

SAYLES SCHOOL



**Parent / Student Handbook
2022-2023**

Sayles School Student Handbook
Signatures Page

2022-2023

After reviewing the handbook in its entirety, please sign & return this signature page acknowledging that you have read the following pages:

- **Acknowledging receipt & review of student handbook**
- **Student Responsibilities**
- **Rules & code of ethics for Sayles School Computer Users**
- **Notification of Student Attendance**
- **Student Discipline**

Student Name: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

The 2022-2023 Student Handbook can be found on the Sayles School website, saylesschool.org. You can request a hardcopy of the Student handbook by contacting the front office at (860) 822-8264.

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Sayles School
Student / Parent Handbook
2022-2023

School Office
Phone: (860) 822-8264

General Information

School Hours:

Students Begin Arriving in Classrooms	8:20 A.M.
Opening Exercises begin	8:35 A.M.*
Grades K to Eight - First Period Classes Begin	8:45 A.M.
Bus Dismissal Begin	3:00 P.M.
Student Pick-up Dismissal	3:00 P.M. – 3:25 P.M.

Preschool:

Morning Session	8:35 A.M. - 11:15 A.M.
Afternoon Session	12:30 P.M. - 3:00 P.M.

Scheduled Early Dismissals (1 P.M.)

Opening Exercises begin	8:35 A.M.*
Grades K to Eight - First Period Classes Begin	8:45 A.M.
Bus Dismissal Begins	1:00 P.M.
Student Pick-up Dismissal	1:00 P.M. – 1:30 P.M.

Preschool

Morning Session	8:35 A.M. - 10:15 A.M.
Afternoon Session	11:00 A.M. - 1:00 P.M.

*Students are considered late after 8:35 A.M.

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER BY **SEPTEMBER 19, 2022**

Sayles School

25 Scotland Road • Baltic, CT 06330-1110 • (860) 822-8264 • FAX: (860) 822-8667

Dear Parent:

It is important that you and your child read and review the contents of this handbook. It contains notices of rights that you and your child have under law. Please sign and return this page to indicate that you have read and reviewed the handbook with your child.

Acknowledgement

I understand the responsibilities in the district's student behavior policies as outlined in this handbook:

I also understand that my child, _____, shall be held accountable for the behavior and consequences outlined in the discipline policy at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, or conduct that may reasonably be forecast to cause or causes a material and substantial disruption of the educational process regardless of time or location.

I, _____, understand that any student who violates the rules established by the Connecticut Interscholastic Athletic Conference is subject to suspension from participation as described in those rules. I further understand that any student who violates the school's rules of behavior shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law.

Regarding student records, I understand that certain information about my child is considered directory information. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended, and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to educational records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password. Directory information may be released by the district to anyone who requests it unless I object in writing to the release of any or all of this information within ten school days of the time this handbook was issued to my child. My written objection to the release of Directory Information must be submitted separate and apart from this Acknowledgement.

I have also received and read the Board of Education Policy on Pesticide Application that is enclosed.

(Please sign the signature page found at the beginning of the handbook.)

STUDENT RESPONSIBILITIES

Below are listed responsibilities expected of each child at Sayles School. Please have your child sign and return to school by **SEPTEMBER 19, 2022**. Thank you.

Student Responsibilities

1. Be safe.
2. Be respectful.
3. Be responsible.
4. Be friendly and caring.

(Please sign the signature page found at the beginning of the handbook.)

Sayles School

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RULES AND CODE OF ETHICS FOR SAYLES SCHOOL COMPUTER USERS

As a computer user, I agree to follow the rules and code of ethics in all of my work with computers while attending Sayles School. I further agree that I have read, understood, and agree to follow the Board policy number 5019 and administrative regulation 5019A as available on the Board's website regarding student use of the Sayles School's computer systems.

I recognize that all computer users have the same rights to use the equipment, therefore:

- I will not play games or use the computer resources for non-academic activities when others require the system for academic purposes and;
- I will not waste nor take supplies such as paper, printer cartridges, etc. that are provided by the school system; and
- When in a computer lab, I will work in ways that will not disturb others.

I recognize that software is protected by copyright laws, therefore:

- I will not make unauthorized copies of software found on school computers, either by copying them onto my own storage device or onto other computers through electronic mail or bulletin boards; and
- I will not give, lend, or sell copies of software to others unless I have the written permission of the copyright owner or the original software is clearly identified as shareware or in the public domain.

I recognize also that the work of all users is valuable, therefore:

- I will protect the privacy of others' areas by not trying to learn their passwords; and
- I will not copy, change, read, or use files in another user's area, without that user's prior permission; and
- I will not attempt to gain unauthorized access to system programs or computer equipment; and
- I will not impersonate others online; and
- I will not use computer systems to disturb or harass other computer users by sending unwanted, harassing, bullying or threatening email or by other means; and
- I will not download information onto the hard drives of any school system computer for more than one week; and
- I will not use school computers for any commercial purposes; and
- I will not use school computers for any illegal activities including, but not limited to using gambling sites; and
- I will not use school computers to undermine the security and integrity of the system; and
- I will not access any sites or use computers for any purpose involving violent, obscene or pornographic materials.
- I understand that there is no expectation of privacy on school computers.
- Computers will be used only for academic, career or school purposes.
- I will not access email services without the express permission of a teacher and I will use email only for educational purposes.
- I will immediately report cyberbullying or online harassment to a teacher or other school employee.

Violations of the rules and code of ethics described above will be dealt with seriously. Violators may lose computer privileges, be liable for damages done to school property and/or receive a school punishment, including out-of-school suspension, and/or expulsion.

We, the parents of (student name) have read and discussed the above Rules and Code of Ethics for Sprague School Computer Users and Board of Education Policy with our student.

(Please sign the signature page found at the beginning of the handbook.)

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NOTIFICATION OF STUDENT ATTENDANCE

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.

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

The information on the Emergency Information form will be used to contact you for attendance purposes.

(Please sign the signature page found at the beginning of the handbook.)

EMERGENCY EARLY CLOSING PLAN

In the event of an early school closing due to an emergency such as inclement weather, loss of power, loss of heat, etc. the school requires an early release plan for each child. The school will use the information you provided on the Emergency Closing section of the Emergency Information form for this purpose. [REDACTED] _____

(Please Remember: If your child will take the bus, this alternative caregiver must reside in Sprague along your child's present bus route. Please make this person aware of any arrangements you may have made with your children to go there.)

Sayles School Staff

Departments

Classroom Teachers

Preschool	Ms. Carol Turban
Kindergarten	Ms. Kim Barber Ms. Amy Krance
Grade 1/2	Ms. Kathy Cirillo Ms. Beth Maddux Ms. Kristen Nowak
Grade 3/4	Ms. Sara Guimont Ms. Jennifer Loura Ms. Michele Sharpe
Grade 5/6	Ms. Kelly Christie Ms. Jennifer Maxwell Ms. Rebecca Mozzochi
Grade 7	Ms. Debra Labbe Ms. Bonnie Majkut
Grade 8	Mr. Zachary Loughead Ms. Suzanne Scorza

Specials Teachers

Art	Ms. Jessica Monahan
Computer / Technology	Mr. David Jones
Music	Mr. Eric Coporale
Physical Education / Health	Mr. James Fitzgerald

Special Education Teachers

Ms. Erin Kirdzik
Ms. Julie Walbam
Ms. Leslie Jones
Ms. Miranda Johnson

Teaching Support Staff

School Psychologist	Ms. Kathryn Runquist
Social Worker	Ms. Sandra Fine
Speech /Language Pathologist	Ms. Linda Boucher Ms. Joanne Warren
Library Technician	Ms. Nancy Gray
PBIS/ Administrative Assistant	Ms. Debra Hawks
Instructional Assistants	Ms. Amy Buckles Ms. Stephanie French Ms. Melony Grant Ms. Katherine Sheppard Ms. Francis Rogers
Interventionist	Ms. Madison Spitale-Hansen Ms. Claudia Danna Ms. Sandra Baldyga Ms. CarolAnn McKeag

Teaching Support Staff Continued

Building Substitutes

Ms. Melanie Bradshaw
Ms. Kari Eckart
Ms. Ashley Marquardt

School Medical Advisor
School Nurse

Dr. Ramindra Walia
Ms. Patrice Houle, R.N

Office Staff

Main Office

Principal
Administrative Assistant to the Principal

Mrs. Jill Shamback
Ms. Lily Colon

Special Education Office

Director of Special Education
Special Education Data Assistant /
High School Enrollment (Special Education)

Ms. Brynn Lipstreu
Ms. Heidi Howard

Superintendent's Office

Superintendent of Sprague School District
Exec Assist/Board of Ed Clerk/HS Enrollment
Business Manager
Accounting \ Human Resource Specialist

Mr. William Hull
Ms. Carolyn Baker-Reck
Ms. Michele Demicco
Ms. Diane LaRowe

Sprague Board of Education

Chairman	Ms. Megin Sechen
Vice Chairman	Ms. Corinne Topalis
Secretary	Ms. Michelle Walton
Member	Ms. Geraldine Meadows
Member	Ms. Colleen Caulfield
Member	Ms. Antonia Revere
Member	Ms. Jennifer Brohinsky

Maintenance Staff

Mr. Daniel Sandoval, Facilities Director
Ms. Annie Scanlon, Full-time Custodian
Mr. David Trainor, Part-time Custodian

Mr. John Black, Part-time Custodian
Mr. Jason Allard, Full-time Custodian

Cafeteria

Ms. Susan Osborn, Director of Food Nutrition
Ms. Glenda White
Ms. Denise Lance
Ms. Kimberly Genest

P.T.O. Officers

Ms. Michelle Walton, President
Ms. Antonia Revere, Vice-President

Ms. Jennifer Synnett, Treasurer
Ms. Marie Glaude, Recording Secretary

Sprague Board of Education

Mission Statement

The mission statement of the Sprague Public School Community is to provide students with a supportive multi age learning environment where they can grow academically, socially, and emotionally with the premise that all children can learn and should not be limited by the boundaries of grade levels.

Goals

Academics

Sprague Public Schools will provide a world class education where excellence is celebrated.

Climate:

Students, staff, parents and community members will promote an environment where all school community members feel valued, accepted, secure and connected.

Culture

Sprague Public Schools will emphasize collaboration, creativity and innovation.

Operations

Sprague Public Schools will continue to efficiently and effectively utilize resources.

Talent

Sprague Public Schools will recruit, hire, retain and support highly effective staff.

Sayles School

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Handbook Essentials

We hope that families find all the information in the Parent/Student Handbook useful and informative. It contains many of the district's policies as well as school rules and procedures and information about school programs. However, there is some practical information that is immediately useful as the school year begins. To ensure that families can easily find this information, it appears in the first section of the handbook.

A full copy of Board of Education policies may be accessed on line at: www.saylesschool.org/. School district policies are updated continuously in order to reflect changes in the law and promote effective educational practices within the district. Parents and other members of the school community are advised to visit the district website at www.saylesschool.org/ to ensure accurate information about the most recent version of district policy or procedure. Questions concerning school district policy should be directed to the Office of the Superintendent.

SECTION 1: HANDBOOK ESSENTIALS

ARRIVAL/DISMISSAL

Opening exercises are at 8:35 A.M.
(Students are considered tardy after 8:35 A.M.)

Full-Day Dismissal: Beginning at 3:00 P.M. (Bus); 3:00 P.M. (Pick-up)
Early Release Dismissal: Beginning at 1:00 P.M. (Bus); 1:00 P.M. (Pick-up)

Preschool Hours: AM Session 8:35A.M. – 11:15 A.M. PM Session 12:30 P.M. – 3:00 P.M.

SCHEDULED EARLY SCHOOL DISMISSAL
(Due to holidays, parent conferences, etc.)

Grades K - 8

On scheduled early release days, dismissal is at 1:00 P.M.. (Please see “No School Announcement Procedure” section for information regarding early dismissal due to inclement weather or other emergencies.)

Preschool Only

A.M. children will arrive at their regular time and will be dismissed at 10:15 A.M.

P.M. children will arrive for 11:00 A.M. and will be dismissed at 1:00 P.M.

(Please see “No School Announcement Procedure” section for information regarding early dismissal due to inclement weather or other emergencies.)

INCLEMENT WEATHER/EMERGENCY NO SCHOOL ANNOUNCEMENT PROCEDURE

Sayles School will notify parents and emergency contacts if school is cancelled, closing early or delayed through our emergency mass notification system, School Messenger (Please ensure we have updated phone numbers and/or email addresses.

Alternatively, parents and students can listen to the following radio and TV stations for **NO SCHOOL**, late opening, or early closing announcements due to inclement weather or other emergencies.

