-Free Kids Act of 2010 (Public Law 11-296).

The goals outlined in the Wellness policy are available at 5340| Wellness and Nutrition

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT

(full policy and regulations available at 5230 | Section 504/ ADA (Students) and 5230| Section 504_/ADA (Students) Regulation)

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

Under Section 504, the ER9 Public Schools (the "District") has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

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

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

1. To be informed of your rights under Section 504;

2. To have your child take part in and receive benefits from the District's education programs without discrimination based on your child's disability;

3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child's disability;

4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;

5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;

6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;

7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;

8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;

9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;

11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;

13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;

14. To file a local grievance/complaint with the District's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Assistant Superintendent of Special Education
Central Office, 654 Morehouse Road, Easton, CT 06612
203-261-2513

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

Office for Civil Rights
U.S. Department of Education
800-421-3481
ocr@ed.go

CONNECTICUT SCHOOL CLIMATE POLICY

(full policy available at 5131| Connecticut School Climate Policy)

Policy Statement

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 following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This 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, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Board of Education adopts this policy.

Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:

    a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
    b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
    c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
    d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
    e. A school community that contributes to the operations of the school and the care of

the physical environment.

3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

6. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

7. **"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.

8. **"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.

9. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

10. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

11. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational

practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. **"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;

E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

F. Strengthening policies and procedures related to:

a. climate and restorative informed teaching and learning environments;
b. infrastructure to facilitate data collection, analysis, and effective planning;
c. implementation of school climate improvement plans with the goal of becoming restorative;
d. evaluation of the school climate improvement process; and
e. sustainability of school climate and restorative improvement efforts.

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;

2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;

3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and

4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of

such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community[2] has a shared vision and plan for promoting and sustaining a positive school climate[3] that focuses on prevention, identification, and response to all challenging behavior[4].

2. The school district community adopts policies that promote:

    a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

    b. a restorative school environment focused on overcoming barriers to teaching and

learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

3. The school community's practices are identified, prioritized, and supported to:

   a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
   b. enhance engagement in teaching, learning, and school-wide activities;
   c. address barriers to teaching and learning; and
   d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.

5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Incident Reporting Form

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. We encourage parents who are comfortable to reach out directly to the school first regarding concerns, as this allows us to follow up promptly and directly.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, assistant principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form". A confirmation of receipt of the Incident Reporting Form will be provided to the individual who completed this form within **three (3) school business days**, and the assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____

or check here

☐ for any student who would like to submit anonymously.

I am a:

☐ Student,
☐ Parent and/or Guardian
☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

☐ On school property
☐ On a school bus
☐ At a school-sponsored activity or off school property
☐ On the way to/from school

☐ Electronic communication, internet, or social media ☐ Outside of school

Approximate date of incident (if known): _____

Please describe what happened:

_____
_____
_____
_____
_____

Of the following statement(s), check any that may describe or include what happened:

- ☐ Teasing, name-calling, intimidating, or threatening; in person or through electronic communication
- ☐ Spreading rumors or gossip
- ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwi something or other acts of physical aggression
- ☐ Making intimidating, and/or threatening gestu or remarks
- ☐ Getting another person to do any of the behavi listed above
- ☐ Unwanted contact of a sexual nature (verbal, non-verbal, physical)

Do you believe that the reported instance(s) of challenging behavior was/were in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

_____
_____
_____

If known, provide the name(s) of any witness(es) of the alleged incident: _____
_____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and

to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Revised July 2025

POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

(full policy and regulations available at 5310 SexDiscriminHarass-Policy,Appendix.docx and 5310| Title IX SexDiscriminHarass -Reg.docx

It is the policy of the Easton, Redding, and Region 9 Boards of Education (the "Board") for the Easton, Redding, and Region 9 Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") and Connecticut law not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. Sex discrimination includes actions taken on the basis of an individual's gender identity or expression and sexual orientation.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

Harassment that denigrates other parts of a person's identity, including but not limited to race, religion, or ability, may contain elements of sexual harassment.

