

# **Canton Intermediate School**

## **Student & Family Handbook**

**2025-2026**

*39 Dyer Avenue  
Canton, CT 06019  
860-693-7717*

*Revised August 1, 2026*

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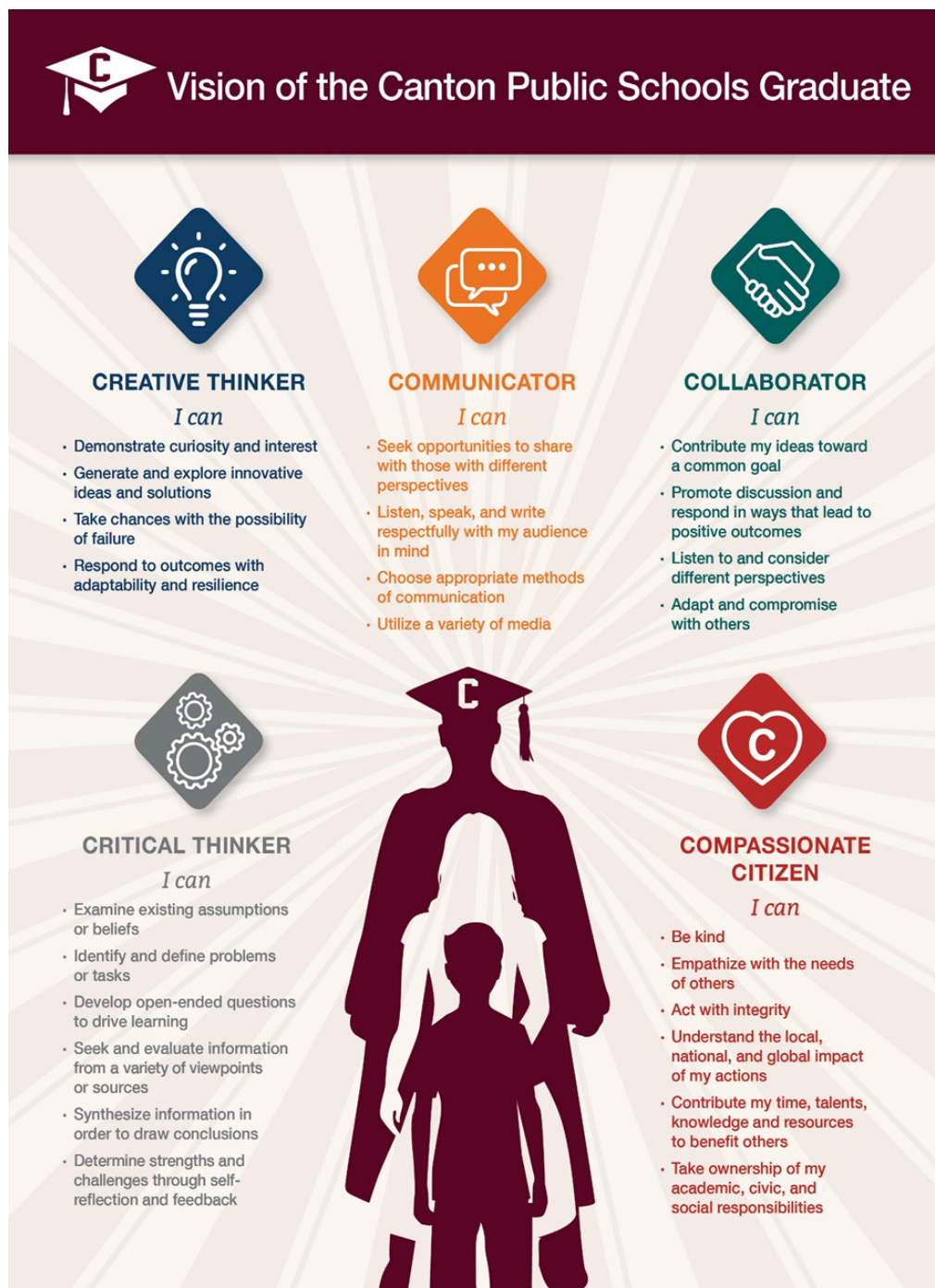
## CANTON PUBLIC SCHOOLS VISION

Canton Public Schools is an educational community where all learners of varying abilities and talents are equally valued. Our community develops citizens who creatively solve problems, demonstrate ethical behaviors and make a difference in the world through their commitment, respect and sense of global community.

## CANTON INTERMEDIATE SCHOOL MISSION

The Canton Intermediate School Community

- develops the whole individual;
- fosters mutual respect, support, and tolerance;
- challenges and nurtures students to become enthusiastic, lifelong learners for a rapidly changing world.





## CANTON INTERMEDIATE SCHOOL

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39 Dyer Avenue • Canton, Connecticut 06019  
Phone: 860-693-7717 • Fax 860-693-7814  
Email: [rcoiteux@cantonschools.org](mailto:rcoiteux@cantonschools.org)

**Rebecca Coiteux**  
*Principal*

Dear CIS Students,

Welcome back to school! Each new school year brings us an opportunity to learn, grow, and mature. Throughout this year you will be challenged in the classroom, will make new friends, and will evolve into an even more independent learner than you already are. All of the adults at CIS are looking forward to being on this journey with you. We will also have a lot of fun and make a lot of memories! There are so many traditions and events that make CIS a special and memorable place.

At CIS, we believe that together we can make a difference. We believe in the power of making positive choices. Every day you will be faced with hundreds of decisions; each one is an opportunity to make the decision that helps you be the best version of yourself. We won't all be perfect all the time; what's important is that we learn from our mistakes and continuously push ourselves to learn and grow at every opportunity. We challenge everyone at CIS to make the choice each day to be respectful, responsible, and a role model for others around us. When we all make this commitment, we have a school community that we all enjoy being a part of.

I am looking forward to spending this year with you. I know you are all going to do fantastic and amazing things!

Let's have a great year!

*Mrs. Coiteux*

Principal

**BOARD OF EDUCATION:**

4 Market Street, Suite 100, Canton, CT, 06019

Mr. Louis M. Daniels, Chair  
Mr. Joseph Scheideler, Vice Chair  
Mrs. Kim Sullivan, Secretary  
Mr. Russell Bush  
Mrs. Erika Hayes  
Mrs. Felicia Jordan  
Mrs. Cindy Moeller  
Mrs. Peggy Steinway  
Mrs. Jordan Toussaint

**CENTRAL SERVICES ADMINISTRATION:**

4 Market Street, Suite 100, Canton, CT, 06019  
(860) 693-7704 FAX: (860) 693-7706

Dr. Jordan Grossman, Ed.D, *Superintendent of Schools*  
Mr. Jon Bishop, *Assistant Superintendent of Schools*  
Mrs. Anna Robbins, *Business Manager*

**PUPIL PERSONNEL SERVICES:**

4 Market Street, Suite 100, Canton, CT, 06019  
(860) 693-7714 FAX: (860) 693-7766

Mrs. Barbara McLean, *Director*  
Ms. Tina Murelli, *Administrative Assistant*  
Ms. Paula Means, *Secretary*  
Ms. Linda Vogt, *Secretary*

**NETWORK ADMINISTRATION**

Mr. Jeff DelMastro, *Network Administrator*  
Mr. Daniel Lagace  
Mr. Joseph Van Doran  
Mr. Nicholas Allen  
Mr. Joe Zorn  
Ms. Kyra Lefebvre, *Communications Coordinator*