Channel 8	WTNH	New Haven	WICH	1310 AM	Norwich
Channel 9	Fox61	Hartford	WCTY	97.7 FM	Norwich
Channel 4	NBC30	West Hartford	WNLC	98.7 FM	New London
Channel 3	WFSB	Hartford/New Haven	WILI Roxy	1400 AM / 95.3 FM 100.9 FM	Willimantic New London

Parents can sign up online to receive texts from the local television stations when there is a school closing or delay, such as my.textcaster.com for CT Channel 30 (NBC) and wfsb.com/weather/sign_up_for_closings (CBS). In addition, parents may call the school and select Extension **1058** from the main menu or access www.saylesschool.org. To obtain up-to-date school closing information.

In the event school is canceled for the day, that day will be made up at the end of the year,

Two-Hour Delay: Grades K through 8 Only

Two-Hour delay:

School will start at 10:35 A.M. Children may start arriving at 10:20 A.M.

Early Dismissal

In most cases, early school dismissal due to inclement weather or other emergencies is at 1:00 P.M.

On rare occasions early dismissal may occur at a time other than 1:00 P.M. Please follow the procedures above for information.

We will call parents of preschool and kindergarten children to notify them of an unscheduled early dismissal. It is the parent/guardian's responsibility to arrange for alternate plans for early release days before an early release day occurs.

Pre-K Only

Two-Hour Delay:

A.M. preschool will be canceled.

P.M. preschool will start and end at the regular times.

Early Dismissal Due to Inclement Weather or Other Emergency

A.M. students will arrive at school at the regular time, but will be released along with grades K- 8.

You may pick up your child from the A.M. session at 11:15 A.M. if you wish.

P.M. sessions are canceled on early release days due to inclement weather.

We will call parents of preschool children to notify them of an unscheduled early dismissal. It is the parent/guardian's responsibility to arrange for alternate plans for early release days before an early release day occurs.

Scheduled Early Dismissal (due to holidays, parent conferences, etc.)

A.M. children will arrive at their regular time and will be dismissed at 10:15 A.M.

P.M. children will arrive at 11:00 A.M. and will be dismissed at 1:00 P.M.

The Early Dismissal Information form is located at the back of this handbook. Please complete and return to the office by SEPTEMBER 19, 2022.

PRESCHOOL ARRIVAL AND DISMISSAL PROCEDURES

Morning Session:

Buses will drop preschoolers off at the preschool wing. Parents bringing preschool children to school will park and use the main entrance of the school.

If children arrive after 8:35 A.M., parents will park and bring the students to the Main Office to sign them in.

Children are dismissed for pick-up through the main office entrance. During COVID-19, access to the building is limited.

Afternoon Session:

Buses will drop children off at the preschool wing. Parents of preschool children will park and use the preschool wing entrance to drop off their children.

If children arrive after 12:30 P.M., parents will park and bring the students to the Main Office to sign them in.

Children will be dismissed through the main office entrance at the end of the day.

STUDENT SIGN-IN/SIGN-OUT PROCEDURES

Sign-in and sign-out in the main office for all children ensures your child's safety when dropping off or picking up students. This procedure also ensures that we can account for all children in case of emergency. Adults picking up children may be asked for identification.

For safety reasons, please park and walk younger children to the Main Entrance rather than simply dropping them off. This ensures that office staff know they have arrived.

Do not drop your children off at school prior to 8:20 A.M.. Supervision is not available until 8:20 A.M.

Once arriving on school grounds, students are not to leave for any reason without parent permission and notification to the Main Office. Children must be signed out in the Main Office.

STUDENT PICK-UP DISMISSAL PROCEDURES

PURPOSE

The Sprague Board of Education recognizes the safety of its students as a consideration of utmost importance. The purpose of this policy is to promote the safety of each child at the end of the school day by identifying procedures that allow staff to effectively supervise the dismissal of students to the bus, to a parent/guardian or to another adult authorized by the parent/guardian.

STATEMENT OF PURPOSE

Sayles School staff will follow procedures designed to ensure each student is dismissed safely to the bus or to the authorized person if the student is not taking the bus.

If it is necessary for a student to be released prior to regular dismissal time, the parent/guardian or other adult authorized by the parent/guardian will report to the Main Office and sign the student out. A record shall be kept indicating the legal custodian of each student. Such custodian shall be responsible for informing the school office and/or the appropriate school administrator of any change in the student's custody.

The school will not change a student's dismissal plan without written or verbal contact from the parent/guardian.

General Dismissal

School staff will be assigned to specific locations to organize and supervise student dismissal. Regular and early dismissal will be supervised according to the same protocol unless otherwise specified. The school administration will review the dismissal procedures annually.

Dismissal of Students Who Are Picked Up

The Board shall require that the parent/guardian notify the school in advance of any arrangements for students who are not riding the bus home. All documented arrangements will be considered permanent for the entire school year.

Parents/guardians may alter arrangements upon prior **written** notification to the school's office staff or building principal.

Office staff may require photo identification for individuals who are picking students up.

STUDENT AFTERNOON PICK-UP PROCEDURES

Dismissal of students starts at 3:00 PM. Parents can arrive between 3:00 PM – 3:15 PM. Children will not be dismissed prior to 3:00 PM. (On early dismissal days, dismissal of pick-ups will be from 1:00 PM – 1:15 PM). Drivers will line up in their cars in the designated pick-up lane in front of the school, turn off the engine and remain in their vehicle at all times. Drivers should pull up directly behind the car in front of them to maximize the use of available space. A Sayles School staff member will escort each child to the appropriate car. Staff will wear identifying safety vests to improve their visibility and identity as school staff. A Sayles School staff member will escort each child to the appropriate car.

If a person other than a regular pick-up person(s) arrives to pick up a child, the person will be directed to park and come into the school to present an ID. Office staff will check the list of changes in pick-ups to verify the person has parent/guardian authorization and make a copy of the ID. Upon verification, the person will sign the student out.

Because children often misunderstand details, parents must send a note or call the office directly to change pick-up/dismissal procedures for their child(ren). The school will not release children based on the child's report only.

If a parent needs to come into the school, they should park in the parking lot and enter through the main entrance to check in at the office. In order to promote the safety of our students and appropriate access to the building, we ask that parents and visitors follow these guidelines and procedures for parking.

- Please do not use the bus drop-off/pick-up lane closest to the building. This lane is for buses only and is also an emergency access lane.
- Parking spaces for persons with disabilities are reserved for those who have state-issued parking permits. Individuals violating this state law will be reported to the state police. Do not park in these spaces for even a brief period of time or during after-school hours.
- If you are dropping off your child in the morning, use the designated one-way drop-off lane.
- All children are to cross at the crosswalk as directed by the Sayles School staff on duty.
- In the morning and in the afternoon, if you are walking your child into the school, park your car and walk them to the school at the crosswalk. Please do not “double-park” or block other cars by parking in the driving lane.
- If you are bringing a young child to school after 8:35 A.M., please park and escort them into the school rather than dropping them off to ensure that they are able to open the door and that school staff see them.

Please inform any other adults who drop off or pick up your children of these procedures.

Students in Grades 7 and 8 only are allowed to stay after school to watch sporting events with written permission from a parent or guardian.

SCHOOL TRANSPORTATION

Sayles School is located on Route 97, a highly traveled state road. For safety reasons, all students with the exception of those who live on Fifth Avenue or Wall Street/Wall Street Extension will be required to ride the school bus to and from school unless transported by a parent. Bus transportation is provided for all students from their residence or designated bus stop. Exceptions must be approved by the principal.

For the safety of your child and to ensure adequate seating, only one alternate bus stop is allowed per child per year. The school office must approve an alternate bus request. **Requests must be submitted in writing to the Main Office.**

Questions concerning bus routes should be directed to First Student, Inc., 860-886-4194.

VIDEO CAMERAS

To aid in the safety and protection of all students, Sprague buses and Sayles School are equipped with video cameras.

As part of the school’s safety and security plan, there are also cameras in critical public areas inside and outside of the school building.

Authorized officials of the district may access the videotapes as needed to fulfill their professional responsibilities. Requests for access to any videotape should be directed to the principal. Requests for access will be processed in accordance with applicable state and federal law.

EMERGENCY CONTACTS

Sayles School has a mass notification system that will notify parents and emergency contacts in case of an unforeseen emergency at the school. **It is crucial that you keep your contact information and that of any emergency contacts up-to-date** by contacting the Main Office with any changes in phone numbers, email addresses, etc.

MEET-THE-TEACHER OPEN HOUSE

Families can meet their child’s teacher and learn more about Sayles School at the annual Meet-the-Teacher Open House held in September; during the pandemic, open house may occur virtually. Check the school calendar for the exact date.

PARENT CONFERENCES

Parent conferences are scheduled for October and February. Check the school calendar for the exact dates. Further information will be sent home with your child prior to the conference dates, including the possibility of virtual conferences during the pandemic.

CONTACT THE TEACHER

If you have a concern about your child, contact your child's teacher by phone or email. Concerns should be brought to the teacher prior to bringing them to the administration

ENSURE GOOD ATTENDANCE AND PUNCTUALITY

The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and Procedures Concerning Truants), and for the purpose of reporting truancy, pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes.

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

It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the 10th and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused.

In cases where a student's extended absence crosses levels, the rules should be applied as if there were two separate absences, one under Level 1 and the other under Level 2. For example, if a student is absent for five days on a family vacation and those absences represent numbers seven through 11, absences seven, eight, and nine would fall under Level 1 rules and can be accepted as excused absences. Absences 10 and 11 would fall under Level 2 rules and would not be considered excused.

Excused Absences

A student's absence from school shall be **considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school** or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

1. For absences one through nine, a student's absences from school are **considered excused when the student's parent/guardian approves such absence and submits appropriate documentation**; and
2. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - a. student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 - b. student's observance of a religious holiday;
 - c. death in the student's family or other emergency beyond the control of the student's family;
 - d. mandated court appearances (additional documentation required);
 - e. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 - f. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria;

1. The absence meets the definition for an excused absence (including documentation requirements); or
2. The absence meets the definition of a disciplinary absence.

Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions.

Children of Active Duty Service Members

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

Documentation

Documentation should include a signed note from the student's parent/guardian, a signed note from a school official that spoke *in person* with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Non-English speaking parents/guardians may submit documentation in their native language.

Parent or guardian notes and other documentation are central to determining whether a student's absence is excused or unexcused. While a note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student's absence are acceptable. For example, a parent or guardian can report the student's absence *in person* to an authorized school official, such as the Main Office staff, the school nurse, or a school administrator. The table below details the different types of acceptable absence documentation and the required elements for each type.

Parent or Guardian Note	<i>In-Person</i> Explanation from Parent or Guardian to an Authorized School Staff Member	School Nurse Evaluation (either in person or telephone consultation)
Dates of absence	Dates of absence	Dates of absence
Signature of parent or guardian	Name of parent or guardian reporting the absence	Date and location of the consultation
	Date and location of the report by parent or guardian	Type of the consultation (i.e., did they see the student themselves or speak to a parent about the student)
	Signature of staff member receiving report	Signature of school nurse

School staff must receive or generate documentation for each incidence of absence. An incidence of absence is a set of consecutive school days absent. If a student is out three consecutive days, that is one incidence of absence; therefore, only one note is needed. If the student is out three days but attended school one day between day two and three, the student has two incidences of absence and needs two notes. Sayles School will accept notes covering a series of absences only if the absences share a common cause.

Certain types of absences in Level 2 require additional documentation or verification. Absences due to student illnesses and mandated court appearances require this additional information once the student has accrued more than nine absences

(entered Level 2). For students in Level 1, these additional requirements do not apply. For absences due to student illness, Level 2 students must either provide a signed note from a medical professional who has evaluated the student confirming the absence and giving an expected return date, or have the school nurse verify the student's absence with the medical professional treating the student. The medical professional who is treating the student can be the school nurse at the student's school.

In the event of a long-term excused absence due to a medical issue (fifteen (15) or more school days), arrangements will be made for assistance with make-up work or homebound instruction.

For additional information regarding attendance and truancy, please review Board policy number 5014 and administrative regulation 5014A, available on the Board's website.

Calling the School

Parents are encouraged to notify the school by phone if their child will be absent on a given day, whether the absence is Level 1 or Level 2. Parents can call the school and select "Option 1" from the menu. This ensures that adults can account for students' whereabouts each day.

Additionally, in order to assist parents and other persons in complying with school attendance obligations, the Sprague Board of Education monitors student absences and makes reasonable efforts (including two attempts to reach the parent or other person at the telephone number provided) to notify parents or other persons by contacting them when a student fails to report to school. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please promptly fill out and return to the main office your child's emergency information card. A new card should be obtained and submitted when changes are necessary to this information. For your child's safety and welfare, please ensure that emergency information is kept current.