<u>Reporting Sex Discrimination or Sexual Harassment</u>

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Board's Title IX Coordinators are the assistant principals and special education supervisors of each school. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Assistant Superintendent of Curriculum and Instruction, ER9 Schools, 654 Morehouse Road, Easton, CT 06612, (203) 261-2513

Assistant Principal, Samuel Staples Elementary School, 515 Morehouse Road Easton CT 06612, (203) 261-3607

Assistant Principal, Redding Elementary School, 33 Lonetown Road Redding CT 06896, (203) 938-2519

Assistant Principal, Helen Keller Middle School, 360 Sport Hill Road; Easton CT 06612 (203) 268-8651

Assistant Principal, John Read Middle School, 486 Redding Road, Redding CT 06896 (203) 938-2533

Assistant Principal, Joel Barlow High School, 100 Blackrock Turnpike, Redding CT 06896 (203) 938-2508

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to a Title IX Coordinator. Students may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, U.S. Department of Education (Telephone (800) 421-3481).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

ADMINISTRATION OF STUDENT MEDICATION IN THE SCHOOLS

(full policy available at 5010.1 | Administration of Medications)

All medications to be taken at school by students during school hours must be brought to the school nurse by a parent, guardian, or responsible adult. This medication must be accompanied by a written medication order from an authorized prescriber, in accordance with Board policy and state law, along with written

authorization of the student's parent or guardian and written permission for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication. Students who obtain written authorization for self-administration of medication from an authorized prescriber and a parent or guardian shall be allowed to self-administer medications only after evaluation and approval by the school nurse. Medications covered under this policy include ALL prescription medication and ALL over-the-counter medications, including but not limited to Aspirin, Ibuprofen, or Aspirin substitutes (Tylenol).

Prescription medications must be brought to school by a parent, guardian or responsible adult in a pharmacy prepared container and labeled with the name of the student, name of the medication, directions for the medication's administration (e.g., dosage and frequency), name of the authorized prescriber, and date of original prescription. Over-the- counter medications must be brought in their original container with labels intact, and with the student's name affixed. The nurse must examine on-site any new medications with the parent or guardian present and develop a plan for the administration of the medication for the student.

Medications may not be administered on field trips except:

- by the school nurse, if a nurse attends the field trip;
- by administrators or teachers who have received specific training on the administration of medication provided by the Easton, Redding, Region 9 Public Schools;
- by a parent/guardian on the field trip who administers medication to the parent's own child; or
- by a student who has approval to self-administer.

Connecticut law requires the school nurse and other qualified school personnel in all public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of administering emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. State law permits the parent or guardian of a student to submit a written directive to the school nurse or school medical advisor that epinephrine shall not be administered to such student in emergency situations. Please see the Refusal to Permit Administration of Epinephrine for Emergency First Aid form associated with this Board policy or request a copy of the form from the school nurse if you wish to opt-out of administration of this medication.

Connecticut law authorizes the school nurse and other qualified school personnel in all public schools to maintain opioid antagonists (Narcan) for the purpose of administering emergency first aid to students who experience an opioid-related drug overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of opioid antagonists. State law permits the parent or guardian of a student to submit a written directive to the school nurse or school medical advisor that opioid antagonists shall not be administered to such student in emergency situations. Please see the Refusal to Permit Administration of Opioid Antagonists for Emergency First Aid form associated with this Board policy or request a copy of the form from the school nurse if you wish to opt-out of administration of this medication.

STUDENT ATTENDANCE – NOTIFICATION

(full policy and regulations available at 5020 | Attendance, Truancy and Chronic Absenteeism and 5020| Attendance, Truancy and Chronic Absenteeism Regulation

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours

and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public school. A student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such an option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Easton, Redding, and Region 9 Boards of Education (the "Board") monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

"Absence" - any day during which a student is not considered "in attendance" at the student's assigned school and/or participating in an activity sponsored by the school (*e.g.*, field trip) for at least half of the regular school day.

"Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:

a. Any absence before the student's tenth (10^{th}) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with District regulations.

b. For the student's tenth (10^{th}) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
   i. student illness (verified by an appropriately licensed medical professional);

ii. religious holidays;
iii. mandated court appearances (documentation required);
iv. funeral or death in the family, or other emergency beyond the control of the student's family;
v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and District regulations; or
vi. lack of transportation that is normally provided by a District other than the one the student attends.

c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

"In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (*e.g.*, field trip) for at least half of the regular school day.

"Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism.