**CUSTODIANS**

Mr. Jim Varasconi, *Head Custodian*  
Mr. Jim Conlon  
Mr. John MacBain  
Mr. Chris MacBain

**CANTON INTERMEDIATE SCHOOL  
ADMINISTRATION:**

39 Dyer Avenue, Canton, CT 06019  
(860) 693-7717 FAX: (860) 693-7814  
Mrs. Rebecca Coiteux, *Principal*

**CIS FACULTY AND STAFF:****ART DEPARTMENT**

Mrs. Deb Costello

**CLASSROOM TEACHERS, Grade 4:**

Mr. Thomas Amrose  
Mrs. Carrie Curran  
Mrs. Beth Dropick  
Ms. Olivia Kravitz  
Ms. Ingrid Kania  
Ms. Veronica Sullivan

**CLASSROOM TEACHERS, Grade 5:**

Mrs. Kama Cawley  
Mrs. Tricia Day  
Mrs. Erin Herzog  
Mr. Erik Perotti  
Mrs. Becky Truscio  
Mrs. Kristy Uveges

**CLASSROOM TEACHERS, Grade 6:**

Mrs. Rachel DeMillo  
Mrs. Jessica Papp  
Ms. Tracey Reichen  
Mrs. Tina Roy  
Mrs. Kelley Washburn  
Mrs. Megan Wood

**ENGLISH LANGUAGE ARTS**

Mrs. Kristy Johnson

**FOOD SERVICES**

Mrs. Kristin Kosky  
Ms. Heidi Hurlock

**HEALTH SERVICES**

Mr. Ryan Townsley, *Nurse Supervisor*  
Mrs. Sharon Kellert, *Health Aide/LPN*

**MATH AND SCIENCE**

Mrs. Denise Dauria

**MEDIA CENTER**

Ms. MJ Sturges, *Library Media Specialist*  
Mrs. Liz Nardi, *Library Aide*

**MUSIC DEPARTMENT**

Mr. Mark Buonfiglio, *Instrumental*  
Mrs. Liz Di Domenico, *Instrumental*  
Mr. Chris Markkanen, *Choral*

**PHYSICAL EDUCATION**

Mr. Scott LaRock  
**SCHOOL COUNSELING DEPARTMENT**  
Mrs. Kaitlyn Kennedy

**SCHOOL MONITORS**

Mrs. Caroline Cornetta  
Ms. Wanda Rodriguez  
Mrs. Susan Smith

**SECRETARIAL STAFF**

Mrs. Janet Kochanowski, Administrative Assistant  
Mrs. Dawn Gibbons, Secretary  
Mrs. Amy Orschel, Secretary

**SPECIAL EDUCATION**

**Related Services**

Mrs. Alison Coddington, *Social Worker*  
Ms. Mia DeStefano, *Social Worker*  
Mrs. Helen Farmer, *Occupational Therapist*  
Ms. John Pierce, *Psychologist*  
Mrs. Kate Mugno, *Psychologist*  
Ms. Elisabeth Swanson, *Speech and Language*

**Teachers**

Mrs. Tahirah Engel, THRIVE Program  
Mrs. Jessica Goralski, Grade 5  
Mrs. Amy Gresczyk - Learning Lab Program  
Mrs. Nicole LaPlant - Literacy, Grade 4  
Mrs. Shannon Panetta - Grade 4  
Mrs. Amanda Soucier - Grade 6

**Paraeducators**

Mrs. Carol Corry  
Mr. Tom Falzone  
Ms. Molly Gibbons  
Mrs. Tricia Jakubowicz  
Ms. Emma Kate Johansen  
Mrs. Teri Levesque  
Mrs. Patty Picard  
Ms. Liberty Poulin  
Mrs. Lisa Rhoads  
Mrs. Audrey Scheidel  
Mrs. Annette Schmidt  
Ms. Christina Stomski  
Mr. Avenash Velauthapillai

**TUTORS**

Mrs. Jennifer Hill  
Ms. Stevie Juliano  
Mrs. Jackie Marciano  
Mrs. Eileen Setzler  
Mrs. Melissa Vertefeuille

**SUPPORT STAFF**

Mrs. Rebecca Davis, *ESL Specialist*  
Mrs. Audry Eppner, *Building Substitute*  
Ms. E. Gosciminiski, THRIVE Program  
Ms. Stevie Juliano, *ACT Enrichment Specialist*  
Mr. Ty Jemison, *Family and Student Engagement*  
Mr. Chris Karpeichik, *Building Substitute*

**TECHNOLOGY CURRICULUM SPECIALIST**

Mrs. Robin Nardini

**WORLD LANGUAGES DEPARTMENT**

Mrs. Mariana Milheiro

## **CIS SCHOOL HOURS, 2025-2026**

Student drop off begins at 7:35 a.m. for Morning Recess

Regular Session	8:05 a.m. – 2:45 p.m.
Early Release	8:05 a.m. – 12:20 p.m.
Weather Related Early Release at CIS	8:05 a.m. – 11:00 a.m.
2 hour Delayed Opening	10:05 a.m. – 2:45 p.m.
3 hour Delayed Opening	11:05 a.m. – 2:45 p.m.

### **LUNCH PERIODS**

Grade 4	11:25 – 11:55 a.m.
Grade 5	12:35 – 1:05 p.m.
Grade 6	12:00– 12:30 p.m.

### **RECESS**

Morning Recess	7:35 a.m. – 7:55 a.m.
Grade 4	Immediately following Lunch
Grade 5	Immediately following Lunch
Grade 6	Immediately following Lunch

## **PREFACE**

The material covered within this student handbook is intended as a method of communicating to students and parents/guardians regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Consult the district's website or the individual school's website for any significant changes.

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

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

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

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

It is the intent of the District to provide a free and appropriate public education to each Section 504/ADA qualified and eligible student with a disability within its jurisdiction, as defined in 28 CFR, Parts 35 and 36, of the Amendments to Americans with Disabilities Act, Title II and Title III.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity after enrollment, may also take a screening exam.

All individuals who are disabled or "handicapped" are protected under Section 504. However, individuals who have been determined to be "handicapped" under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized

Education Program (IEP) teams. Under Section 504, students with “handicaps” are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each student according to individual needs.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person’s major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment

While Section 504 provides a means for preventing discrimination against students with disabilities, this does not mean that 504 plans must focus on the disabling condition or on addressing the disability directly. Rather, 504 plans offer a means for focusing on students’ strengths, for capitalizing on what students bring to the instruction process - not on what they lack.

Students with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments.

Should you have any questions regarding Section 504, please contact your child’s school principal.

Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district’s designated Section 504 Coordinator, the Pupil Personnel Services Director, within 30 days of the alleged occurrence.

## **ARRIVAL TO SCHOOL**

### **Student Drop off by Car**

Students should not arrive at school prior to 7:35 a.m. as we have no supervision available before that time. School ends and dismissal begins at 2:45 p.m. During morning and afternoon student drop-offs and pick-ups, please drive down the designated car lanes accessed from Dyer Avenue and exit onto Simonds Avenue. The lane closest to the building is for bus use only. The two lanes farthest from the building are for cars. When possible, please have your child sitting on the passenger side of the car. We will have a staff member in that position to direct cars and buses to ensure children make their way to the bus platform and into the building safely. To ensure the arrival of our students is safe and timely we must all work together. We will use the same line for parent pick up at the end of the day. Students being picked up at dismissal must have their names checked off by the crossing guard. Any drop-offs and pick-ups



between the hours of 9:00 a.m. and 2:00 p.m. must be made by entering the lot from Simonds Avenue only. This is due to student recesses.