Tardiness

An important part of attendance is arriving at school on time. Children miss important instructional time when they are late. Routine tardiness will result in a conference with the principal, teacher and parent. In such cases, interventions may be suggested in order for both school and home to work together to resolve the concern.

REQUESTING EARLY RELEASE FOR A STUDENT

Your child's educational experience is designed to last the entire school day. When a child leaves school early, he/she misses important parts of the day.

If, however, an emergency arises and your child must be dismissed from school before the end of the school day, **please send a note** stating the time the student will be picked up and to whom the student will be released. Your child will be called to the office by the school secretary for dismissal.

Unless there is an urgent medical problem, we ask that early dismissals be minimized. Please do not ask to have your child dismissed prior to normal dismissal times. Coming to the school prior to dismissal and asking to have child(ren) called down to be dismissed interferes with office and classroom procedures designed to provide a safe and smooth dismissal of all our children and is unfair to those who follow designated dismissal procedures. It is expected that adults will respect our procedures.

Please avoid calling the school after 2:00 P.M. to request an early dismissal.

ABSENCES AND PARTICIPATION IN AFTER-SCHOOL/EVENING ACTIVITIES

If a student has been absent from school, the student is not allowed to attend after-school or evening activities that are school-related or sponsored for students at Sayles School. This applies to school events held at Sayles School and at other sites.

Students whose absences are a result of disciplinary action are not allowed on school property until the day of their return to school, and therefore are not allowed to attend afterschool or evening activities that are school-related or sponsored.

TRUANCY

A "truant" is any student five to eighteen years of age who has four (4) unexcused absences in any one month or ten (10) unexcused absences from school in any school year.

When a student is truant, the principal (or his/her designee) shall schedule a meeting with the parent or other person having control of such student and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten (10) days after the student becomes truant. If the parent or other person declines to attend the meeting, that fact shall be documented and the meeting shall proceed with school personnel in attendance.

The Superintendent or his/her designee shall coordinate services with referrals of students to community agencies providing child and family services, as appropriate.

FAMILY VACATIONS

Family vacations should coincide with vacations scheduled on the school calendar. Removing children during the time school is in session is strongly discouraged. Students will be expected to make up work.

If parents choose to take their child on vacation during the normal school session, they should be aware that teachers are not required to provide work prior to the student's absence and that making up work does not replace the face-to-face instruction provided during the school day. In addition, as noted above, such absences may not be considered excused.

STUDENT BREAKFAST/LUNCH PROGRAM

Sayles School participates in the National School Lunch Program and operates under the Community Eligibility Provision (CEP). This provision allows us to provide one breakfast and one lunch free of charge for all enrolled students regardless of income. Extra or purchasing milk without the meal costs 50 cents.

BREAKFAST PROGRAM

Sayles School offers a daily breakfast program to students in grades kindergarten through eight. Breakfast is served from 8:20 A.M. until 8:35 A.M.. Late arrivals will be accommodated up until 10:00 A.M. with a cold breakfast choice. Breakfast consists of a choice of a hot or cold breakfast item such as hot breakfast sandwich, pancakes, cereal, muffin, or a breakfast bread or bar, 8 oz of milk, and 4 oz of juice &/or 1/2 cup of fruit.

HOT LUNCH PROGRAM

The hot lunch program is available to students in grades preK to grade eight. These meals are nutritious and balanced meals that conform to the guidelines established by the State Department of Education Child Nutrition Program. If you have any questions or concerns regarding the Sayles School Hot Lunch program please call Susan Osborn at 860-822-8264 X197 or email sosborn@spraguek12.org.

All meals served at Sayles School comply with the Sprague Board of Education wellness policy number 5022, available on the Board's website, and State of Connecticut guidelines.

HEALTH REQUIREMENTS FOR ADMISSION TO SCHOOL

IMMUNIZATION REQUIREMENTS

In accordance with state law, the Sprague Board of Education requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, haemophilus influenzae type B, Hepatitis A, Hepatitis B, varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 10-204a and 19a-7f, as amended by PA 15-242 § 68 prior to enrolling in any program or school under its jurisdiction and prior to entering seventh grade. Among other requirements, before being permitted to enter seventh grade, the Board requires each child to be vaccinated against meningococcal disease. The Board also requires each child to receive a second immunization against measles and tetanus, diphtheria and pertussis (Tdap) before being permitted to enter seventh grade. Each child must also have received two doses of immunization against varicella before being permitted to enter kindergarten and seventh grade. Further, each child must have received two doses of immunization against rubella and mumps before being permitted to enter grades kindergarten through twelve. Each January 1, children aged 24-59 months enrolled in the Board's preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and December 31 of the preceding year. All children aged 24-59 months who have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season that they are vaccinated. Children seeking to enroll in the Board's preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

Medical exemptions may be available. Please contact the school nurse for more information.

In accordance with state law, the Sprague Board of Education shall not be liable for civil damages resulting from an adverse reaction to a nondefective vaccine required to be administered by state law. Please see the Appendix of this Handbook for more detailed information about required immunizations.

PHYSICAL EXAMINATIONS

Prior to enrollment in the Sprague Public Schools, each student must undergo a health assessment, which shall include:

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

(b) an updating of immunizations as required by state law;

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

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

(e) The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary.

Each student enrolled in Sprague Public Schools in sixth or seventh grade must undergo a health assessment. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, the school medical advisor, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base. Such health assessment shall include:

- (a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include; but not be limited to, asthma. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;
- (b) an updating of immunizations as required by state law;
- (c) vision, hearing, postural and gross dental screenings;
- (d) such other information, including health and developmental history, as the physician feels is necessary and appropriate;
- (e) The grade six/seven assessments shall also include tests for tuberculosis, and sickle cell anemia or Cooley's anemia, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary.

STUDENT OUT-OF-SCHOOL PARTIES AND INVITATIONS

Sayles School appreciates that birthdays and 8th grade graduation are among special occasions for students.

Allowing students to give invitations to only some students is inappropriate, hurtful and could result in a violation of the Sprague Board of Education's bullying prevention and intervention policy.

Do not send invitations to outside parties for distribution in school unless **all** children in a class are invited to the party. Teachers will return these invitations to parents.

Please follow the same guideline for "thank you" notes.

Any food items sent for a child's birthday must comply with the Sprague Board of Education's Health and Wellness policy and receive prior approval from Mrs. Osborn. Please see the Appendix of this handbook for suggested food items. Mrs. Osborn can be contacted at (860) 822-8264, Ext. 197 if you have questions. She is also able to provide appropriate treats, such as ice cream, from the cafeteria at a reasonable cost.

SECTION 2: PROVIDING A SAFE AND ORDERLY ENVIRONMENT

The Sprague Board of Education and Sayles School have developed the following policies and procedures for a safe and orderly school environment.

POSITIVE BEHAVIOR SUPPORTS

Sayles School is committed to providing a positive learning environment for our students. Sayles School uses a variety of research-based, proactive approaches to managing student behavior. School-wide behavior expectations appear below.

Teachers also have classroom expectations and procedures. You and your child will receive information regarding these plans during the first few days of school.

SAYLES SCHOOL SCHOOL-WIDE EXPECTATIONS							
<i>BE</i>	<i>Bus</i>	<i>Hallway</i>	<i>Cafeteria</i>	<i>Classroom</i>	<i>Restroom</i>	<i>Playground</i>	<i>Assemblies</i>
Safe	Remain seated Listen to the driver Walk – to the bus	Walk Stay to the right Watch where you are going	Stay seated until dismissed Walk Report spills Eat only your own food Wash and/or sanitize your hands	Push chair in Walk Keep the floor clear Keep all four legs of your chair on the floor Sit only on chairs, stools or the floor	Wash hands and use soap after using restroom Walk Use fixtures and supplies only as they are meant to be used	Use equipment appropriately Keep a safe body Run only on the field Stay in your designated area	Walk when entering and leaving Stay seated
Respectful	Wait your turn Keep hands, feet, and objects to yourself Follow directions	Walk in a straight line Hands and feet to yourself Walk quietly	Use an indoor voice Eat politely and quietly Respond to quiet signal Listen to the speaker Stay in your place in line Keep your hands to yourself	Follow directions the first time Be a good listener Say please and thank you Ask permission to use someone else's property	Wait your turn quietly Be patient Be quiet Clean up after yourself Respect others' privacy	Follow directions promptly Take turns	Be a good listener Stay with your class Keep in your own space Clap at appropriate times
Responsible	Use inside voice Keep your things with you Be a model for all students Put food and drinks away	Go directly to your destination Return to your classroom promptly	Clean up after yourself Ask for permission when you need to get up	Use time wisely Do your work Do your best job Put things away Care for school property Come to class prepared	Flush the toilet before you leave Report problems to your teacher No Playing Leave as soon as you are done Use only as much soap and paper as you need	Line up quietly at the signal Collect your things Return Equipment	Get permission to leave Sit where directed Listen to directions
Friendly and Caring	Smile and greet others Help others	Smile Return greetings from adults	Smile Say please and thank you Make friendly talk	Smile Include others Cooperate Say kind things	Be polite Take care of the bathroom Knock first	Smile Share equipment Include others Say kind things	Be attentive Applaud Be polite Say thank you

CIVILITY POLICY

Purpose

The Sprague Board of Education promotes civility (mutual respect, orderly conduct, etc.) among district employees, students, parents and the public. In the interest of presenting all adults as positive role models for students, the Sprague Board of Education encourages positive communication and discourages disruptive, volatile, hostile or aggressive communication or actions, some of which may be against the law.

It is not the intent of the School Board, however, to deprive the person of his or her right to freedom of expression. The intent of this policy is to maintain a civil, safe, harassment-free workplace for teachers, students, administrators, staff, parents and other members of the community.

The following describes expected behavior of staff, students, parents and members of the public while at school, on school property or at a school function.

Expected Level of Behavior

Civility requires that school and school district personnel treat students, parents and members of the public with courtesy and respect.

Civility requires that students, parents and members of the public treat teachers, school administrators, other school staff, and district employees with courtesy and respect.

Unacceptable/Disruptive Behavior

“Unacceptable/Disruptive Behavior” is behavior which interferes with or threatens to interfere with the orderly operation of the school, a classroom, an office or any school sponsored activity, whether on or off school grounds. Disruptive behavior includes, but is not necessarily limited to:

- Using loud and/or offensive language (for example, swearing or display of temper).
- “Invading another person’s space” by moving close to the individual in an aggressive manner.
- Threatening to do physical harm to a teacher, school administrator, school employee, student or member of the community.
- Damaging, destroying or threatening to destroy or damage school property.
- Abusive, threatening, or obscene e-mail, text or voice mail messages.
- Any other behavior which disrupts the orderly operation of the school, a school activity, or any other activity sponsored by the school district.

Student, Parent, Member of the Public Resources

Any student, parent or member of the public who believes he/she was subject to unacceptable/disruptive behavior on the part of a staff member should bring such behavior to the attention of the staff member's supervisor.

Authority of School Personnel

Any individual who engages in unacceptable/disruptive behavior may be directed to leave the school building, school grounds, school activity or any other premise under the control of the school board.

Any administrator, or in the absence of an administrator any person in charge of the building/grounds or activity, has the authority to direct such persons to leave the building/grounds or activity.

If the person refuses to leave the premises as directed or threatens personal harm, the administrator or other authorized personnel shall seek the assistance of law enforcement.

Authority to Deal with Persons Who Are Verbally Abusive

If a student, parent or member of the public uses obscenities or speaks in a demanding, loud, insulting, threatening, abusive, harassing and/or demeaning manner, the employee(s) to whom the remarks are directed shall calmly and politely warn the speaker to communicate in a more positive manner.

If the verbal abuse continues, the employee(s) to whom the remarks are directed will, after giving appropriate warning to the speaker, terminate the meeting, conference or telephone conversation.

If the meeting or conference is at Sayles School or at a school function, any employee may request that an administrator or other authorized personnel direct the offending individual to promptly leave the premises.

If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary.

If the offender threatens an employee, the employee will contact law enforcement immediately.

Abusive, Threatening, Harassing or Obscene E-Mail, Text or Voice Mail Messages

If any district employee receives an e-mail, text or voice mail message that is abusive, threatening, harassing or obscene, the employee is not obligated to respond to the e-mail or return the telephone call.

The employee should save the message and contact the appropriate administrator.

VISITING THE SCHOOL

Visitors are welcome at Sayles School. However, in order to provide appropriate school security, to minimize disruption to the staff workday, the student learning day and the educational process, to protect the privacy rights of students, and to ensure the safety of students and visitors (such as limiting visitors during the pandemic), we require all visitors to comply with the following procedures.