"Truant" - any student five (5) to eighteen (18**)** years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

"Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

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

HEALTH ASSESSMENTS/SCREENINGS

(full regulations available at 5110 | Health Assessments and Screenings

The Easton, Redding, Region 9 Boards of Education (the "Board") requires each student enrolled in the Easton, Redding, Region 9 Public Schools (the "District") to undergo health assessments as mandated by state law.

Prior to enrollment in the District and in grade 6 and grade 10, each student must undergo a health assessment, which shall include:

(a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma. The assessment form shall include (1) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (2) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (3) screening questions to be answered by such provider;

(b) immunizations as required by state law;

(c) vision, hearing, speech and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The Board shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

The Board may request or require other health assessments and tests, in accordance with District regulations and state law.

The Board will provide annually to each student enrolled in kindergarten and grades one and three to five, inclusive, a vision screening.

The Board will provide annually to each student enrolled in kindergarten and grades one and three through five, inclusive, audiometric screening for hearing.

The Board will provide postural screenings for (1) each female student in grades five and seven, and (2) each male student in grade eight or nine.

IMMUNIZATIONS

(full regulations available at 5140R | Immunizations Regulation

Immunization Requirements

In accordance with state law and accompanying regulations, the Easton, Redding, Region 9 Public Schools (the "District") requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, haemophilus influenzae type B, hepatitis A, hepatitis B, varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, before being permitted to enroll in any program or school under its jurisdiction. Students enrolled in the District's preschool program are required to comply with the District's regulations regarding vaccination against influenza.

Exemption from the applicable requirements of these administrative regulations shall be granted to any child who, before being permitted to enroll:

(1) presents a certificate from a physician, physician assistant, advanced practice registered nurse or local health agency stating that initial immunizations have been given to such child and additional immunizations are in process
   (A) under guidelines and schedules specified by the Commissioner of Public Health; or
   (B) in the case of a child enrolled in a preschool program or other prekindergarten program who, prior to April 28, 2021, was exempt from the applicable immunization requirements upon presentation of a statement that such immunizations would be contrary to the religious beliefs of such child or the parents or guardian of such child, as such additional immunizations are recommended, in a written declaration, in a form prescribed by the Commissioner of Public Health, for such child by a physician, a physician assistant or an advanced practice registered nurse. Such statement of religious beliefs shall be acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of this state, or a school nurse; or

(2) presents a certificate, in a form prescribed by the Commissioner of Public Health pursuant to Section 7 of Public Act No. 21-6, from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of a such physician, physician assistant, or advanced practice registered nurse such immunization is medically contraindicated because of the physical condition of such child; or

(3) in the case of measles, mumps or rubella, presents a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or

(4) in the case of haemophilus influenzae type B, has passed such child's fifth birthday; or

(5) in the case of pertussis, has passed such child's sixth birthday.

Exemptions Based on Religious Beliefs

A. Children Enrolled in Kindergarten Through Twelfth Grade On or Before April 28, 2021

The immunization requirements set forth above **shall not apply** to any child who is enrolled in kindergarten through twelfth grade on or before April 28, 2021 if:

1. such child presented a statement, prior to April 28, 2021, from the parents or guardians of such child that such immunization is contrary to the religious beliefs of such child or the parents or guardians of such child, and
2. such statement was acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of the State of Connecticut, or a school nurse.

B. Students Who Transfer from Another Public or Private School in Connecticut

The immunization requirements set forth above **shall not apply** to any student who:

1. transfers to the District from another public or private school in Connecticut, and
2. was enrolled in kindergarten through twelfth grade in the other public or private school on or before April 28, 2021, and
3. presented a statement, prior to April 28, 2021, from the parents or guardians of such child that such immunization is contrary to the religious beliefs of such child or the parents or guardians of such child, and such statement was acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of the State of Connecticut, or a school nurse.