### **Bike Riders**

Students may ride bikes to and from school if parents permit. Students must wear a helmet, as it is a Connecticut State law. Bikes should be parked and locked in the bike rack at school. Please be sure to ride on the right side of the road with other traffic. Obey all traffic signs and stay alert. Plan to arrive at school no earlier than 7:35 a.m. Cross the street only where a traffic guard is stationed.

### **Walkers**

Students should be careful on your way to and from school and take the following precautions:

- Cross the street where the crossing guard is located.
- Always use the sidewalks.
- If there is no sidewalk, walk single file on the left side of the road facing traffic.
- Don't take shortcuts.
- Respect private property.
- Don't accept rides from anyone you and your family don't know very well.
- Don't loiter – walk directly to and from school.
- Plan to arrive at school no earlier than 7:35 a.m.

### **ASBESTOS**

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

### **ATTENDANCE 5002 - ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

Connecticut state law requires parents to make sure that their children between the ages of 5 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. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence. Students are required to attend school on a regular basis both in-person and virtually.

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

All children attending district schools must obtain the required immunizations unless they have medical contraindications. This obligation may be waived for homeless students.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 17.

### Early Pickup from School

Early dismissal is discouraged since it interrupts class continuity and instruction. If it is absolutely necessary to remove a student prior to 2:45 p.m., the office should be notified via email prior to 9:00 am or a note should accompany the child to school. Parents must enter the school building to pick up their children.

### Excused and Unexcused Absences

Absence means an excused absence or an unexcused absence.

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

Regular and punctual attendance is a must for success at school. Please plan any family vacations for those times when school is not in session. Absences 1-9 may be excused by a parent through a note or phone call to our attendance phone line: 860-693-7792 or by emailing [cisnurses@cantonschools.org](mailto:cisnurses@cantonschools.org). Absences 10 and above due to illness require verification from a medical professional to be excused. If a parent/guardian does not verify his/her child’s reason for absence with the office, an unexcused absence is recorded. **Four unexcused absences in any month, or a total of 10 absences for the year, constitute truancy as defined by Connecticut Statutes (see below).**

### Chronic Absenteeism

A student whose total number of absences at anytime during a school year is equal to or greater than the percent of the total number of days that such student has been enrolled at such school during the school year is considered to be a “chronically absent child.” Such a student will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education. The District will also collect and analyze data on student attendance, truancy and chronic absenteeism for students with disabilities.

### Make-up Work During Absences

If a student is absent for one day, the teacher will help the student make up the missed work the next day. If a student is going to be absent for two or more days and is well enough to do some schoolwork, a parent can request work when calling or emailing (**before 9:00 a.m.**) to report the absence. The teacher will get the work together and have it on the office counter by 2:30 p.m. on day ***two*** of illness for parent pickup. If absence continues, parents should leave completed work when picking up the next day’s work. Since homework is usually based on a review of class work or enrichment, assignments may not be available to students who are absent due to vacations not on the school calendar.

Teachers are not required to provide homework information prior to a vacation taken while school is in session. It is expected that any missed work will be made up upon return to school.

### **Reporting Absences**

Parents/guardians are required to call the school at 860-693-7792 (Health Room/Attendance phone) or email [cisnurses@cantonschools.org](mailto:cisnurses@cantonschools.org) before 9:00 a.m. any day of absence. To fully comply with Public Act 11-136, please provide the following information when reporting a student absence:

1. Name of Student;
2. Name of Homeroom Teacher;
3. Date(s) of Absence;
4. Reason for Absence and
5. Name of Parent/Guardian reporting the absence.

If a student is absent and we have not been called, we will call the parents/guardians. This may be an unexcused absence.

### **Tardiness**

“Tardy” is defined as arriving at school later than 8:05 a.m. Students who arrive late to school must check in at the office before proceeding to their classroom. Please help your child avoid being tardy. The beginning of the school day is one of the most critical times of our students’ education. During the early morning, information is disseminated, classroom morning meetings occur, or students attend academic, art, music, or physical education classes. The academic tone for instruction is set and expectations are determined. When your child misses this time due to tardiness, he/she is missing a great deal. In addition, joining a group already in progress can begin your child’s day in confusion.

### **Truancy**

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student age five to eighteen\*\* inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. Tests and academic work missed in class that day will be recorded as a failing grade.

Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff are mandated by the state to report excessive absences or patterns of concern.

Information about truancy will also be posted in the annual district report cards required by the Every Student Succeeds Act (ESSA).

## BEHAVIOR EXPECTATIONS

At CIS we make positive choices to be respectful, responsible, role models. No matter where we are in the building or what we are doing, we choose to:

- Be inclusive
- Treat others with respect
- Keep hands and feet to ourselves
- Follow adult directions
- Use appropriate language
- Respect others' (including school!) materials and property
- Stay in our assigned classrooms or spaces until we have adult permission to leave
- Be prepared with needed materials for each class
- Wait patiently in the hallways until an adult calls us into the classroom
- Keep electronic devices off and away all day

EXPECTATIONS	RECESS	INDOOR RECESS	CHROMEBOOK USE	CAFETERIA
<b>RESPECTFUL RESPONSIBLE ROLE MODEL</b>	<p>Show good sportsmanship.</p> <p>Ask permission to leave the playground.</p> <p>Use playground equipment safely and as intended.</p> <p>Collect and put away all recess equipment.</p> <p>Line up quickly on the black top when the whistle is blown.</p>	<p>Sit at a desk while the adult takes attendance.</p> <p>Use indoor voices.</p> <p>Clean up the room at the end of recess.</p> <p>Choose activities and games that are meant to be played inside the classroom.</p> <p>Ask for permission to leave the classroom.</p> <p>Chromebooks are not used during recess.</p>	<p>Chromebooks are for school work only.</p> <p>Always use your own account and keep passwords private.</p> <p>Don't eat or drink near chromebooks.</p> <p>At the end of each day, properly log off and plug in to its assigned slot in the cart.</p> <p>Always handle the chromebooks carefully.</p>	<p>Quickly find your seat.</p> <p>Only eat the food you purchase or bring from home. No sharing.</p> <p>Clean your space and dispose of trash.</p> <p>Use indoor voices.</p> <p>Ask permission from an adult and sign out to leave the cafeteria.</p>

EXPECTATIONS	RESTROOM	ASSEMBLY	BUS	BUS DISMISSAL	HALL
<b>RESPECTFUL RESPONSIBLE ROLE MODEL</b>	<p>Be sanitary: flush, wash and dry your hands using soap and water.</p> <p>Throw paper towels away in trash barrels.</p> <p>Report vandalism.</p> <p>Be considerate of property and others' privacy.</p> <p>Return to class immediately.</p>	<p>Listen attentively.</p> <p>Sit in your spot calmly and face the presenter.</p> <p>Follow instructions and expectations of the presenter.</p> <p>Enter and exit in an orderly manner.</p> <p>Express appreciation through applause at appropriate times.</p>	<p>Use appropriate indoor voices.</p> <p>Be considerate of property and personal space.</p> <p>Keep hands, feet, and objects to self.</p> <p>Sit in your seat and face forward.</p> <p>Remain seated while the bus is in motion.</p> <p>Only switching seats if you have the driver's permission.</p> <p>Eat snacks, if needed, before and after you ride the bus.</p>	<p>Use appropriate language, tone and volume.</p> <p>Come into the gym and go to the end of your bus line and sit down.</p> <p>Be quiet when the buses are announced.</p> <p>Stay seated in your bus lane.</p> <p>When your bus is called, walk in a line out to your bus.</p>	<p>Use appropriate indoor voices.</p> <p>Be considerate of property and personal space.</p> <p>Keep hallways clean and neat.</p> <p>Report unsafe behavior and vandalism.</p> <p>Walk on the right side of the hall and stairs.</p>

## **BULLYING (SUSPENSION/EXPULSION/DUE PROCESS)**

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

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 have recently been in a dating relationship.