- As a security measure, all doors are locked during the school's operating hours. Please enter the school through the Main Office door by ringing the buzzer located on the left side of the door. An office staff member will greet you via the speaker.
- All visitors will be issued a visitors' badge which must be visible at all times and returned to the office at the end of the visit. All staff members are required to question visitors whose badge is not visible and direct individuals who do not have a badge to the Main Office.
- To minimize disruption to normal activities, all visitors must have a pre-arranged appointment with the staff member they wish to visit. The administration may make exceptions in an emergency.
- All visitors must enter through the Main Office entrance and sign in before entering or visiting any part of the school. This applies to all areas of the building and to the school grounds, including the playscapes and athletic field.
- Visitors should visit only those individuals and areas indicated on the Visitor Sign-In sheet.

- Visitors should not disrupt normal activities. Observing, audio-taping, videotaping, or photographing classroom activities may be disruptive to the educational process and may invade the privacy rights of students. These activities will not be allowed without prior administrative approval.
- Visits at the beginning and end of the school day are difficult for teachers and students who are trying to organize their day. If you wish to see a teacher at that time, the Main Office will be happy to check with the teacher to see if they are available to meet with you. Unannounced visits to classrooms at these times are prohibited and staff is required to direct unannounced visitors to the Main Office.
- Visitors are expected to follow school rules, including adhering to the school's dress code and demonstrating respectful behavior as defined in the Sprague School District's Civility Policy. Visitors may be asked to show identification at any time, and are subject to the direction and supervision of school authorities. Individuals who do not adhere to these policies may be directed to leave the school in order to maintain a safe and orderly environment for staff and students.

We appreciate visitors' understanding and cooperation. Please note that visitors who do not comply with these procedures may be asked to leave school grounds and may be subject to arrest for trespass. The full text of Board Policy 1007/1007A, Visitors to the School, can be accessed at www.saylesschool.org, and hardcopies can be obtained in the main office.

SMOKING POLICY

The Sprague Board of Education prohibits smoking, including smoking using an electronic nicotine delivery system (e-cigarette) or vapor product within any indoor facility owned, leased or contracted for, and utilized, by the Board for the provision of routine or regular pre-kindergarten, elementary or secondary education, early childhood education or library services to children. For purposes of this policy, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, and the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product.

In addition, Sayles School does not allow smoking on school property or at any school-sponsored activity on or off school grounds.

Students are prohibited from possession of tobacco and other items as defined in the discipline policy.

SCHOOL BUS PROCEDURES AND EXPECTATIONS

Procedures:

- Board and ride the assigned bus only at designated stops.
- Be at the stop before the bus arrives.
- If it is necessary to cross the road after getting off the bus, look at the driver and wait for him/her to tell you to cross. Walk, do not run. Cross only at the front of the bus.
- Do not exit out the rear door of the bus unless it is an emergency.
- Unauthorized persons and oversized objects are not allowed on the bus, except with permission from the Sayles School administration or bus company representative.

It is highly recommended that an adult supervise young children while they are waiting at the bus stop.

These procedures are necessary for students' protection and to ensure the safe operation of the bus. In accordance with Sprague Board of Education's policies and regulations, violations of school bus safety rules may result in disciplinary action, up to and including short-term suspension of bus privileges, suspension from school and/or expulsion.

Expectations:

Be Safe	<ul style="list-style-type: none">● Remain seated● Listen to the driver● Walk – don't run to the bus● Be quiet at railroad crossings
Be Respectful	<ul style="list-style-type: none">● Wait your turn● Keep hands, feet, and objects to yourself● Follow directions
Be Responsible	<ul style="list-style-type: none">● Use inside voice● Keep your stuff with you● Be a model for all students● Don't eat or drink
Be Friendly and Caring	<ul style="list-style-type: none">● Smile and greet others● Help others

Additional Bus Expectations

Refrain from bullying behavior, which means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

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

Refrain from violating any section of the Sayles School Disciplinary Policy.

Students who do not follow the above expectations are subject to discipline, up to and including suspension from bus transportation. The number and severity of incidents will be considered in decisions regarding discipline. Repeated or serious offenses will result in suspension from the bus.

EMERGENCY RESPONSE AND CRISIS MANAGEMENT

Sayles School is a safe school. Research shows that children are safer in school than in most other places, in spite of school incidents that attract national attention. However, we are aware of the possibilities of unforeseen events and consider the safety of our children our primary responsibility.

Sayles School has a Safety and Security Committee including members from the Connecticut State Police, the Baltic Fire Department, the Uncas Health District among others. The committee meets monthly to ensure the school has a current, comprehensive Emergency Response Plan that meets federal and state Departments of Homeland Security and

Emergency Management requirements, at a minimum. The plan addresses numerous possible emergencies and crises, such as weather-related emergencies, chemical spills, suicide threats, bomb threats and violence. The plan is updated annually.

The Safety and Security Committee also plans and evaluates drills, including fire, lockdown, shelter-in-place and evacuation drills, as well as table-top exercises. Information gained from the drills is used to refine our procedures throughout the year and incorporated into our revised plan.

All staff members have been trained in the Emergency Response Plan and participate in exercises to practice the plan. Students practice the plan through various drills, such as fire and lockdown drills.

If you have questions or concerns about safety and security at any time, please contact Ms. Jill Shamback, the principal.

STUDENT CELL PHONE USE

Sayles School prohibits the possession and/or use of cellular telephones by students during the school day except as noted below.

Students may bring cellular telephones to school. All cell phones must be checked in with their homeroom teacher prior to the start of the school day and will be returned at dismissal. They may not be activated during the school day, inside the school buildings or on the school bus. Except as specifically permitted by the administration, students may only activate electronic devices outside the school buildings before or after the school day. Electronic devices of any kind may not be used during instructional time, except as specifically permitted by instructional staff.

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- display of pictures or photographs depicting violence, nudity, obscenity or pornographic images;
- cyberbullying;
- harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression;
- sending messages that constitute blackmail, threats or intimidation of school staff or students (regardless of whether intended as a joke);
- taking photos or videos of other students or adults without their express written permission and permission of the school administration;
- impersonating another individual;
- using the electronic device for academic advantage, such as cheating on a test; or
- for any action prohibited by any Federal or State law.

Students who are found to be in violation of these rules will have their phones confiscated and may be subject to discipline in accordance with the Board's policy concerning Student Discipline.

A student's electronic device may be searched if there are reasonable grounds at the inception of the search for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The school is not responsible for lost or stolen cell phones or other electronic devices.

For further guidance on student use of private technology devices, please refer to Board policy number 5054, available on the Board's website.

STUDENT DISCIPLINE

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

Conduct that may lead to disciplinary action (including, but not limited to, removal from class, detention, in-school suspension, and/or expulsion) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds if that conduct is seriously disruptive of the educational process. Conduct that may lead to disciplinary action includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on any protected class, including but not limited to an individual's sex, sexual orientation, race, color, religion, disability, gender identity, genetic information, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing,

preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation, an assigned area or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution, or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, iPod, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. "Bullying," defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
 - a) causes physical or emotional harm to such student or damage to such student's property;
 - b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c) creates a hostile environment at school for such student;
 - d) infringes on the rights of such student at school; or
 - e) substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as

race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

Discretionary and Mandatory Expulsions

A principal may consider recommendation of expulsion of a student in grades three to twelve, inclusive, a case where he/she has reason to believe the student has engaged in any conduct described above.

A principal must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the administration has reason to believe:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

No student enrolled in the Board's preschool program shall be expelled from such preschool program, except that a principal must recommend expulsion proceedings whenever the administration has reason to believe that a student enrolled in such preschool was in possession of a firearm, as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event.

During any period of exclusion from school for disciplinary reasons, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

The student shall be allowed to complete any class work he or she missed while under suspension, including examinations, without penalty.

The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

BULLYING BEHAVIOR

The Sprague Public School District is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the District's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior 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 a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

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

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

Consistent with the requirements under state law, the **Sprague Public School District** authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. To address concerns about bullying behavior, the Sprague Public School

District follows a prevention and intervention policy that includes the criteria listed below. Parents and/or students who have concerns regarding bullying behavior may report such concerns to the classroom teacher or the Principal (Ext. 106).

As provided by state law, the Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;

- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- (11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) 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 a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Sprague Board of Education's Safe School Climate Plan is available at www.saylesschool.org and in the Appendix of this handbook.

SAYLES SCHOOL DRESS CODE

According to research by the National Association of Secondary School Principals (NASSP), a school dress code:

- Greatly affects student academic performance and their interaction with other students
- Positively affects classroom discipline and decreases disruptions
- Improves school climate by decreasing the negative effects of peer pressure
- Increases school spirit and pride

In order to maintain a safe, orderly environment conducive to the educational process, the following attire is prohibited during the school day or at school-sponsored activities:

- A. Coats, jackets or other attire normally worn as outerwear while indoors. Outerwear includes, but is not limited to: coats, jackets, windbreakers, nylon pullovers, down vests and other clothing the administration deems inappropriate.
- B. The following types of head coverings: masks, visors, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. This does not include facemasks required during the pandemic. Requests for accommodations for religious reasons should be directed to the Sayles School principal. Head coverings shall not be worn, carried, or hung on belts or around the neck during regular school hours.
- C. Backpacks and/or book bags are expected to be left in a designated location and not carried by students during the school day. They shall not obstruct safe passage in the classroom or in the corridors.
- D. Items A. and C. above must be secured in the student's locker or other storage area before school starts. Items not stored may be confiscated by the principal.
- E. Footwear that mars floors or is a safety hazard.
- F. Sunglasses, whether worn or carried, unless required pursuant to a documented medical issue.
- G. Oversized metal buckles and all metal belts or combinations of metal and leather belts.
- H. Spiked or studded bracelets, oversized or multi-finger rings, chains, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.
- I. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.
- J. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or which constitute "fighting words."
- K. Attire or accessories that depict logos or emblems that encourage the use of or depict drugs, tobacco, or alcoholic beverages.
- L. Shirts or blouses that reveal the abdomen, chest or undergarments.
- M. See-through clothing, tank tops including "yoke-type tops), or tops with spaghetti straps (less than 1" wide).
- N. Shorts, mini-skirts, or pants which are more than four inches above the knee. Spandex garments are allowed only if they are covered by shorts or skirts and do not reveal the upper thigh.
- O. Pajamas.

Sayles School staff may ask students to correct the dress code infraction immediately if possible. Parents may be contacted to bring appropriate clothing.

Students who fail to comply with Board policy and regulations concerning student dress may be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

We strive to create an environment that supports learning and good behavior. We ask for your cooperation in achieving this goal.

SEARCH AND SEIZURE

A student and his/her effects (handbag, backpack, gym bag, cellular telephone, radio, Walkman, CD player, blackberry, personal data assistant, walkie-talkie, Smartphone, mobile or handheld device, camera or other similar personal property carried by a student) may be searched if there are "reasonable grounds at the inception of the search for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The scope of such search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Lockers, desks and other storage areas provided by the school system

for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The administration and/or law enforcement officials may search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The administration shall maintain a list of all locker combinations.

AFTER-SCHOOL DETENTION FOR INAPPROPRIATE BEHAVIOR

Detentions for inappropriate behavior are held from 3:15 P.M. to 4:00 P.M. The parent/guardian of a student is responsible for transportation.

Failure to serve detentions or use the time constructively may result in additional consequences, up to and including suspension.

An assigned after-school detention and/or unserved detentions for behavior or missing work will not be rescheduled due to a conflict with sports or other activities.

The administration reserves the right to charge a supervision fee to parents if students are not picked up promptly.

SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Sprague Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her gender, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene comments, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Procedure

Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set below. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent possible. The district will not tolerate any reprisals or retaliation that occurs as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators and periodically distribute these procedures to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Complaint Procedure

1. It is the express policy of the Board to encourage victims of sex discrimination or sexual harassment to promptly report such claims. A written complaint is not required to initiate an investigation. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence as timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Principal, Jill Shamback, Title IX Coordinator, or to the Director of Pupil Personnel Services, Brynn Lipstreu, Title IX Coordinator. The will be provided a copy of the Board's policy and regulation student and any alleged perpetrator, respondent or other individual appropriately identified as a party to the complaint ("respondent") (where applicable) and made aware of their respective rights.
3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination,
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - H. Remedy sought or requested, if known.
4. Any student or parent/guardian who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. Any informal resolution process and/or mediation that may be considered to resolve a complaint may only be used on a voluntary basis. Mediation is prohibited in cases of sexual violence and in cases involving a student complaint of sexual harassment against an employee of the Board or other individual in a position of authority over the student. Mediation may be ended at any time by either party. Such informal procedures such as mediation do not preclude a more formal investigation of a complaint under these procedures.
8. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

9. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. The District has an obligation to take reasonable steps to investigate promptly and resolve complaints when it knows or reasonably knows about possible discrimination. Therefore, even if a student requests confidentiality or that the District not investigate, or declines to participate in the process, the District will continue to investigate to the extent possible. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
10. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a. offer to meet with the complainant and the respondent (if applicable) within ten (10) school days to discuss the nature of the complaint, identify individuals either party believes has relevant information, and obtain any relevant documents the complainant may have;
 - b. provide the complainant¹¹ and any respondent with a copy of the Board's sexual harassment policy and accompanying regulations;
 - c. consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
 - d. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e. make any factual determinations and resolve any complaint using a preponderance of the evidence standard;
 - f. consider whether any sexual harassment created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - g. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
 - h. when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;
11. If the student complainant or the respondent (if any) is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

The District will coordinate its investigation efforts under these procedures with any law enforcement and/or other outside agencies where applicable, being careful not to unnecessarily delay the District's own investigation process under this policy and accompanying regulations/procedures due to any external civil or criminal proceedings directly related to the complaint.

¹¹ For purposes of these procedures, a complainant is considered to be the student who allegedly experienced the discrimination and/or harassment, or the parent/guardian of such student.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The District will take actions necessary to prevent retaliation as a result of filing a complaint.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Copies of these regulations/procedures will be made readily available to all students.

Anyone who has questions or concerns regarding these procedures, or claims related to sex discrimination or harassment may also contact the district's Title IX Coordinator:

Title IX Coordinators:

Sayles School Principal, Jill Shamback

jshamback@spraguek12.org

(860) 822-8264 Ext. 106 OR

Sprague Director of Pupil Personnel Services, Brynn Lipstreu

blipstreu@spraguek12.org

(860) 822-8264, Ext. 228

SECTION 3: SAYLES SCHOOL CURRICULUM and CULTURAL LITERACY

Early Childhood

Sayles School has its own NAEYC (National Association for the Education of Young Children) accredited pre-school. To be accredited, a preschool program must demonstrate that children are provided a rich and developmentally appropriate curriculum. Sayles School is proud to have met these challenging standards for our young children's first educational experience.

There are two pre-school sessions each day – one in the morning and one in the afternoon. Parents interested in enrolling their child in pre-school should contact Ms. Deb Hawks at 822-8264, Ext. 145.

Sayles School has two full-day kindergarten classes. The full-day program provides a developmentally appropriate curriculum, including "specials" (music, art and physical education).

The Sayles School pre-school program is administered by the Sprague Board of Education. State law exempts public school districts from licensure by the Office of Early Childhood. Thus, the Sprague Board of Education and the Sayles School pre-school program are not licensed by the Office of Early Childhood to provide this school readiness program.

School-wide Curriculum

The Sprague Board of Education has adopted the Connecticut State Department of Education's Grade Level Expectations, based on the Common Core State Standards in Language Arts and Mathematics as Sayles School's curriculum sequences in these areas. They ensure that Sayles School students will be taught the skills they need to become proficient and critical thinkers in reading, writing and mathematics.

The Sprague Board of Education has also adopted Houghton Mifflin Harcourt Into Reading & Into Literature for grades K-8 and McGraw-Hill Reveal Math for grades K-8 math instruction.

Intervention and Enrichment (RTI or SRBI) and Positive Behavior Supports (PBS)

Federal and state mandates require that schools follow a **Scientific Research-Based Interventions (SRBI) or Response to Intervention (RTI)** model in addressing the needs of children who require support to meet the expectations of the school's curriculum in reading, writing, mathematics and/or behavior. **Scientific Research-Based Interventions (SRBI) or Response to Intervention (RTI)** is a three "tier" program. Each "tier" represents a different level of support for children. This process is required by federal and state prior to a student's identification as learning disabled.

Tier I consists of the core classroom curriculum in language arts, math and behavior management.

Students who require additional support receive Tier II interventions. These interventions include additional instruction in smaller groups, or individual behavior plans. The instruction is geared toward the student's specific needs. The goal of Tier II interventions is to bring the student's skills to the expected level as quickly as possible.

Tier III interventions are available for students who are having difficulty progressing in spite of the additional support of Tier II. Groups are smaller and additional intervention time is provided.

Students in Tier III who are not progressing may be referred to a Planning and Placement Team for further evaluation.

The Positive Behavior Supports (PBS) initiative is a Response-to-Intervention model for managing student behavior that stresses positive interactions with students and reducing the need for consequences such as detentions and suspensions, although these will not be eliminated entirely.

If you would like information regarding school policies and procedures for special education referrals and evaluations, please call Ms. Brynn Lipstreu, Director of Pupil Personnel Services at Sayles School at (860) 822-8264 ext. 228.

CHILD FIND - SPECIAL EDUCATION

Child find is a term used in federal law. It requires public schools to locate, identify and evaluate children with disabilities or children suspected of having disabilities from birth through age 21.

In an effort to meet its child find obligation, the Sprague School System is actively seeking information regarding children with disabilities or who are suspected of having disabilities who may require special education services within its district.

Special education services are available to eligible preschool children between the ages of 3 and 5, and to eligible school age children until graduation from a high school program or age 21, whichever occurs first.

If you know of any child that you believe is or may be eligible for special education services, please call Ms. Brynn Lipstreu, Director of Special Education at Sayles School at (860) 822-8264 ext. 228.

SPECIALS

All students in grades K – 8 participate in three “specials”: art, music and physical education. Additionally students in grades 3 - 8 have a class in technology and students K - 8 have health education.

The Sprague Board of Education has adopted a policy supporting integration across various curriculum areas. Each of these “specials” has its own curriculum. Whenever possible, specials teachers develop units and lesson plans to support classroom instruction in language arts, mathematics, science and social studies. These integrated lessons provide additional learning and practice in these four curriculum areas.

HONOR ROLL

Seventh and eighth grade students are eligible for the Honor Roll.

For High Honors, students must have no grade lower than an A- in all academic classes. Physical education, art and music will be combined for an average grade not lower than a B.

For Honors, students must have no grade lower than a B- in all academic classes. Physical education, art and music will be combined for an average grade not lower than a B-.

SUPPORT SERVICES

In addition to intervention, Sayles School offers a variety of support services to our students based on student need. These include, but are not limited to, the following:

- English as a Second Language (ESL) tutoring for children who have not met the Connecticut State Department of Education’s criteria for English proficiency.
- School counseling provided by a school social worker and/or school psychologist.
- Occupational Therapy services to assist children with visual, sensory, motor coordination or other delays that affect their ability to perform academically.
- Physical Therapy services for children whose medical condition interferes with their ability to fully access the school’s programs, as determined by a physician.
- Speech and Language Therapy for children with articulation and/or language.

NOTICE OF PARENT/STUDENT RIGHTS
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

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

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

A student is covered under Section 504 if it is determined that he/she suffers from a mental or physical impairment that substantially limits one or more major life activity such as (but not limited to) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

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

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Sprague Public Schools' education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation and eligibility decision by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.
7. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would

effectively deny you access to the records;

12. To request changes in the educational program of your child;
13. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
14. To file a local grievance or complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child. For additional information on filing a grievance or complaint for discrimination on the basis of a disability, you may also refer to the Board's administrative regulations, Board policy number 5012A, regarding Section 504 of the Rehabilitation Act of 1973, posted on the Board's website.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Director of Pupil Personnel Services
Ms. Brynn Lipstreu
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 228

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921

Telephone: (617) 289-0111

Connecticut State Department of Education
Bureau of Special Education and Pupil Services
P.O. Box 2219
Hartford, CT 06145

Telephone: (860) 807-2030

SECTION 4: DIVERSE OPPORTUNITIES

Students at Sayles School have the opportunity to experience a variety of activities in addition to the curriculum.

Student Activities

Sayles School provides a variety of extra-curricular activities for students.

As voluntary participants in school social events and activities, students shall be held responsible for compliance with rules set forth for their conduct; infractions of those rules will be subject to the same disciplinary measures that are applied during the regular school program. Similarly, parent chaperones are also expected to adhere to Board policies and rules while volunteering during school activities.

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the rules of the school.

Field Day

Field Day is typically held in June. The physical education teacher, assisted by classroom teachers, conducts the field events. Parents are encouraged to volunteer their assistance by contacting the physical education teacher.

Field Trips

Students at Sayles School can participate in field trips. Written parental permission is required for all field trips.

Curriculum-Based Field Trips

Curriculum-based field trips support classroom instruction. These trips are organized by teachers and all students in the particular class participate.

Students in grades 5 – 8 participate in Project Oceanology, located at the Avery Point Campus of the University of Connecticut.

Occasionally, voluntary curriculum-based field trips opportunities are provided for students who have a particular interest in an area such as music or science.

Non-curricular Field Trips

It is the belief of Sayles School that positive student behavior and achievement should be recognized. Therefore, Sayles School staff will, at times, provide non-curricular activities and/or field trips to provide positive recognition to students who have consistently demonstrated acceptable academic performance, behavior and attendance.

Non-curricular field trips and extracurricular activities are privileges. Students earn participation in these trips and activities based on academic performance, attendance, disciplinary history, or other criteria as determined for a specific trip or activity. Criteria for participation in these activities or trips will be shared with students and parents as appropriate based on the trip.

8th Grade Graduation

The graduation ceremony for eighth graders occurs in the evening at the end of the school year. It is scheduled to avoid, as much as possible, graduations at the high schools attended by Sprague students.

In order to participate in graduation, students must achieve a passing average for the year in the four core academic subjects.

Concerts

Each year, under the direction of the music teacher and with the cooperation of the staff, children present a variety of programs which may include musicals, ensembles, and choral/band presentations.

Dances

Dances for students in grades 7 – 8 are planned by the eighth grade class adviser during the course of the year. Dances are restricted to Sayles School students only.

Various Celebrations

Various celebrations may take place during the school. Any celebration should be coordinated through the classroom teacher.

No invitations (birthday, graduation party, etc.) are to be distributed at school unless all members of a class are invited. To respect confidentiality, the school does not furnish parents with the names, addresses and phone numbers of other children.

Athletic Opportunities

Sayles School offers clubs for various age level students. Notices are sent home to notify parents about these opportunities.

Music

Students have the opportunity to participate in chorus.

Students in grades 5 – 8 have the opportunity to learn to play a musical instrument and/or participate in beginner or advanced band.

Clubs

Sayles School offers clubs based on student and/or staff interest and when there is available funding.

SECTION 5: FAMILY ENGAGEMENT

The Sprague Board of Education believes that family support is the most significant contribution to student achievement. There are a variety of ways families can productively support their child's education.

Sprague School District Homework Policy

The Sprague Board of Education recognizes that most research shows that students who do appropriate and well planned homework achieve at a higher level than students who do not. Homework can be an effective way to help children learn the material they are responsible for in school. It also helps prepare them to be lifelong learners and to be competitive with their peers around the world by developing the skills they need to study independently.

Purposes of Homework

Teachers assign homework for many reasons:

- Review and practice of material covered in class;
- Preparation for future classes;
- More in-depth exploration of subjects introduced in class;
- Application of skills students already have to new situations; and
- Integration of many different skills on a single task, such as a book report or science project.

Homework also helps students to develop good study habits and positive attitudes. When used effectively, it can:

- Foster independent work;
- Encourage self-discipline, including time management and responsibility; and
- Foster a love for learning.

In addition, homework can help:

- Keep parents up-to-date about what is going on in school, and
- Create opportunities for families to participate in their child's education.

To be most effective, homework assignments must:

- Have a specified purpose, although a single homework assignment can serve more than one purpose;
- Come with clear instructions about what needs to be done for the assignment to be completed successfully, including whether help from others is required; and
- Be well-matched to the student's abilities.

If these guidelines are not met, homework should not be assigned.

Purposes of Homework at Different Developmental Levels

Appropriate homework has different purposes at different grade levels.

- For students in the *earliest grades*, it can foster positive attitudes, habits, and character traits; permit appropriate parent involvement; and reinforce the learning of simple skills learned in class.
- For students in *upper elementary grades*, homework can play a more direct role in fostering school achievement.
- In *sixth grade and beyond*, homework can play an important role in improving grades and standardized test scores.

Quantity of Homework

There are no hard and fast rules about exactly how much homework each student will do each night. This will depend on the nature of the material covered. It will also depend on the student. The same assignment going home with different students will take different amounts of time to complete. Also, different assignments may be given to different students. Still, there are rough guidelines that teachers will follow in assigning homework. These guidelines will be applied considering the amount of time it should take the average student, or the majority of students, in the class to complete the assignment, assuming the student works without interruption.