C. Children Enrolled in Preschool or Prekindergarten Prior to April 28, 2021

Any child who is enrolled in a preschool program or other prekindergarten program prior to April 28, 2021 who:

1. presented a statement, prior to April 28, 2021, from the parents or guardians of such child that such immunization is contrary to the religious beliefs of such child or the parents or guardians of such child, and
2. such statement was acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of the State of Connecticut, or a school nurse, but

3. did not present a written declaration from a physician, a physician assistant or an advanced practice registered nurse stating that additional immunizations are in process as recommended by such physician, physician assistant or advanced practice registered nurse, rather than as recommended under guidelines and schedules specified by the Commissioner of Public Health **shall comply** with the immunization requirements set forth above on or before September 1, 2022, or not later than fourteen (14) days after transferring to a program operated by a school under the jurisdiction of the District, whichever is later.

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES

(full plan available at 5090 | Food Allergies, Glycogen Storage Disease, and/or Diabetes

The Easton, Redding, Region 9 Public Schools (the "district") recognize that food allergies, glycogen storage disease ("GSD") and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan ("IHCP") and/or Emergency Care Plan ("ECP"); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

> (i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and
>
> (ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

<u>Individualized Health Care Plans and Emergency Care Plans</u>

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.

2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school

environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:

a. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
b. cafeteria safety;
c. participation in school nutrition programs;
d. snacks, birthdays and other celebrations;
e. alternatives to food rewards or incentives;
f. hand-washing;
g. location of emergency medication;
h. who will provide emergency and routine care in school, including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
i. risk management during lunch and recess times;
j. special events;
k. field trips, fire drills and lockdowns;
l. extracurricular activities;
m. school transportation;
n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
o. staff notification, including substitutes, and training; and
p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

a. The student's name and other identifying information, such as date of birth, grade and photo;
b. The student's specific allergy;
c. The student's signs and symptoms of an allergic reaction;
d. The medication, if any, or other treatment to be administered in the event of exposure;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);

g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
   a. The student's name and other identifying information, such as date of birth, grade and photo;
   b. Information about the disease or disease specific information (*e.g.,* type of GSD or diabetes);
   c. Whether the student uses a CGM, and how the CGM will be monitored in school;
   d. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
   e. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (*e.g.,* Glucagon or insulin)
   f. The location and storage of the medication;
   g. Who will administer the medication (including self-administration options, as appropriate);
   h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
   i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
   j. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.

9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.

11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

<u>Training/Education</u>

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs

and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (*e.g.,* epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the District Nurse Coordinator. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

DRUG AND ALCOHOL USE BY STUDENTS

(full policy available at 5060 | Drug and Alcohol Use by Students

The Board of Education (the "Board") is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in Connecticut General Statutes Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

(1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

(2) Prescribed Medications.

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

(3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

(b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if the administrator or designee has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.

(a) Any student in the Easton, Redding, Region 9 Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

(b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.

(c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with Conn. Gen. Stat. § 10-233d(a)(2) and the Board's student discipline policy.

(d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.

(f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

CHEMICAL HEALTH POLICY FOR STUDENT ATHLETES

(full policy available at 5040 | Chemical Health for Student Athletes)

The Board of Education (the "Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school-sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving the possession, distribution, sale or use of substances that affect behavior, including performance-enhancing substances. This policy applies to all student athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

The Board sponsors athletic programs as part of its extracurricular program. The opportunity to participate in extracurricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities in its discretion.

Any student athlete in the Easton, Redding, Region 9 Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol, either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes Sections 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would

face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

A student athlete found by the administration to have violated this policy may, in the discretion of school administrators, be suspended from play for short or long term periods, or may have student athletic participation privileges revoked.

A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) days. The Board shall report the violation to the CIAC.

The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

STUDENT DISCIPLINE

(full policy available at 5240 | Student Discipline)

Please review the complete Student Discipline policy (linked above) for comprehensive information concerning the laws and procedures concerning student discipline, including but not limited to definitions of terms and the procedures for student suspensions and expulsions.

Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:

1. Suspension. Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.

2. Expulsion. Students may be expelled for conduct on school grounds, on school transportation, or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

Conduct off School Grounds:

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

Seriously Disruptive of the Educational Process:

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and whether any injuries occurred; and (4) whether the

conduct involved the use of alcohol. The Administration and/or the Board may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

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

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.

7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or

instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in Paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances 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, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term "electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean 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 and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed

for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

21. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.

27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.

29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

34. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication (other than to school officials).

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication (other than to school officials).

37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.

39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.