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

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

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

## **CHANNELS OF COMMUNICATIONS 6008 - PARENT-TEACHER COMMUNICATION**

If there is a question about a student's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline or learning materials is (1) teacher, (2) curriculum supervisor, (3) principal, (4) assistant superintendent, (5) superintendent, (6) board of education.

### **Email**

An efficient and quick way to contact a staff member is through email. While sometimes a conference or telephone conversation is necessary, information can also be communicated through email. Any staff member can be contacted electronically by using the staff member's first initial, last name [@cantonschools.org](mailto:rc@cantonschools.org) - for example, [rcoiteux@cantonschools.org](mailto:rcoiteux@cantonschools.org). Teachers check email daily. To email the office, please use: [cisoffice@cantonschools.org](mailto:cisoffice@cantonschools.org)

To email the Health Office, please use: [cisnurses@cantonschools.org](mailto:cisnurses@cantonschools.org).

### **Notes from Home re: Dismissal Changes**

Any time that a student's after-school plans are different or there are changes to the student's routine (e.g., removing the student from class for an appointment; early dismissal; permission to walk to the library; change of contact phone or address and going home other than the usual manner—walking, riding a bike, etc.) parents must notify the office via a signed note from home or an email to [cisoffice@cantonschools.org](mailto:cisoffice@cantonschools.org). We will only accept notes written and signed by parents/guardians. Routine changes to after-school plans can only be made with a phone call or e-mail up until 10:00 a.m. Please do not communicate changes to after-school plans after that time. E-mails should be sent/copied to the student's Homeroom teacher, Office staff and Health Room. We cannot guarantee being able to arrange routine changes made after 10:00 a.m. To email the office, please send to: [cisoffice@cantonschools.org](mailto:cisoffice@cantonschools.org)

### **Parent/Guardian Absence Notifications**

If a parent/guardian is going to be away while school is in session and your student will be cared for by anyone other than the parent/guardian, it is important that you email the school the following information: (1) The dates your child will be in the care of someone other than you; (2) the name(s) of those caring for your child in your absence; (3) all alternate contact phone numbers; (4) any alternate arrangements for transportation to and from school; (5) any alternate arrangements for activities after school during your absence; and (6) signed permission stating that your child may be released to the assigned caregivers in the event the student needs to be picked up from the Health Room or the School Office. This information will be shared with the student's teacher, the Health Room and the Main Office.

### **Phone calls from Parents**

Uninterrupted instructional time is very important to our students and staff. Students are allowed to receive outside calls/messages in emergency situations only. Students are not allowed to make calls from the classroom or from their cell phones. With staff permission only, students may use the office telephone. The school office is staffed from 7:30 a.m. - 3:30 p.m. In emergencies, the school secretary will deliver parent/guardian messages to students.

The most efficient way to schedule a phone conversation with a teacher is via e-mail. To leave a voicemail for a teacher, please call the main office.

### **Reporting School Progress**

Student report cards are formally issued three (3) times each school year. Parent/Guardian-teacher conferences are scheduled for all pupils at the conclusion of the first marking period. Student-led conferences will be scheduled in March. Of course, necessary conferences may be arranged at other times by emailing the student's homeroom teacher.

If a student is not making satisfactory progress, the teacher will notify parents/guardians by phone, note, interim form or email. Parents/guardians with any questions regarding school progress are urged to email the teacher. The teacher will respond at the earliest possible free moment but no longer than two school days (unless absent).

Parents/guardians should not hesitate to communicate any concerns with the school.

## **REPORTING SCHEDULE 2025-2026**

November 26

Report Cards Issued

December 2, 3, 4	Parent Teacher Conferences
March 13	Report Cards Issued
March 17, 18, 19	Student/Parent/Teacher Conferences
Last School Day:	Report Cards Issued

### **SchoolMessenger**

Regular communication will be sent home from Principal Coiteux via SchoolMessenger. The Canton School System uses an automated phone/e-mail message system to quickly get information to parents/guardians. Parents/ guardians are phoned/e-mailed by the Central Office in the event of an emergency. Principals use the system to contact parents/guardians with a variety of messages including distribution of report cards, weekly bulletins, PTO news, etc. This system is the primary means by which our school and district will get in touch with you. As such, please be sure to keep our office updated with any changes in phone numbers (home, work, and cell) as well as email addresses.

### **Weather-Related Communications**

If there is no school or an early closing, an announcement will be sent from School Messenger and announcements will be made on the radio and television stations listed below as well as on the website: [www.cantonschools.org](http://www.cantonschools.org) Please discuss with your child the procedure he/she should follow in the event no one is at home when an early dismissal occurs.

### **TV and Radio Stations that carry our closing or delay announcements:**

#### **TV Stations:**

- WFSB (Channel 3)
- WTNH (Channel 8)
- WVIT (Channel 30)
- FOX61 (FOX61)

#### **Radio Stations:**

- WDRC FM 102.9 and AM 1360
- WSNG AM 610 (Torrington area)
- WWCO AM 1240 (Waterbury area)
- WMMW AM 1470 (Meriden area)
- WTIC FM 96.5 and AM 1080
- WRCH FM 100.5

On 2 hour delays, students may be dropped off beginning at 9:35; students must be present by 10:05 to not be considered tardy. On 3 hour delays, students may be dropped off beginning at 10:35; students must be present by 11:05 to not be considered tardy.

If CIS has an Early Release due to weather conditions: dismissal is at 11:00 am.

Lunch will be served on both scheduled and unscheduled early-release days.



## **CELL PHONES**

Students are not allowed to use cellphones in school. Students who are required by parents/guardians to have a cell phone must keep it in the "Off" position and away during all school hours. Students who misplace their cell phone or personal electronic device may not spend time retrieving them during school hours. If being used during the school day, cell phones and personal electronic devices will be confiscated and kept in the office where they can be retrieved at the end of the day. On a student's second offense, a parent or guardian must pick the device up from the office. Students who have multiple offenses of using electronic devices and phones during the day may be subject to further disciplinary consequences. CELL PHONE MOTTO: "Off and Away During the Day!"

## **CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT [5005 - CHILD SEXUAL ABUSE AND ASSAULT RESPONSE](#)** **[POLICY AND REPORTING](#)**

All school employees, including teachers, superintendents, administrators, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, paraprofessionals, social workers, psychologists, licensed nurses, physicians, licensed behavior analysts, and substitute teachers are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives training in their use, as required by state law.