Based on these principles, the Sprague Board of Education sets these guidelines for frequency and duration of assignments:

Kindergarten to Grade 1 – Three to four assignments per week each lasting no more than 10 minutes.

Grades 2 to 6 – A total average time of 10 minutes per grade level (e.g. 20 minutes for 2nd grade, 30 minutes for 3rd grade, 40 minutes for 4th grade, etc.) each night.

Grades 7 to 8 – Four to five assignments per week in each subject for a maximum 60 to 80 minutes for all subjects combined each night.

Mandatory v. Voluntary Homework

Because homework serves different purposes at different grade levels, some homework will be required for all students. Research suggests that a mixture of mandatory and voluntary homework is most beneficial. Teachers are encouraged to include both types of assignments throughout the year.

Roles and Responsibilities Regarding Homework

Role and responsibilities of teachers:

1. Clearly state the purpose of the assignment.
2. Clearly state how the assignment is related to the topic under study.
3. Clearly state how the assignment might best be carried out.
4. Clearly state what the student needs to do to demonstrate the assignment has been completed successfully.
5. When different teachers teach different subjects to the same students, teachers should coordinate their assignments with each other.
6. Teach students developmentally appropriate organizational skills and practice these skills with them.

Role and responsibilities of students:

1. Knowing what the assignments are, what materials are needed, and bringing all necessary materials home on a daily basis.
2. Completing assignments on time and returning them to school on or before the due date.
3. Completing assignments in an appropriate manner.
4. Letting teachers know if they do not understand an assignment or will have difficulty completing it on time.
5. Letting teachers know what they would like to do on a voluntary basis.

Role and responsibilities of parent(s):

1. Communicate that education and homework are important.

2. Monitor assignment completion.
3. Provide guidance.
4. Talk with teachers to resolve homework problems.
5. Provide basic homework tools including paper, pencils, rulers, craft supplies, etc.
6. Provide a quiet, well-lit spot where the student can work on homework without interruptions.
7. Allow time in the daily schedule each afternoon/evening for homework completion.

Role and responsibilities of administrator(s):

1. Communicate the district homework policy and school homework procedures to families.
2. Monitor the implementation of the policy.
3. Serve as a mediator should disputes arise between teachers and families regarding homework.

Requesting Specific Teachers

Parent request for a specific teacher for their child will be considered as one factor in the class assignment decision-making process. However, teachers also consider many additional factors in assigning students, so we cannot guarantee that a child will be placed in accordance with parent requests.

Student Records

Notification of Rights Under FERPA

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

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

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

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

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

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

The Administration shall comply with all processes and procedures relative to the amendment of education records when presented with a request to change a student's name, gender, or any other information contained in education records. If the Administration changes the name and/or gender in a transgender or gender non-conforming student's education record, all education records containing the student's birth name and gender shall be maintained, if so required under federal and/or state law and regulations, separately from other education records and in a strictly confidential location and manner.

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

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

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

and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

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

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

Unless notified in writing by a parent or eligible student to the contrary within 10 school days of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to educational records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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

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

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

Student Privacy

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

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

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential

topics:

- a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
4. the right of a parent to be notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
- a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h); or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, scheduled in advance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

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

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

PARENTAL RIGHT TO OBTAIN INFORMATION CONCERNING TEACHER/PARAPROFESSIONAL QUALIFICATIONS

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

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

If you wish to obtain this information, please contact Mr. William Hull, Superintendent, at 822-8264, Ext. 108.

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

“Instructional Material” means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

COMMUNICATION WITH NON CUSTODIAL PARENTS

The Sprague Board of Education, unless provided with court documentation otherwise, assumes that there are no restrictions regarding the noncustodial parent’s right to be kept informed of the student’s school progress and activities. If the custodial parent wishes to make restrictions regarding the school’s communication with the noncustodial parent, the custodial parent will be required to submit a certified copy of a court order indicating the limitation of these rights.

Unless there are specific court-imposed restrictions, such as a final divorce decree which includes specific denial of access rights or a restraining order denying such rights, the noncustodial parent, upon written request, may view the student’s educational, medical or similar records maintained in the student’s cumulative record, receive school progress reports and have an opportunity to conference with the student’s teachers.

The Sprague Board of Education presumes that the person who enrolls a student in school and/or the parent with whom the student resides is known as the custodial parent, unless a legal document or signed parental agreement indicates otherwise. Verification may be required from the custodial parent.

Any parent having legal custody has the right to remove the student from school property. Only a court order will be cause for exception to this provision.

The school will comply with court-ordered visitation upon receiving a copy of the court order.

Any legal documents which restrict the rights of the noncustodial parent must be provided by the custodial parent.

COMPLAINT RESOLUTION PROCEDURE

Connecticut State Department of Education Complaint Resolution Procedure (in compliance with 34 Code of Federal Regulations (CFR) Part 299(10)(a)).

I. Filing of Complaint

A. Violation of Law

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

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

B. Review of an Appeal

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

C. Content of Complaint

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

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

II. Review of Complaint

A. Analysis

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

B. Dismissal of Complaint

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

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

III. Notification of Complaint and Investigation

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

IV. Response to Complaint

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

A. Content of Response

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

B. Interview

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

V. Complaint Investigation

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

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

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

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

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

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

B. Independent On-Site Investigation

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

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

C. Complaint Investigation Report

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

The report shall contain the following contents:

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

D. Corrective Action Plan

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

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

VI. Review of Final Decision

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

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

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

SECTION 6: HEALTH AND WELLNESS

The Sprague Board of Education has adopted a "Policy Regarding Wellness" to promote the health and well-being of district students.

The policy requires the school to, among other things:

- address the nutritional value and portion size of school breakfast and lunch items;
- regulate food items sold in the school, at after-school activities, on field trips and at other school events;
- eliminate the use of food as a reward; and
- eliminate the use of candy and other unhealthy foods as fund raisers.

The policy also requires the school to regulate food items served at school parties. Therefore, we ask that parents contact their child's teacher or Mrs. Osborn in the cafeteria prior to sending food for birthdays or other celebrations to ensure that the items you provide are in compliance with the nutritional requirements. They will be happy to suggest appropriate items.

Food items that do not meet requirements will be returned to the parent/guardian.

The full text of Board Policy 5022, Policy Regarding Wellness, can be accessed at www.saylesschool.org, and hardcopies can be obtained in the main office.

SCHOOL RESPONSIBILITY FOR SCREENINGS

The Board of Education will provide annually to each student enrolled in kindergarten and grades one and three to five, inclusive, a vision screening using a Snellen chart or equivalent screening device such as an automated screening device. The school shall give written notice to the parent or guardian of each student (1) who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease and a recommendation to have the child examined by a licensed optometrist or ophthalmologist, and (2) who did not receive such vision screening, with a brief statement explaining why such pupil did not receive such vision screening.

The Board of Education will provide annually to each student enrolled in kindergarten and grades one and three through five, inclusive, audiometric screening for hearing. The school shall give written notice to the parent or guardian of each student (1) who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect, and (2) who did not receive an audiometric screening for hearing, with a brief statement explaining why such student did not receive an audiometric screening for hearing.

The Board of Education will provide annual postural screenings for (1) each female student in grades five and seven, and (2) each male student in grade eight or nine. The school shall give written notice to the parent or guardian of each student (A) who evidences a postural problem, with a brief statement describing such evidence, and (B) who did not receive a postural screening, with a brief statement explaining why such student did not receive such postural screening.

HEALTH EDUCATION CLASSES

Throughout the year, health education classes are given by the school nurse and/or health education teacher to students in grades K - 8. Various topics such as puberty, nutrition, general hygiene, etc. are covered as appropriate for the age of the children.

Under state law, parents may choose to excuse their children from instruction on HIV and/or family life education through a written request to the teacher. The school will provide prior notice to parents when planning to address these topics. Otherwise, students enrolled in Sayles School are required to participate in the school's established curriculum.

HEALTH COUNSELING

Individual health counseling is an integral part of the overall program. The nurse discusses individual student's health status with them as appropriate and assists them in learning to improve and/or maintain that status.

INJURY AT SCHOOL

If your child is injured during school hours, the severity of the injury will dictate what action is taken. Minor scrapes, cuts, bruises, and the like will be ministered to by school personnel. Parents will be notified of significant injuries.

If an injury is not serious enough to require emergency care but requires more than first aid, the school nurse will contact the child's parents or guardian for care or transportation to medical care. Should emergency transport be required, an ambulance will be called immediately to transport the student to W.W. Backus Hospital or other medical facility, as determined by EMS personnel. Parents will be notified as soon as possible.

Unless students are covered under other policies, parents are urged to consider purchasing coverage through the school insurance plan offered. Please contact the Principal for further information about obtaining coverage.

ILLNESS AT SCHOOL

Should your child complain of feeling ill during school hours, he/she will be examined by appropriate school personnel who will make a decision as to whether the child should remain in school or be sent home. Any child thought to have a communicable disease or condition shall be examined by the health room staff. If there is reason to suspect a contagious condition, the child shall be excluded from school.

A contagious disease or condition is any medical problem that might be passed on to another person, for example: cold, flu, diarrhea, sore throat, chicken pox, impetigo, pink eye, head lice, scabies, etc.

No child excluded from school for a communicable disease or condition may return to school, attend or participate in school activities or attend activities in the school building unless he/she is seen by the school nurse first or has a written statement from a physician indicating the child can return. These will be considered excused absences.

MEDICATION DURING SCHOOL HOURS

Should your child need medication during school hours, the following procedure must be followed:

- Secure an "Authorization For Administration of Medicines By School Personnel" form from the school. Your physician may also have these forms. Have this filled out by your child's physician or dentist, advanced practice registered nurse or physician's assistant, fill out your portion, and bring it to school along with the medication.
- The medication must be in a properly labeled container from the drug store. If it is a prescription, the label must include the child's name, name of the medication, strength of the medication, dosage, name of the physician, dentist, advanced practice registered nurse or physician's assistant, and date ordered.
- If the medication is non-prescription, it must be in the original container.
- Medication may be transported to and from school only by the child's parents or guardian or another responsible adult. A student may not transport medication, except under very narrow circumstances of life-threatening illnesses as described in the administration of medications policy. Transporting medication is the responsibility of the parents.

PLEASE NOTE: No medication, even aspirin, cough medicine, or topical ointments may be given at school unless the above procedure is strictly followed.

Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
- (2) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (1) above, in the absence of the school nurse. More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
- (3) The selected personnel, as described in Paragraph (2) above, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid before conducting such administration.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (2) above shall be on the grounds of the school during regular school hours.

- (5) The parent or guardian of any student may submit, in writing, to the school nurse and school medical advisor, in any case, that epinephrine shall not be administered to such student pursuant to this section.

The full text of the administration of medications policy of the Board of Education can be accessed at www.saylesschool.org and is available in hardcopy in the office and through the nurse. If you have any questions regarding this policy, please contact the School Nurse at 822-8264.

APPLICATION OF SUNSCREEN AT SCHOOL PRIOR TO OUTDOOR ACTIVITIES

Any student who is six (6) years of age or older may possess and self-apply over-the-counter sunscreen product while in school prior to engaging in any outdoor activity. For a student to apply sunscreen prior to engaging in any outdoor activity, the student's parent or guardian must sign the Board's written authorization and submit the authorization to the school nurse.

FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE, AND DIABETES

The Sprague Public Schools recognize that food allergies, glycogen storage disease, and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy, glycogen storage disease, and/or diabetes, as developmentally appropriate. To this end, the Sprague Public Schools adopt the following guidelines related to the management of life threatening food allergies, glycogen storage disease, and diabetes for students enrolled in Sayles School.

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

Early identification of students with life-threatening food allergies, glycogen storage disease (GSD) and/or diabetes is important. The district therefore encourages parents/guardians of children with a life-threatening food allergy to notify Sayles School of the allergy, providing as much information about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy.

The district also encourages parents/guardians of children with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

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

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

Major life activities include, but are not limited to:

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

Individualized Health Care Plans and Emergency Care Plans

1. If the district determines that a child has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the child. Each IHCP should contain information relevant to the child's participation in school activities.
2. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate the risk of such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
 - a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed ;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening disease, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
 - a. The child's name and other identifying information, such as date of birth, grade and photo;
 - b. The child's specific allergy;

- c. The child's signs and symptoms of an allergic reaction;
- d. The medication, if any, or other treatment to be administered in the event of exposure;
- e. The location and storage of the medication;
- f. Who will administer the medication (including self-administration options, as appropriate);
- g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
- i. Emergency contact information for the parents/family and medical provider.