40. Any action prohibited by any Federal or State law.

41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

FREE AND REDUCED-PRICE MEALS ELIGIBILITY

The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced-price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will generally be distributed at the beginning of each school year. ER9 has developed a web page with all information regarding free and reduced-price meal eligibility, including the application for families for this service. This website can be found at the following link: https://www.er9.org/foodservicesandwellness. The application for free and reduced meals can also be obtained from the main office of any school.

MEAL CHARGING

(full policy available at 5160 | Meal Charging)

The Board of Education recognizes the importance of providing nutritious food to students in the District. The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will be distributed at the beginning of each school year and can be found here: https://www.er9.org/foodservicesandwellness

Charging Meals

The District uses an automated prepayment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

Collection of Unpaid Meal Charges

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail, after 30 number of meal(s) have been charged. Subsequent written and verbal communications with parents/guardians concerning delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall include an application for free or reduced price meals, information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program, and a link to the District's or Town's website that lists any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges, including but not limited to requirements relating to delinquent debt and "bad debt," as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

STUDENT USE OF THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY

(full policy and regulations available at 5280 | Student Use of the District's Computer Systems and 5280| Student Use of the District's Computer Systems Regulation Students Acceptable Use Agreement

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems on Board premises, and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework.

These computer systems are expensive to purchase, install and maintain. As the property of the District, these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, students are required to adhere to a set of policies and procedures, as set forth in detail below, in conjunction with their use of the computer systems. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with District standards and will act in a responsible and legal manner, at all times in accordance with District standards, as well as with state and federal laws.

It is important that students and parents understand that the District, *as the owner of the computer systems, reserves the right to monitor and review* the use of these computer systems. The District intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for District-related educational purposes.

As part of the monitoring and reviewing process, the District will retain the capacity to bypass any individual password of a student or other user. *The system's security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes*. The District's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to: oversight of Internet site access, the right to review electronic messages sent and received, the right to track students' access to blogs, electronic bulletin boards and chat rooms, and the right to review a student's data downloading and printing.

Therefore, all users must be aware that *they should not have any expectation of personal privacy in the use of these computer systems.*

Student Conduct

Students are permitted to use the District's computer systems for legitimate educational purposes. Personal use must be specifically authorized by a District staff member. Unauthorized personal use of District computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

- Sending any form of a harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to computer systems;
- Damaging computers, computer files, computer systems or computer networks;
- Downloading or modifying computer software of the District in violation of the District's licensure agreement(s) and/or without authorization from a teacher or administrator;
- Using another person's password under any circumstances;
- Trespassing in or tampering with any other person's folders, work or files;
- Sending any message that breaches the District's confidentiality requirements, or the confidentiality of students;
- Sending any copyrighted material over the system;
- Using computer systems for any personal purpose, or in a manner that interferes with the District's educational programs;
- Accessing or attempting to access any material that is obscene, obscene as to minors, or contains child pornography, as defined above;
- Transmitting or receiving email communications or accessing information on the Internet for non-educational purposes;
- Cyberbullying;
- Accessing or attempting to access social networking sites (e.g., Facebook, Twitter/X, Instagram, Snapchat, TikTok, etc.) without a staff member's authorization and/or a legitimate educational purpose;

- The unauthorized use of generative artificial intelligence on any of the Board's computer systems. For purposes of this policy, "generative artificial intelligence" refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

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

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

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

Internet Safety

The Administration will take measures to assure the digital safety and security of students when using electronic messaging systems, email, chat rooms, distance learning platforms, and other forms of direct electronic communications; to prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; to educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response; and to restrict students' access to online materials that are obscene or obscene as to minors or contain child pornography, to the extent practicable when students are using Board-owned computers or devices and Board-provided Internet access.

Student Use Agreement

Before being allowed to use the District's computer systems, students and/or their parents/guardians must sign a computer system use agreement, stating that they have read and understood the District's policies and regulations regarding the use of its computer systems. This form is located in the "forms" section of the Powerschool sign offs for parents.