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

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

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

## **CONDUCT (SUSPENSION/EXPULSION/DUE PROCESS) (Restorative Practices Response) 5023 - STUDENT DISCIPLINE**

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. They must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome. 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.

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

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.\*
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
  9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
  10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.

9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Cheating, plagiarizing, including by electronic means.
25. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
27. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.
28. Damaging in a willful manner school electronic equipment and/or software.

Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative circles or peer monitoring.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is "seriously disruptive of the

education process” for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

### **Smoking [1006 SMOKING](#)**

Student shall not possess nor smoke or use tobacco products or e-cigarettes or vapor product devices on all school property both inside and outside, or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

### **Substance Abuse [5006 - DRUG AND ALCOHOL USE BY STUDENTS](#)**

The district prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions:\*

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

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal laws.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages may result in a recommendation for expulsion.

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

In such cases, the decision to involve the parents/guardians will be arrived at jointly by the student and educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

As required by statute, instruction will be provided regarding the “knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine, of tobacco, and of drugs.”

## **CONNECTICUT SCHOOL CLIMATE**

Bullying of a student by another student is prohibited. Such behavior is defined as unwanted and aggressive behavior that involves a real or perceived power imbalance.

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 an employee.

The School Climate Specialist is responsible for taking a report of “challenging” behaviors and investigating the complaint, implementing interventions including restorative practices, leading the school climate committee, and leading the implementation of the school improvement plan.

## **DAMAGES**

Damage to textbooks, chairs and other school equipment is the responsibility of the student and will require payment.

## **DISCIPLINE [5023 - STUDENT DISCIPLINE](#)**

A student who violates the district’s code of conduct shall be subject to disciplinary action. The (DISTRICT’S) disciplinary actions may include using one or more discipline management techniques, such as a restorative justice model, detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time. The school district believes that exclusionary discipline practices (suspension, expulsion) limit students’ access to classroom instruction and fail to improve student outcomes and school climate. These practices will be used as a last resort.

## **Detention**

A student may be detained outside of school hours on one or more days for violation of the code of conduct. The detention shall not begin, however, until the students' parents have been notified of the reason for the detention (and can make arrangements for the student's transportation on the day(s) of the detention).

## **Expulsion**

A teacher may remove a student from class when the student deliberately causes a serious disruption to the teaching and learning process within the classroom.

Prior to an expulsion hearing, parents will be given notice of at least five (5) business days before such hearing. It will contain information about the legal rights of the student and parent and information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearings shall be held as soon as possible after the expulsion.

The Board of Education may expel a student in grades 3 through 12 inclusive, from school privileges if, after a full hearing, the Board finds that the conduct of the student to be both (1) a violation of a Board policy; and (2) either seriously disruptive of the educational process or endangering persons or property. Students who have been expelled for the first time may be eligible for an alternative educational program, as defined in accordance with State Board of Education standards.

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

For any student under 16 years old who are expelled and students between 16 and 18 expelled for the first time and who have never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board-specified program does not require the student or the parent/guardian of the student to pay for participation in the program. Such students must be offered an alternative educational opportunity that complies with the State Board of Education's "Standards for Alternative Educational Opportunities."

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

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

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

Expelled students, under age 16, will be offered an individualized learning plan as part of an alternative education. Students between ages 16 and 18 who are expelled, even for conduct that endangers others, will be offered an alternative educational opportunity if it is the students first expulsion (PA 16-147). Once a student is admitted to an alternative educational placement, an Individualized Learning Plan (ILP) will be developed to govern the programming for the student during the period of expulsion.

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

## **Suspension**

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

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed.

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

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

For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and

meets any other administration-required conditions, which shall not incur an expense to the student of his/her parents.

### **DRESS CODE 5024 - Student Dress**

Students are expected to dress and groom themselves for the business of school so as to not disrupt the education process or pose a health or safety threat to anyone. Any attire that interferes with the learning process or could be injurious to the health and safety of any student will not be allowed. ***If clothing is inappropriate, the teacher will address the issue with the student.*** If the student does not have appropriate clothing to change into or is a repeat offender, the student will be sent to the Health Room. It is the responsibility of each student to understand the dress code. While the following is not an all-inclusive listing, specific items that are **not** permitted for wear include:

- Sunglasses
- Clothing with alcohol, tobacco or other drug messages
- Clothing having indecent writing, indecent pictures or indecent slogans
- Clothing which exposes undergarments
- Footwear must be worn at all times.

The school administration or assigned designee has the authority to deal immediately with any violators of the dress code. Students dressed inappropriately will be asked to arrange for a clothing change. With repeat offenders, parents/guardians will be notified and disciplinary consequences may be levied.

The intent is to encourage all concerned to dress, groom and conduct themselves in keeping with an atmosphere reflecting sensitivity to and respect for self and others and the overall functions of the school.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

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

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services, which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.



## **EQUAL OPPORTUNITY and NON-DISCRIMINATION**

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

## **FIELD TRIPS**

Field trips are chosen to coordinate with and enhance the school program. Advance notice of field trips will be sent to parents/guardians. Parent/guardian permission will be needed for field trips. Checks for all field trips are made payable to CIS.

### **Financial Assistance**

Financial Assistance Applications are available from the school office or district website if help is needed with field trip or other school-related payments. Families may either communicate directly with Principal Coiteux or complete an application. The following is a link to this application form:

[https://canton.qscendcms.com/ckfinder/connector?command=Proxy&lang=en&type=Files&currentFolder=%2F&hash=c245c263ce0eced480effe66bbede6b4d46c15ae&fileName=Financial\\_Assistance\\_Application\\_Rev\\_4-1-14\\_\(1\).pdf](https://canton.qscendcms.com/ckfinder/connector?command=Proxy&lang=en&type=Files&currentFolder=%2F&hash=c245c263ce0eced480effe66bbede6b4d46c15ae&fileName=Financial_Assistance_Application_Rev_4-1-14_(1).pdf)

## **FOOD ALLERGIES 5009 - FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE, AND OR DIABETES**

The school is committed to providing a safe environment for students with food allergies and to support parents regarding food allergy management. A plan based upon guidelines promulgated by the State Department of Education will be implemented for each student for the management of students with life-threatening food allergies and glycogen storage disease.

Substitutions to the regular meal provided by the school will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal services will be provided in the most integrated setting appropriate to the needs of the disabled student. An Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students identified with food allergies. Such students may also be eligible for accommodations and services under Section 504 and special education law.

The District's specific plan for managing students with life-threatening food allergies will be posted on the District website (and/or on the school's website.)

A student with glycogen storage disease is permitted to have a parent/guardian or a person they so designate to provide food or dietary supplements on school grounds during the school day.

A student with an allergic condition may retain possession of an EpiPen or similar device while receiving school transportation services.

## **FREE AND REDUCED MEAL ELIGIABILITY**

Students may qualify for free or reduced price meals. For further information, please see the State Department of Education site at:

<https://portal.ct.gov/sde/nutrition/eligibility-for-free-and-reduced-price-meals-and-free-milk-in-school-nutrition-programs>

In accordance with 42 U.S.C. § 1758(b)(6) a child's eligibility status is generally considered confidential and usually may only be disclosed with prior notice and/or consent.