In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having glycogen storage disease. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with glycogen storage disease, the ECP should include the following information:

- a. The child's name and other identifying information, such as date of birth, grade and photo;
- b. Information pertaining to the child's condition;
- c. The child's signs and symptoms of a diabetic emergency;
- d. The medication, if any, or other treatment to be administered in the event of same;
- e. The location and storage of the medication;
- f. Who will administer the medication (including self-administration options, as appropriate);
- g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
- i. Emergency contact information for the parents/family and medical provider.

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

A student identified as having a life-threatening food allergy or glycogen storage disease is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under 504, or the IDEA.

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

Whenever appropriate, a student with a life-threatening food allergy and/or glycogen storage disease should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a disability that substantially limits a major life activity, as defined by Section 504. Please refer to the District's Policy regarding Section 504 and/or contact the District's Section 504 Coordinator (the Director of Special Education and Support Services) at (860) 882-8264 (x. 106). Whenever appropriate, students with life-threatening food allergies and/or glycogen storage disease should be referred to a PPT for consideration of eligibility for special education and related services if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.

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

Training/Education

The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies and glycogen storage disease. Such training shall include, as appropriate for Sayles School (and depending on the specific needs of the individual students at the school) training in the administration of medication with cartridge injectors (i.e. Epi-pens) and/or preventative strategies to minimize a child's risk of exposure to life-threatening allergens, and the provision of food or dietary supplements for students with glycogen storage disease. School personnel will also be educated on how to recognize symptoms of allergic reactions and/or symptoms of a low blood sugar, as seen in glycogen storage disease, and what to do in the event of an emergency. Staff training and education will be coordinated by the school nurse. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

Sayles School shall also provide age-appropriate information to students about food allergies and glycogen storage disease, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and snacks.

Prevention

Sayles School will develop appropriate practices to minimize the risk of exposure to life threatening allergens and the risks associated with glycogen storage disease. Practices which may be considered may include, but are not limited to:

- Encouraging hand-washing;
- Prohibiting students from swapping food at lunch or other snack/meal times;
- Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;

Communication

As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or glycogen storage disease. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such an emergency.

Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.

The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child's classroom or school.

All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.

The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.

The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with life threatening food allergies or glycogen storage disease to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease.

Additional Information/Policies/Procedures

Lost Items

The administration is not responsible for lost or stolen items. Please do not allow children to bring valuable items to school. School personnel will not investigate should these items go missing. Students should not bring cash to school except as required to purchase lunch, pay for field trips, etc. The administration is not responsible for lost or stolen money.

Non-Discrimination Statement

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression.

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

The following person has been designated to handle inquiries regarding the Board's non-discrimination policies:

Superintendent of Schools
Mr. William Hull
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 108

The Board's Title IX Coordinators are:

Sayles School Principal
Mrs. Jill Shamback
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 106

Director of Pupil Personnel Services
Ms. Brynn Lipstreu
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 228

The Board's Section 504/ADA Coordinator is:

Director of Pupil Personnel Services
Ms. Brynn Lipstreu
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 228

Discrimination Complaints

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

All complaints involving allegations of discrimination or harassment against a student on the basis of sex or disability shall be handled in accordance with the Board's respective policies for such claims. All other complaints of discrimination or harassment for any of the other protected characteristics listed herein shall be handled in accordance with the complaint procedures contained in the Board of Education policies and regulations concerning non-discrimination. All district policies and applicable regulations/procedures, including complaint forms, are available on the Board of Education website or upon request at the main office of any district school.

The district is required by Title IX not to discriminate on the basis of sex in its programs and activities. Any questions regarding the application of Title IX or concerning complaints involving allegations of sex discrimination or sexual harassment may be directed to the District's Title IX Coordinators:

Sayles School Principal
Mrs. Jill Shamback
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 106

Director of Pupil Personnel Services
Ms. Brynn Lipstreu
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 228

Individuals with questions or concerns regarding Title IX may also contact the Assistant Secretary for the Office for Civil Rights ("OCR") at:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Any questions regarding the application of Section 504 or Title II of the ADA or concerning complaints involving discrimination or harassment on the basis of a disability may be directed to the District's Section 504 Coordinator or to the Assistant Secretary for OCR (listed above). The District's Section 504 Coordinator is:

Director of Pupil Personnel Services
Ms. Brynn Lipstreu
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 228

All other complaints by a student or other individuals alleging discrimination on the basis of the protected characteristics listed herein should file a written complaint with:

Superintendent of Schools
Mr. William Hull
25 Scotland Road
Baltic, Connecticut 06330
(860) 822-8264, ext. 108

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression, he/she should make a written complaint to the office of the Superintendent or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

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

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall notify the appropriate coordinator, or where no coordinator is required, designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty

(30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Pesticide Application on School Property

It is the policy of the Sprague Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building or to the grounds of Sayles School by using all available pest control techniques, including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides. The decision to apply pesticide in any building or on the grounds of Sayles School is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building or on the grounds of Sayles School during regular school hours or during planned activities at any school, except as otherwise permitted by law.

There shall be no application of any lawn care pesticide on the grounds of Sayles School, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

Parents or guardians of any child attending Sayles School and/or staff members may register for prior notice of pesticide application at the school. The school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide, including a lawn care pesticide, be made without prior notice to parents or guardians of any child attending Sayles School and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

For more information, you can review the Board's policy number 1001 and administrative regulation 1001A on pesticide application, available on the Board's website.

Indoor Air Quality

For every school building constructed, extended, renovated or replaced on or after January 1, 2003, the District provides a uniform inspection and evaluation program of indoor air quality. The District makes the results of this inspection and evaluation procedure available for public inspection on the Board's website.

Safe Drinking Water Act

As a public water system under the federal Safe Drinking Water Act and Connecticut law, the Sprague Board of Education is required to routinely test its tap water for lead and copper in accordance with applicable federal and state regulations. The Board is required to notify consumers of any testing results within thirty (30) days of receipt of such results from the lab. If the applicable action levels for lead are exceeded during any testing event, the Board is required to display informational posters regarding lead in drinking water in all buildings in which elevated levels were detected and distribute information to each person served by the school's water system. The Board also is required to conduct water quality parameter sampling and install corrosion control treatment and/or source water treatment, as appropriate.

Free or Low Cost Legal Services

The Individuals with Disabilities Education Act ("IDEA") requires that school districts inform parents of any free or low-cost legal or other relevant services available in the area of special education if the parent requests such information or if the parent (or school district) files for a due process hearing under the IDEA.

Below is a list of organizations that can provide you with low cost legal services:

Disability Rights Connecticut, Inc.
Legal Assistance
Nancy.Alisberg@disrightsct.org
Linda.Mizzi@disrightsct.org
(860) 679-1546

Center for Children's Advocacy, Inc.
University of Conn. School of Law
65 Elizabeth Street
Hartford, CT 06105
(860) 570-5327

Jerome N. Frank
Legal Services Organization
Yale Law School
133 Wall Street
New Haven, CT 06520
(203) 432-4800

New Haven Legal Assistance Assoc., Inc.
426 State Street
New Haven, CT 06510
(203) 946-4811

Greater Hartford Legal Assistance
999 Asylum Ave, 3rd Fl.
Hartford, CT 06106
(860) 541-5000

Connecticut Legal Services, Inc.
New Client Line: 1-800- 453-3320

Green Cleaning Products

No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect. ***For information concerning the district's green cleaning program, please contact:***

Mr. Daniel Sandoval, Maintenance Director
25 Scotland Road
Baltic, CT 06330
(860) 822-8264, ext. 208

School Choice Opportunities

In accordance with law, the Sprague Public Schools also offers opportunities for representatives of State Technical High Schools, state charter schools, magnet schools and other choice programs to recruit Sprague Public Schools' students.

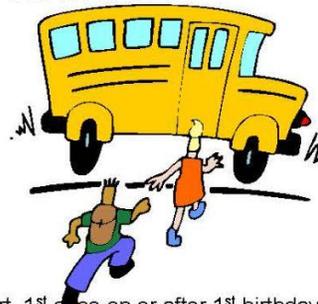


STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS

2022-2023 SCHOOL YEAR



PRESCHOOL

- Hep B: 3 doses, last one on or after 24 weeks of age
- DTaP: 4 doses (by 18 months for programs with children 18 months of age)
- Polio: 3 doses (by 18 months for programs with children 18 months of age)
- MMR: 1 dose on or after 1st birthday
- Varicella: 1 dose on or after 1st birthday or verification of disease
- Hepatitis A: 2 doses given six calendar months apart, 1st dose on or after 1st birthday
- Hib: 1 dose on or after 1st birthday
- Pneumococcal: 1 dose on or after 1st birthday
- Influenza: 1 dose administered each year between August 1st-December 31st (2 doses separated by at least 28 days required for those receiving flu for the first time)

KINDERGARTEN

- Hep B: 3 doses, last dose on or after 24 weeks of age
- DTaP: At least 4 doses. The last dose must be given on or after 4th birthday
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday
- MMR: 2 doses separated by at least 28 days, 1st dose on or after 1st birthday
- Varicella: 2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
- Hepatitis A: 2 doses given six calendar months apart, 1st dose on or after 1st birthday
- Hib: 1 dose on or after 1st birthday for children less than 5 years old
- Pneumococcal: 1 dose on or after 1st birthday for children less than 5 years old

GRADES 1-6

- Hep B: 3 doses, last dose on or after 24 weeks of age
- DTaP/Td: At least 4 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday
- MMR: 2 doses separated by at least 28 days, 1st dose on or after 1st birthday
- Varicella: 2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
- Hepatitis A: 2 doses given six calendar months apart, 1st dose on or after 1st birthday

GRADE 7-10

- Hep B: 3 doses, last dose on or after 24 weeks of age
- Tdap/Td: 1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday
- MMR: 2 doses separated by at least 28 days, 1st dose on or after 1st birthday
- Varicella: 2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
- Hepatitis A: 2 doses given six calendar months apart, 1st dose on or after 1st birthday
- Meningococcal: 1 dose

Revised 1/21//2022

GRADES 11-12

Hep B:	3 doses, last dose on or after 24 weeks of age
Tdap/Td:	1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
MMR:	2 doses separated by at least 28 days, 1 st dose on or after 1 st birthday
Varicella:	2 doses separated by at least 3 months-1 st dose on or after 1 st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
Meningococcal:	1 dose

- DTaP vaccine is not administered on or after the 7th birthday.
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated.
- Hib is required for all Pre-K and K students less than 5 years of age.
- Pneumococcal Conjugate is required for all Pre-K and K students less than 5 years of age.
- Hep A requirement for school year 2022-2023 applies to all Pre-K through 10th graders born 1/1/07 or later.
- Hep B requirement for school year 2022-2023 applies to all students in grades K-12.
Spacing intervals for a valid Hep B series: at least 4 weeks between doses 1 and 2; 8 weeks between doses 2 and 3; at least 16 weeks between doses 1 and 3; dose 3 must be administered at 24 weeks of age or later.
- Second MMR for school year 2022-2023 applies to all students in grades K-12.
- Meningococcal Conjugate requirement for school year 2022-23 applies to all students in grades 7-12
- Tdap requirement for school year 2022-2023 applies to all students in grades 7-12
- If two live virus vaccines (MMR, Varicella, MMRV, Intra-nasal Influenza) are not administered on the same day, they must be separated by at least 28 days (there is no 4 day grace period for live virus vaccines). If they are not separated by at least 28 days, the vaccine administered second must be repeated.
- Lab confirmation of immunity is **only** acceptable for Hep A, Hep B, Measles, Mumps, Rubella, and Varicella.
- **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history.

For the full legal requirements for school entry visit:

<https://portal.ct.gov/DPH/immunizations/immunization--Laws-and-Regulations>

If you are unsure if a child is in compliance, please call the Immunization Program at (860) 509-7929.

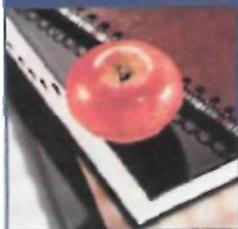
New Entrant Definition:

*New entrants are any students who are new to the school district, including **all** preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. **All pre-schoolers, as well as all students entering kindergarten**, including those repeating kindergarten, and those moving from any public or private pre-school program, even in the same school district, **are considered new entrants**. The one exception is students returning from private approved special education placements—they are not considered new entrants.