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

(full policy available at 5330 | Use of Private Technological Devices by Students

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff or unless necessary for a student to access the District's digital learning platform or otherwise engage in remote learning if remote learning has been authorized in accordance with applicable law.
On school property, at a school-sponsored activity, while in use for a remote learning activity if remote learning has been authorized in accordance with applicable law, or while being used to access or utilize Board technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

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

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged while the device is on school property or during a school-sponsored activity, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is
stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

The Board may permit students, using their privately owned technological devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the District and accessible by students. Additionally, it is the expectation of the Board that students who access these resources while using privately owned technology devices will act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board's technology resources shall only be used to access educational information and to promote learning activities both at home and at school. Students are expected to act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures for using school accounts. No user may deviate from these log-on/access procedures. **Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network.** Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so *despite* the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. **This provision applies to any and all uses of the Board's technology resources and any privately owned technological devices that access the same.**

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

ER9 Acceptable Use Agreement for Student Use of the District's Computer Systems
(sign off is part of the Powerschool sign offs for Parents)

We are pleased to offer the students of Easton, Redding, Region 9 Public Schools ("District") access to the District's computers and computer networks, including access to electronic messaging systems (including email) and the Internet, as well as electronic devices (all of which will be referred to collectively as "computer systems"). Access to the school's computer systems will enable students to explore online resources, including but not limited to libraries, blogs, wikis, databases, websites, and bulletin boards, while exchanging information with others. Such access is provided solely for education-related purposes. Use of the District's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems.

The District believes in the educational value of such electronic services and recognizes their potential to support our curriculum by expanding resources available for staff and student use. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

These computer systems are expensive to purchase, install and maintain. As the property of the District, these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, students are required to adhere to a set of policies and procedures, as set forth in detail below, in conjunction with their use of the computer systems. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that students will comply with District standards and will act in a responsible and legal manner, at all times in accordance with District standards, as well as with state and federal laws.

It is important that students and parents understand that the District, *as the owner of the computer systems, reserves the right to monitor and review* the use of these computer systems. The District intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for District-related educational purposes.

As part of the monitoring and reviewing process, the District will retain the capacity to bypass any individual password of a student or other user. *The system's security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes*. The District's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to: oversight of Internet site access, the right to review electronic messages sent and received, the right to track students' access to blogs, electronic bulletin boards and online communication platforms, and the right to review a student's data downloading and printing.

Safety/ Education

The administration will take measures to assure the digital safety and security of students when using electronic messaging systems, email, chat rooms, and other forms of direct electronic communications; to prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; to educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response; and to restrict students' access to online materials that are obscene or obscene as to minors or contain child sexual abuse material, to the extent practicable when students are using Board-owned computers or devices and Board-provided Internet access.

All users must be aware that they should not have any expectations of personal privacy in the use of the network.

Student Conduct

Students are permitted to use the District's computer systems for legitimate educational purposes. Personal use must be specifically authorized by a District staff member. Unauthorized personal use of District computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

1. Sending any form of a harassing, threatening, or intimidating message, at any time, to the extent such communication may violate other applicable Board policy, regulation, or school rule (such communications may also be a crime);
2. Gaining or seeking to gain unauthorized access to computer systems;
3. Damaging computers, computer files, computer systems or computer networks;
4. Downloading or modifying computer software of the District in violation of the District's licensure agreement(s) and/or without authorization from a responsible school staff member;
5. Using another person's password under any circumstances;
6. Trespassing in or tampering with any other person's folders, work or files;
7. Sending any message that breaches the District's confidentiality requirements, or the confidentiality of other students;
8. Sending any copyrighted material over the systems;
9. Using computer systems for any personal purpose, or in a manner that interferes with the District's educational programs;
10. Accessing or attempting to access any material that is obscene, obscene as to minors, or contains child sexual abuse material, as defined above;
11. Transmitting or receiving electronic communications or accessing information on the Internet for non-educational purposes;
12. Cyberbullying;
13. Accessing or attempting to access social networking sites (e.g., Facebook, Twitter/X, Instagram, Snapchat, TikTok, YouTube, etc.) without a staff member's authorization and/or a legitimate educational purpose;
14. The unauthorized use of generative artificial intelligence on any of the Board's computer systems. For purposes of this policy, "generative artificial intelligence" refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited. *Misuse of the computer systems, or violations of these policies and regulations, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.* Anyone who is aware of problems with, or misuse of, these computer systems, or has a question regarding the proper use of these computer systems, should report or discuss the issue with a teacher or the school principal immediately. Most importantly, the Board and the Administration urge any student who receives any harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. Please report these events!