You can find information regarding the program in Canton at <https://cantonschools.org/p/school-breakfast-lunch>

## **GREEN CLEANING PROGRAMS 1003 GREEN CLEANING PROGRAMS**

A green cleaning program to clean and maintain the school will be implemented by July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

"No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect" (a required statement by law).

## **HEALTH, ILLNESS, and INJURY**

### **Emergency Contacts**

Annually, through forms on Power School, parents/guardians are asked to complete an Emergency Information Card (for Health Room records) and Annual Student Information form (for the office records). It is essential that our Health Room and office have updated and current emergency information.

## **Excusal from Part of the School Day**

Supervised play periods (recesses) are part of the regular school day. A physician must authorize in writing exclusion from recess or PE.

## **Illness**

Children who are ill or show signs of becoming ill should not be sent to school. If a child becomes ill at school, the parents/guardians will be called and asked to provide transportation. There must be an adult to receive and take care of an ill child. Please see the District Health Webpage for additional details or speak with the school nurse.

## **Injury**

When a child suffers a serious accident at school, parents/guardians will be notified immediately. If parents cannot be reached, the family physician will be called. First aid will be administered for all minor injuries.

All accidents, occurring at school or en route to or from school, are to be reported to the school immediately. If the student is insured under the school accident insurance program, the parents/guardians should request accident claim forms from the CIS Health Room.

## **Administration of Medication**

Connecticut State law requires a physician's written order and parent's or guardian's written authorization for medicinal preparations to be administered at school. Forms for this purpose are available in the school office or at the State Department of Health.

## **HOMELESS STUDENTS [5013 - HOMELESS STUDENTS](#)**

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is the Central Office. The District has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as "individuals who lack a fixed, regular and adequate nighttime residence". Homeless children have the right to attend the school of origin "to the extent feasible," unless doing so is contrary to the request of such student's parent/guardian or unaccompanied youth.

Any homeless child or youth denied school accommodations shall continue in attendance or will be immediately enrolled in the school selected by the child in the school district. A written explanation of the reasons for denial of school accommodations in a manner and form understandable to such homeless children or youth, or parent/guardian, will be provided. Information will also be provided regarding the right to appeal the decision of the

denial of accommodations. The homeless child or youth is entitled to continue in attendance during all available appeals.

A homeless student who is not in the physical custody of a parent/guardian, shall have full access to his/her educational and medical records in the Board's possession.

## **HOMEWORK 6154 HOMEWORK**

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

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

In order for homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, the student and their parents. Without this partnership in support of learning, students will not achieve their full potential.

### **Homework Assignment Schedule**

Grade 4	Homework is not to exceed thirty (30) minutes per night.
Grade 5	Homework is not to exceed forty-five (45) minutes per night.
Grade 6	Homework is not to exceed one (1) hour per night.

## **INDOOR AIR QUALITY**

The Board of Education provides for a uniform inspection and evaluation program of indoor air quality complying with the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation will be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The District will report biennially, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program. The Board will utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and will provide the Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports will be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.

## **LASER POINTERS**

A Connecticut law which went into effect in the fall of 2000 forbids public school students from possessing or using laser pointers in school (Students are only permitted to do so under the direct supervision of a teacher in a classroom setting). Students are never to bring laser pointers to school without the specific permission of the Principal. Students are not permitted to purchase laser pointers while on school field trips.

## **LOCKERS AND DESKS**

CIS student lockers are in excellent condition. It is extremely important that each student treat lockers with respect and care. Lockers should never be overloaded, forced shut, slammed, kicked or defaced in any manner. Students who mistreat lockers will be subject to serious disciplinary consequences. Lockers and desks are school property and are subject to inspection at any time by the superintendent, principal or their designated agent. No locks are permitted on lockers.

## **LOST AND FOUND**

We have a Lost and Found space located in the cafeteria against the left wall as you enter. Parents/Guardians are requested to place the child's name on all of his/her outer clothing, boots and lunch boxes. Students and parents may check the Lost and Found at any time.

## **MIGRANT STUDENTS**

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

## **PARENT AND/OR GUARDIAN RESPONSIBILITY**

Parents/Guardians have the responsibility to:

1. Send their child to school regularly and on time.
2. Send their child with notes to school and confirm the child's understanding of after-school plans each day.
3. Assist their child in organizing items needed at school each day.
4. Assist their child to attend school well groomed and dressed appropriately.
5. Teach their child to respect authority.

6. Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.
7. Cooperate with the school in assisting their child to grow into a self disciplined, mature and responsible individual.
8. Prepare the child emotionally and socially to be receptive to learning and discipline.
9. Provide a work area free of interruption where their child may study and do homework.
10. Encourage the child to develop proper study habits at home.
11. Insist that the child spend a minimum period of time studying each day.
12. Ensure that their child complies with district and school policies, rules and regulations.
13. Communicate regularly with the school concerning their child's academic progress and conduct.
14. Provide for the physical needs of the child.
15. Participate in parent/guardian-teacher conferences and other activities in which their child is involved.
16. Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school system.
17. Discuss report cards and classroom assignments with their child.
18. Inform the school of any problems or conditions in the home which affect their child.
19. Maintain up-to-date home, work, and emergency telephone numbers at the school

## **PESTICIDE APPLICATION**

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law (Schools without an integrated pest -management plan must send prior notice by mail.) . Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the Superintendent of Buildings and Grounds. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

## **PROMOTION, RETENTION AND PLACEMENT** [6009 - PROMOTION AND RETENTION](#)

A student shall be promoted from one grade to the next on the basis of academic performance. Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade. Students who master objectives at an exceptional rate may be considered for acceleration

to another grade or class. Students who fail to master basic learning objectives at a normal rate may be considered for retention. Retention and acceleration decisions are the responsibility of the teaching staff and principal, after prior notification and discussion with parents. The final decision rests with the school principal.

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

## **PSYCHOTROPIC DRUG USE 4017 - PSYCHOTROPIC DRUGS**

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

## **PTO**

The goals of the Parent-Teacher Organization are to encourage and coordinate parent/guardian involvement within the school, as well as to foster parent/guardian interaction and communication. The PTO sponsors several fund-raisers to help purchase necessary materials needed to enrich the educational programs taking place in the school. The PTO provides fabulous enrichment activities to our students and families.

The PTO holds evening meetings that are hybrid in nature- parents are encouraged to participate either in person or via the zoom link that is shared. All parents/guardians are encouraged to join and participate in this organization. The CIS PTO has an active website at [https://www.runpto.com/u/cis\\_pto/](https://www.runpto.com/u/cis_pto/)

## **PUBLIC COMPLAINTS**

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

Specialized complaint procedures exist regarding identification, evaluation or educational placement of a student with a disability; loss of credit due to absences; discrimination on the basis of sex; harassment; sexual abuse or harassment; and instructional materials.

### **RECESS 5019 - Recess and Play-Based Learning**

On full days of school, recess is held from 7:35-7:55 and for a 25 minutes period following lunch in all grades. On inclement weather days these periods may be held in the gymnasium, cafeteria, and/or classroom. Recess will take place outside when the “Feels like” temperature is 20 degrees Fahrenheit or higher. Children are expected to come to school properly clothed for the weather conditions. In the interest of student health: If the school feels the student is not dressed appropriately for the cold weather recess, i.e., lack of a coat, he/she will be notified they cannot participate in recess and will be supervised in the office. A notification indicating the child did not participate in outdoor recess will be sent home to the parent. If the parent/guardian feels the child’s dress was appropriate, the parent/guardian will provide written approval for the student to participate in outdoor recess with the lack of a coat. If the student chooses not to follow the parent/guardian directive for appropriate dress for outdoor recess, the student will not participate in recess. Following Board Policy, recess will not be removed as a consequence unless a safety concern exists.

## **SAFETY DRILLS**

### **Fire Drills**

Fire Drills are required by law. It is important that students respond promptly and clear the building using the posted route as quickly and quietly as possible. The teacher will accompany the students and tell them when to return.

### **Lockdown Drills**

Students and staff will complete lockdown drills throughout the school year, as required by law.

### **Other Drills**

Code Blue (medical emergency), Code Yellow i.e. “soft lockdown” and relocation drills and events also take place throughout the school year. Teachers review procedures for all drills at the beginning of the school year.

### **School Safety Plan**

School officials have worked with town officials to develop safety plans for a variety of emergencies (i.e. bomb threats, suspicious intruder, hostage situation, hazardous material incident, hurricane, etc.). In our effort to be proactive, stay-put (lockdown) drills will be conducted with staff and students during the year.

## **SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM 5005 - CHILD SEXUAL ABUSE AND ASSAULT RESPONSE POLICY AND REPORTING**

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



## **SPECIAL AREAS OF INSTRUCTION i.e. “Specials”**

### **A.C.T. (Achieving Critical Thinking) Enrichment Program**

Our enrichment specialist works with students regularly both in the classrooms and with small pull-out groups on enrichment projects and activities. The primary goals of the Enrichment Program are to create an instructional environment encouraging the development and demonstration of gifted behaviors in all students; to provide ongoing student assessment and identification; to integrate gifted programming strategies into the regular classroom; and to offer enrichment opportunities to all students inside and outside of the classroom. All students are screened and some are further assessed to determine eligibility for participation in A.C.T.

### **Art**

In line with the National and State Visual Arts Standards, it is our goal at CIS to further students' artistic literacy. Students will explore various art media and techniques, respond and critique their work and the work of others, and express their thoughts, ideas and ideals artistically. They will become skilled problem solvers and gain an aesthetic appreciation for the visual arts, as well as for the world around them.

Students receive one double block art class per 6 day rotation and extra time for integrated lessons throughout the year. An art club is offered for interested students after school. Please remember to have students dress appropriately on days of art. Students are encouraged to wear smocks which are provided.

### **Library**

The Library Media Center is considered the hub of the school. Each class visits the LMC regularly. Opportunities for book exchange, storytelling activities, information retrieval and library skills are provided. Students are allowed to visit the LMC on an individual basis. LMC materials and resources, both print and non-print, support curriculum needs. Faculty, students, parents and visitors are always welcome in our library-media center. Students are not charged fines for overdue books or other library materials. However, students are charged for lost or damaged books or library materials. It is expected all matters will be settled by the end of school. Our primary goal is to use technology to improve instruction and learning. The computer technology staff and teachers work together in the lab and/or classroom. Classes will use the lab to complete projects as well as develop technology skills.

### **Music**

The CIS classroom music program offers the students a wide variety of experiences, fostering and enhancing music appreciation and enthusiasm. They will have the opportunity to sing, dance/move, play instruments and listen to the highest quality of music. They will also learn and improve upon the basic music fundamentals necessary for excellent musicianship. Students meet with the music teacher two periods per week. Chorus is offered to all students once per week and is mandatory for all students in Grade 4. Chorus is optional for Grades 5 and 6. Chamber Singers and Concert Choir are auditioned groups that meet before school once per week.

The instrumental program at CIS is designed to enhance the children's knowledge, interest and enthusiasm in music. Students are given the opportunity to play a musical instrument beginning in Grade 4 and continuing through grade 6 and beyond. Each student receives one half hour small group lesson in addition to one band rehearsal per week. Advanced students are given further opportunities to perform in small chamber ensembles. Additional benefits to the program include listening skill development, discipline, memory training, and increased academic awareness.

### **Physical Education**

The physical education program is an integral part of the total education process for all students. Some of the components of the program include

- Physical Fitness
- Ropes Course Challenges
- Recreational and Leisure Games
- Team Sports
- Manipulative Skills
- Cooperative Games and Activities
- Sportsmanship
- Human Anatomy

Students in grades 4-6 have two physical education classes every six days. Sneakers are required for participation; sneakers must always be worn in the gym.

If students are to be excused for medical reasons, a note to the nurse or physical education teacher is required. If a child is to be excused for more than two (2) consecutive physical education classes, the note must be from a doctor.

### **Social and Emotional Learning (SEL) and guidance.**

Throughout the year CIS social workers and guidance counselors teach classroom lessons to strengthen students' developing social and emotional regulation skills. Topics include, but are not limited to, decision making, conflict resolution, friendship building, and career exploration. Students in fourth and fifth grade have an SEL or guidance lesson one time every six days. In sixth grade, students engage in approximately 20 SEL or guidance lessons throughout the course of the year.

### **Spanish**

Students in fifth and sixth grade participate in Spanish immersion for two classes every sixth day. They develop listening, writing, reading, and speaking skills in the target language. In addition, students learn about the varied cultures of Spanish speaking countries around the world.

## **RESPONSIVE CLASSROOM**

Canton Intermediate School has formally adopted the Responsive Classroom philosophy. The staff is trained in this approach to teaching and learning. Each day, students and their teacher participate in a morning meeting, class meeting and/or closing circle. Classmates gather in a circle to greet one another, to listen and respond to one another's news, to practice academic and social skills, and to look forward to the events in the day ahead. The guiding principles of responsive classroom include:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and inviting their participation is essential to children's education.
7. How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

## **STUDENT COUNCIL**

The Student Council is composed of representatives from all Grade 4-6 classes. The council meets regularly to discuss important school issues, concerns and to plan student-directed events.

## **STUDENT DATA PRIVACY**

Connecticut legislation, PA 16-189, (C.G.S. 10-234bb (a)) An Act Concerning Student Data Privacy, as amended by PA 17-200 and PA 18-125, restricts how student information may be used by (1) entities that contract to provide educational software and electronic storage of student records ("contractors") and (2) operators of websites, online services or mobile applications (i.e., apps). Not later than five (5) business days after executing a contract with such contractors, the contract will be posted on the District's website. The notice will include a brief description of the content and the purpose of the contract and will state what student information, student records or student-generated content may be collected as a result of the contract. Student information will be deleted by operators of websites, online services, or mobile apps upon student, parent, guardian or board of education request. Such operators may not create student profiles for use in targeted advertising and for purposes unrelated to school. Parents and students will be notified of data breaches. Students and parents/guardians will be notified not later than two business days upon notice of a breach of security by a contractor to the Board of Education.

## **STUDENT RECORDS** [5026 - STUDENT RECORDS \(FERPA\)](#)

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

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

The principal is custodian of all records for currently enrolled students at the assigned school. The (*Superintendent*) is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

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

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to

contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records. The district's policy regarding student records is available from the principals or superintendent's office.

Copies of student records are available and may be charged at a cost of 10 cents per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

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

Military recruiters or institutions of higher learning shall have access to secondary school students names, addresses and telephone listings, unless a parent/guardian or secondary student aged 18 or over requests in writing that such information not be released.