Easton, Redding, Region 9 Public Schools reserves the right to alter, amend, delete or discontinue the foregoing policies in whole or in part at any time and at its absolute discretion.

I have read and understand the rules in this Acceptable Use Agreement. I agree to follow these rules when I use school technology, devices, and internet access. I know that if I break these rules, there may be consequences, including losing access to technology or other school discipline.

_____ _____

Student Name Student Signature

_____ _____

Parent/Guardian Signature Date

CSDE COMPLAINT RESOLUTION PROCEDURE

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

I. Filing of Complaint

A. Violation of Law

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

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

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

C. Content of Complaint

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

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

II. Review of Complaint

A. Analysis

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

B. Dismissal of Complaint

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

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

III. Notification of Complaint and Investigation

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

IV. Response to Complaint

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

A. Content of Response

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

B. Interview

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

V. Complaint Investigation

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

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

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

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.

2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

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

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

B. Independent On-Site Investigation

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

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

C. Complaint Investigation Report

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

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

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

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

VI. Review of Final Decision

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

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

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

CHILD CARE CENTERS AND SCHOOL READINESS PROGRAMS – NOTIFICATION

The child care and school readiness programs within the Easton, Redding, Region 9 Public Schools are administered by the Easton, Redding, Region 9 Boards of Education (the "Board"). State law exempts public school districts from licensure by the Office of Early Childhood. Thus, the Board is not licensed by the Office of Early Childhood to provide these programs.

SPECIAL SERVICES – NOTIFICATION OF PROCEDURES FOR REQUESTING AN INITIAL EVALUATION OF A CHILD

A. MTSS Team (Multi-Tiered Systems of Support)

The MTSS Team is a trained team of professional school staff who identify, discuss, and monitor individual students who experience academic or behavioral difficulties that interfere with school success. Receiving referrals from a variety of sources, the MTSS Team initially meets to discuss a student's current level of performance based on grades, discipline reports, attendance, teacher summaries, guidance or social work concerns, parent communication, or information from other outside resources. The team then determines the primary areas of concern to address, and, through the team process, implements a strategic plan of action focusing on a variety of appropriate intervention strategies. Student progress is then monitored and reviewed for evaluation through a cycle of MTSS Team meetings. Intervention strategies may or may not continue, or change, based on progress monitoring and student achievement. If additional academic or behavioral evaluation is warranted, appropriate referrals are then initially processed through either the 504 or IEP Team meetings. Please contact the school Special Education Supervisor or Special Services with questions or concerns.

B. Access to Programs and Services for Students with Disabilities

A student who has a disability impacting the ability to learn or function in the school environment may be entitled to special services including reasonable accommodations (Section 504 Plan) and/or special education (Individualized Education Plan).

Special education is specially designed instruction created to meet the unique needs of students with disabilities. In providing special education to students, the district complies with the requirements of federal and state law. Eligibility for special education is determined by a planning and placement team. Before a child is referred to a planning and placement team, alternative procedures and programs in regular

education shall be explored and, where appropriate, implemented. Referrals for special education may be made by school personnel as well as from a student's parents, physician, or social worker.

The Easton, Redding, Region 9 Boards of Education are committed to providing parents and other interested parties with information about the identification, evaluation and programming for students with disabilities. Parents who have questions about the services available to students with disabilities may contact the Assistant Superintendent of Special Education, Central Office, 654 Morehouse Road, Easton, CT 06612, 203-261-2513 or one of the following building-level individuals:

Samuel Staples Elementary School	**Kelli Pollock**
Redding Elementary School	**Jennifer Hankla**
Helen Keller Middle School	**Kelli Pollock**
John Read Middle School	**Jennifer Hankla**
Joel Barlow High School	**Christina Martinez**

STUDENT DATA PRIVACY WEBSITE – NOTIFICATION

The Easton, Redding, Region 9 Boards of Education maintains an Internet website that includes information relating to all contracts entered into with outside vendors that may be in receipt of student data in accordance with Connecticut's student data privacy laws. The address of this Internet website is https://www.er9.org/technologyresources.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS – NOTIFICATION

As a parent of a student enrolled in the District, under the Every Student Succeeds Act of 2015, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether your child's teacher is teaching in the field of discipline of his or her certification; and
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact:

Dr. Robert Miller, Human Resources Manager
654 Morehouse Rd
Easton, CT 06612
(203)261–2513

COMMUNITY AND FACILITIES RELATED POLICIES AND NOTIFICATIONS

ASBESTOS MANAGEMENT PROGRAM

The Easton, Redding and Region 9 Boards of Education have had formal asbestos management programs in place since 1987. The purpose of these programs is to identify any Asbestos-Containing Building Material (ACBM) that may be in our schools and to take steps to make sure this material does not present an exposure hazard to the students, faculty, or staff.

The asbestos management program is implemented through asbestos management plans. Separate plans have been developed for each of the following facilities:

- Joel Barlow High School
- Helen Keller Middle School
- Samuel Staples Elementary School
- John Read Middle School
- Redding Elementary School

These management plans identify the locations of the ACBM in our schools and detail our ongoing management program. The management plans also include descriptions of previous asbestos inspections and plans for repair or removal of damaged asbestos-containing materials.

Under our asbestos management program, the ACBM listed in the management plans is inspected every six months as required by the EPA to assure early detection of problem areas. Furthermore, each building is completely re-inspected once every three years by a Connecticut licensed asbestos inspector to make sure that all ACBM is properly identified and that the asbestos management plans are up to date.

An asbestos management plan is maintained in each school office. Additionally, a complete set of management plans is maintained in the Superintendent's office at 654 Morehouse Road, Easton, Connecticut. These plans are available for review during normal business hours of 8:00 AM to 4:00 PM.

The Easton, Redding and Region 9 Boards of Education have designated the Director of Facilities and Operations as the person responsible for ensuring that the requirements of our asbestos management program are properly implemented. The Director of Facilities and Operations can be contacted through the Superintendent's office at (203) 261-2513.

GREEN CLEANING PROGRAM NOTIFICATION

(full policy available at 1030 | Green Cleaning Programs)

The Easton, Redding and Region 9 Public Schools have adopted a green cleaning program in accordance to policy 1030 and a comprehensive list of green cleaning products can be found on our website at: https://www.er9.org/66973_2 . The Easton, Redding, Region 9 Boards of the Education have adopted a policy prohibiting unapproved cleaning and disinfecting products from being brought into any Easton, Redding, Region 9 Public Schools facility by teachers, parents or students. 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. For further information, please contact the Director of Facilities and Operations through the Superintendent's office at (203) 261-2513.

PESTICIDE APPLICATION

(full policy and regulations available at 1050 | Pesticide Application on School Property and 1050| Pesticide Application on School Property Regulation

The Board of Education has adopted an integrated pest management (IPM) policy for pest control within the school buildings and on the grounds. IPM utilizes all available pest control methods such as sanitation, structural maintenance and exclusion, maintaining proper soil pH, fertility and moisture, trapping and/or biological controls along with the judicious use of pesticides, when warranted, to maintain pest populations at or below an acceptable level while decreasing the unnecessary use of pesticides. The primary goal of IPM is to reduce the amounts of pesticides applied by alternate methods of pest control. Pesticides may be applied if a pest population has been identified through periodic monitoring, and alternative methods of control have not been effective. The least toxic pesticide would be used first.

Pesticide applications will not be performed within any building or on the grounds of the school during regular school hours or during planned activities unless an emergency application is necessary to eliminate an immediate threat to human health. When this occurs, all children and staff will be removed from the areas and not allowed to return until it is safe to do so according to the pesticide label.

In accordance with the state statute, parents, guardians and staff may request notification prior to any pesticide application at the school. If you would like to be notified, please send an email to our Director of Facilities and Operations at: mdagostino@er9.org. Registrants will be notified of pesticide applications on or before the date of application. Notification will include (1) the name of the active ingredient of the pesticide being applied, (2) the location of the application on school property, (3) the date of the application, and (4) the name of the school administrator or a designee who may be contacted for further information.

Registrants will be notified of any emergency pesticide applications that are made to eliminate an immediate threat to human health. Notice will be sent to any person who registers to be notified if there is any revision or modification to the integrated pest management (IPM) plan.

A copy of the record of each pesticide application at the school shall be maintained for a period of 5 years.