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

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

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

The district's HIPPA Privacy Officer is the School Nursing Supervisor.

## **STUDENT SERVICES**

### **Guidance**

Canton Intermediate School has a comprehensive school counseling program which is an integral part of the total educational program. The school counselor, through regular sessions with each homeroom, presents a systematic and structured curriculum. The guidance activities help students in understanding the school environment, developing school success skills, understanding self and others, developing decision-making and problem-solving skills, developing interpersonal and communication skills and developing a sense of community. In addition, the school counselor offers individual and group counseling and consultation. The school counselor is available for consultation with individual students, teachers and parents/guardians.

### **Psychological Services**

The school system may provide psychological services to children who are experiencing difficulties and are in need of evaluation. The school psychologist uses a wide assortment of tests to measure both achievement and potential for learning. Parent/guardian permission is required prior to any testing. In addition to the above, the school psychologist offers individual and group counseling and consultations.

### **Social Worker**

The school social worker serves as a support resource person. By utilizing interviewing techniques, psychodynamics in human behavior, and an understanding of the family and its social environment, the school social worker counsels students individually and in groups. The social worker also teaches SEL (social and emotional learning) lessons. The social worker talks with students and family members, when necessary, to help them consider possible solutions to problems and assists them in their selection of appropriate alternatives. In addition to counseling, the social worker serves as consultant to school personnel and as a community resource. To offer the most positive experience for students, the social worker works closely with and receives referrals from guidance counselors, school administrators, ancillary staff, teachers and parents/guardians. Student interviews with the social worker are scheduled by appointment or if the social worker is available, a student may drop in.

### **Special Education**

The Special Education staff services children who are identified by a Special Education mandated Planning and Placement Team. The staff offers instruction and remediation of deficits through an integrated program of reading, writing, spelling, oral language, and mathematics. The particular structure of the program varies to accommodate the age ranges and specific needs of the students with as much independence and integration into the mainstream as possible.

Diagnostic services, consultation with classroom teachers and direct instruction are components of the special education program. Physical therapy, occupational therapy and adaptive physical education services are also available to students identified through the Planning and Placement Team process.

## **Student Intervention Team**

Our collaborative assistance team meets on a weekly basis. Members of the team include: the principal, classroom teacher, school counselor, special education teachers, language arts consultant, K-6 math/science coordinator, and school psychologist. The team follows the Multi-tiered System of Supports (MTSS) model. This the process of providing high quality instruction/intervention matched to student needs and measuring student achievement over time.

TIER 1: Universal Interventions – All settings, all students, preventive, proactive

TIER 2: Targeted Group Interventions – Some students (at-risk); High efficiency; Rapid response; 2-3 times per week.

TIER 3: Intensive, Individual Interventions – Individual Students Assessment-based; Intense, durable procedures; 4-5 days per week

This is not a special education process, but rather a general education team that meets to discuss children experiencing difficulties, seeming to inhibit academic growth. The team may:

- Offer specific strategies to the classroom teacher.
- Offer to observe the child in the classroom to gather data.
- Collect more information by conducting an informal screening.
- Recommend a formal referral to Special Education be started.

The team tracks each child's progress. Careful notes are kept of the meeting, recording concerns and actions taken by the team.

## **Speech and Language Services**

This special education program services students whose speech and language deficits adversely affect their academic performance. These delays can be in the areas of verbal expression, comprehension, articulation or stuttering.

Sessions are held one to several times a week, individually or in small groups, depending on the child's needs.

Consultation with the classroom teacher and parents is critical to integrating therapeutic and curriculum goals into a meaningful and natural environment. Parental support and supervision is essential to the success of this program.

## **SURVEYS/STUDENT PRIVACY 5025 - STUDENT PRIVACY (PPRA)**

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

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex attitudes or behaviors;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individual with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income; or
8. religious practices, affiliations, or beliefs of the student or the student's parents.

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

Parents will be notified of any non-emergency, invasive physical examination that is required as a condition of attendance administered by the school and which is not necessary to protect the immediate health and safety of students. Parents will be given an opportunity to opt their children out of the exam. Hearing, vision and scoliosis screening are not subject to prior notifications.

The District will not collect, disclose or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose.

### **TEACHER AND PARAEDUCATORS QUALIFICATIONS**

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

### **TECHNOLOGY USE**

Parents/Guardians and students must read the Regulations for Acceptable Use of Technology and sign the 2025-2026 Technology User Agreement on Powerschool. Students will not receive full computing access until this agreement has been signed. Students are responsible for damages intentionally caused to school devices. Technology misuse may result in the loss of technology privileges.

### **TITLE I COMPARABILITY OF SERVICES**

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



## **TITLE I PARENT AND FAMILY ENGAGEMENT**

Parents of a child in a Title 1 funded program will receive a copy of the district's parental and family engagement involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs and opportunities for parents and family members to participate in the education of their children.

## **TRANSPORTATION [5031 - Transportation](#)**

### **Accident Procedures**

If at any time a bus should be involved in an accident, students should follow these procedures:

- Listen to and follow the directions of the bus driver;
- If an older student is assisting the bus driver, follow his or her direction;
- Exit the bus in a quiet and orderly manner;
- Stand off the road;
- Do not leave the area where the bus has stopped until told to do so.

### **Complaint Procedures**

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

### **Bus Rules**

The bus driver has immediate authority over students at all times students are on his/her bus. The bus driver is fully occupied driving the bus and alert to traffic, pedestrians and other hazards. Therefore, it is particularly important children abide by the following specific rules of safety and courtesy. Students are not permitted to take an alternate bus to or from school without the permission of the principal. Permission will be granted in emergency situations only.

### **Penalties for Violation**

The bus driver shall report to the school principal any student who violates any of the above rules and regulations. The principal may withhold transportation privileges from any student who violates any of the above rules and regulations. The principal will provide consequences for inappropriate behavior. The principal shall notify the student's parent/guardian of any violations and the discipline applied.

### **Bus Routes**

Information is available on our website: [www.cantonschools.org](http://www.cantonschools.org).

## VISITORS

A surveillance camera allows office personnel to view those entering the building. Upon arriving at the school office, visitors must stand where they can be identified and then “buzzed” into the office.

Canton Public Schools uses the **Raptor Visitor Management System** to better allow us to screen visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff. **As often as possible, contractors will be scheduled after school hours.** Meetings will be held virtually or in person. In the event that parents wish to meet in person with school staff, such meetings will take place in the office conference room.

## WELLNESS [5033 - WELLNESS](#)

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

In addition to the rules and regulations outlined in other sections of the handbook, the school system is governed by policies passed by the Board of Education. The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of the handbook will be made available to students and parents/guardians through District and school websites and other communications. For the full text of these policies, as well as all other policies, visit the District’s website to access the Board of Education’s policy manual.

In an effort to promote an understanding of the benefits of nutrition on overall health and disease prevention, the Canton Board of Education adopted a wellness policy at its 6/22/06 meeting. This policy is described on the website: [www.cantonschools.org](http://www.cantonschools.org) which includes a link to the list of foods that meet the Connecticut State Department of Education guidelines. Students may not share food. Bringing in food to share (cupcakes, cookies, etc.) in celebration of a birthday is prohibited.