Commonly Administered Vaccines:

<u>Vaccine:</u>	<u>Brand Name:</u>	<u>Vaccine:</u>	<u>Brand Name:</u>
DTaP-IPV-Hib	Pentacel	MMRV	ProQuad
DTaP-HIB	TriHibit	PCV7	Prevnar
HIB-Hep B	Comvax	PCV13	Prevnar 13
DTaP-IPV-Hep B	Pediarix	DTaP-IPV	Kinrix, Quadracel
Hepatitis A	Havrix, Vaqta	Influenza	Fluzone, FluMist, Fluviron, Fluarix, FluLaval
DTap-IPV-Hib-Hep B	Vaxelis		Flucelvax, Afluria

HEALTHY CELEBRATIONS



Promoting a Healthy School Environment

Birthday parties and holiday celebrations at school provide a unique opportunity to make healthy eating fun and exciting for children. Schools can take advantage of classroom celebrations to serve nutritious foods that taste good and provide students with an opportunity to learn about healthy eating.

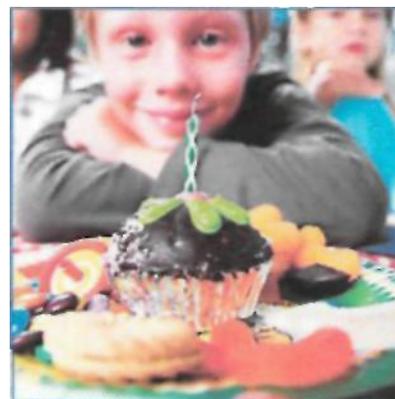
Promoting a Healthy School Environment

But It's Just a Cupcake...

Foods for school celebrations often include unhealthy choices such as cupcakes, candy, cookies and soda. While there is nothing wrong with an occasional treat, unhealthy foods are often the norm rather than the exception. Parties, food rewards, food fundraisers, vending machines, snacks and school stores often include foods that are low in nutrients and high in fat, added sugars and sodium.

Healthy choices are important because children's eating habits are poor. Children ages 2 to 18 consume almost 40 percent of their calories from solid fats and added sugars.¹ Their diets do not include enough fruits, vegetables (particularly dark green and orange vegetables and legumes), whole grains or calcium-rich foods, and are too high in sodium, saturated fat and added sugars.² Currently, 17 percent of children and adolescents ages 2 to 19 are overweight and 1 in 3 children are overweight or obese.¹ Between 1980 and 2004, obesity tripled among children and adolescents.⁴

Constant exposure to low-nutrient foods compromises children's health and learning. By providing students with nutritious foods, schools can create an environment that positively influences children's health and learning, and teaches healthy lifestyle choices that will continue into adulthood.



Benefits of Healthy Celebrations

- ▶ **Healthy Kids Learn Better:** Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.
- ▶ **Provides Consistent Messages:** Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them. Healthy celebrations promote positive lifestyle choices to reduce student health risks and improve learning.
- ▶ **Promotes a Healthy School Environment:** To improve eating behaviors, students need to receive consistent, reliable health information and ample opportunity to use it. Healthy celebrations are an important part of providing a healthy school environment.
- ▶ **Creates Excitement About Nutrition:** Children are excited about new and different things, including fun party activities and healthy snacks. School staff and parents need not worry that children will be disappointed if typical party foods aren't served in the classroom. Holiday treats and traditional birthday parties with cake can still be available at home.
- ▶ **Protects Children with Food Allergies:** When parents send in food, it is difficult to ensure the safety of children with food allergies. Schools can protect food-allergic children by providing nonfood celebrations or, if food is served, obtaining it from known sources such as the school food service program.

How-To's for Happy Healthy Parties*

- Variety is the "spice of life" and the "life of the party." Plan several contrasting activities -active and quiet, indoor and outdoor, individual and group.
 - Try something new. Children like adventure. In addition to familiar games and foods, offer something different.
- Plan creative experiences such as art, music and cooking.
 - Involve children in planning and preparing the party. Let them make decorations and favors.
 - Put food in its proper place. Refreshments should complement the fun, not become the "main event."
- Be sure that each child receives a prize or favor, if such awards are given.
 - Don't use food as rewards or prizes.
- Choose foods for fun, good taste and health.

Ideas for Healthy Celebrations

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from food to the children. Choose a variety of activities, games and crafts that children enjoy. When food is served, make it count with healthy choices. Parties can even incorporate a fun nutrition lesson by involving children in the planning and preparation of healthy snacks. Try these ideas for fun activities and healthy foods at school parties and other celebrations.

Activities to Celebrate Children

- ▶ **Healthy Kids Learn Better:** Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.
- ▶ Plan special party games and activities. Ask parents to donate items like pencils, erasers, stickers and other small school supplies in the birthday child's name.
- ▶ Create a healthy party idea book. Ask school staff and parents to contribute recipes and ideas for activities, games and crafts. Compile them into a book that staff and parents can use.
- ▶ Give children extra recess time instead of a class party. Let the birthday child choose and lead an active game for everyone.
- ▶ Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- ▶ Instead of food, ask parents to purchase a book for the classroom or school library in the birthday child's name. Read it to the class or invite the child's parents to come in and read it to the class.
- ▶ Instead of a party, organize a special community service project, e.g., invite senior citizens in for lunch, make "curechiefs" for chemotherapy patients or blankets for rescue dogs. Involve parents in planning the project and providing needed materials.
- ▶ Create a "Celebrate Me" book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- ▶ Create a special birthday event. The birthday child wears a sash and crown, sits in a special chair and visits the principal's office for a special birthday surprise, such as a pencil, sucker or birthday card.
- ▶ The birthday child is the teacher's assistant for the day, and gets to do special tasks like make deliveries to the office, lead the line, start an activity or choose a game or story.



Healthy Food Ideas*

- Low-fat or nonfat milk, 100% juice, water, flavored/sparkling water (without added sugars or sweeteners), sparkling punch (seltzer and 100% fruit juice)
- Fruit smoothies (blend frozen berries, bananas and pineapple) or fruit and low-fat yogurt smoothies
- Fresh fruit assortment, fruit and cheese kabobs, fruit salad, sliced fruit with low-fat yogurt dip
- Dried fruit without added sugars or sweeteners
- Vegetable trays with low-fat dip, celery and carrots with peanut butter and raisins
- Whole-grain crackers with low-fat cheese cubes, string cheese or hummus
- Pretzels, low-fat popcorn, rice cakes, bread sticks, graham crackers and animal crackers
- Angel food cake, plain or topped with fruit
- Whole-grain bagel slices with peanut butter or jam, low-fat whole-grain muffin, whole-wheat English muffins and hot pretzels
- Pizza with low-fat toppings (vegetables, lean ham, Canadian bacon), pizza dippers with marinara sauce
- Ham or turkey sandwiches or wraps with low-fat cheese and low-fat, low-sodium condiments
- Low-fat pudding, low-fat yogurt, squeezable yogurt, yogurt smoothies, yogurt parfaits or banana splits (low-fat yogurt and fruit topped with whole-grain cereal, granola or crushed graham crackers)
- Quesadillas or bean burritos with salsa
- Low-fat whole-grain granola bars
- Low-fat whole-grain tortilla chips with salsa or bean dip
- Trail or cereal mix (whole-grain, low-sugar cereals mixed with dried fruit and pretzels)
- Nuts and seeds without added fat
- Check for food allergies before serving.

Resources

Action Guide for School Nutrition and Physical Activity Policies. Connecticut State Department of Education, Revised 2009.
<http://www.ct.gov/sde/cwp/vicwa.sp?a=2678&aj=322436>
Healthy School Environment Resource List. Connecticut State Department of Education.

References

Reedy, J., & Krebs-Smith, S.M. (2010). Dietary Sources of Energy, Solid Fats, and Added Sugars among Children and Adolescents in the United States. *Journal of the American Dietetic Association*, 111(10), 1477-1484. doi:10.1016/j.jada.2010.08.011

Promotion. (2009). The quality of children's diets in 2003-04 as measured by the Healthy Eating Index - 2005. *Statistical Report*, 13. Retrieved on October 2, 2011 from <http://www.cdc.gov/nchs/data/hestia/2003-04-HEI.pdf>

Ogden, C.L., Carroll, M.D., Curtin, L.R., Lam, M.M., & Flegal, K.M. (2010). Prevalence of high body mass index in US children and adolescents: 2007-2008. *Journal of the American Medical Association*, 303(22), 242-249. doi:10.1001/jama.303.22.242

Centers for Disease Control and Prevention. National Center for Health Statistics. (2006).

Annual Asbestos Notice

Sayles School

25 Scotland Road • Baltic, CT 06330-1110 • (860) 822-8264 • FAX: (860) 822-8667

Mr. William Hull

PHONE: 860-822-8264, EXT. 107

Superintendent of Schools

Fax: 860-822-1347

September 1, 2022

To: Parents and Teachers/Staff of Sayles School Students

From: Sprague Board of Education

Mr. Daniel Sandoval, Asbestos Coordinator

Sayles School

822-8264, Ext. 208

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR, Part 763 of Title II of the Toxic Substance Control Act).

Asbestos management plans have been developed in accordance with federal law for the following list of education facilities. These plans are available and accessible to staff and the public at the school facility, Local Education Agency (LEA) administrative office.

Sayles School, 25 Scotland Road, Baltic, Connecticut

SAFE SCHOOL CLIMATE PLAN

The Sprague Public School District is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the District has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The District expressly prohibits any form of bullying behavior on school grounds and teen dating violence; 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 a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The District also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The District further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that constitute bullying, the District also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **“Bullying”** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
 - 1. causes physical or emotional harm to such student or damage to such student’s property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of a school.
- B. *Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.*

III. Other Definitions

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

- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board

of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- I. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **“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 or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

1. be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district’s Plan.

B. Safe School Climate Specialist

The Superintendent or designee shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. **Development and Review of Safe School Climate Plan**

- A. The Superintendent shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist, and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits and takes very seriously any instances of teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with District policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information

pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated

bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and the nature of their behavior.

ii. Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed

suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students and victims of teen dating violence
The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no

specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;

- l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
 - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

XIII. Responsibility for Implementation of Safe School Climate Plan

Component	Actions	Person(s) Responsible	Timeline
Bullying Policy	Continue to implement and enforce already approved Anti-Bullying Policy which includes: <ul style="list-style-type: none"> ● Student codes of conduct that are defined and prohibit bullying in accordance with state law. ● Bullying is prohibited 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 a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education ● Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. ● Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is also strictly prohibited. 	Board of Education and Superintendent	Ongoing

<p>Reporting Procedures</p>	<ul style="list-style-type: none"> ● Orally notify the Safe School Climate Specialist or school Administrator after being witness to acts of bullying or receiving reports of bullying ● File a written report with the Safe School Climate Specialist after being witness to acts of bullying or receiving reports of bullying ● Any student who believes s/he has been the victim of bullying/cyberbullying may report the matter to any school employee, either in writing or anonymously. ● Parent(s)/guardian(s) may file written reports of Suspected bullying/cyberbullying. 	<p>All school employees</p> <p>All school employees</p> <p>All Students</p> <p>All Parents</p>	<p>Within one school day after witnessing or receiving report</p> <p>Within two school days of oral notification</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Notification Requirements</p>	<ul style="list-style-type: none"> ● Provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan. ● Notify students and the parents or guardians of students of the process by which students may make reports of bullying. ● Provide students with notice of the definition of bullying, cyberbullying and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying. ● Publish Safe School Climate Plan on the school district's Internet web site and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks. 	<p>Safe School Climate District Coordinator</p> <p>Safe School Climate District Coordinator</p> <p>Safe School Climate District Coordinator and Specialists</p> <p>Safe School Climate District Coordinator</p>	<p>annually</p> <p>annually</p> <p>annually</p> <p>By Feb 1, 2012 and annually</p>

Investigation	<ul style="list-style-type: none"> ● Develop and disseminate investigation procedures for use by safe school climate specialists. ● Investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. ● Review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report. ● Determine whether the alleged conduct occurred & whether such conduct constitutes bullying as defined in the district policy. 	<p>Safe School Climate District Coordinator Safe School Climate District Coordinator and Specialists</p> <p>Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and Specialists</p>	<p>Upon receipt of report Promptly</p> <p>Upon completion of investigation</p> <p>Upon completion of investigation</p>
Response to Verified Acts of Bullying	<ul style="list-style-type: none"> ● Take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior, if it is determined that bullying has occurred. ● Notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying ● Invite the parent(s)/guardian(s) of students who engage in any verified acts of bullying after the completion of the investigation to a meeting at which the following will be shared: <ol style="list-style-type: none"> 1. A description of the verified act(s). 2. A description of the school’s interventions in response to the act(s). 3. Any consequences that may result from the commission of any further acts of bullying. ● Invite the parent(s)/guardian(s) of any student against whom an act of bullying was verified after the completion of the investigation at which the following information will be shared: <ol style="list-style-type: none"> 1. A description of the verified act(s). 2. A description of the school’s interventions designed to keep the student safe & prevent any 	<p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Safe School Climate Specialists</p>	<p>Upon determination that bullying has occurred</p> <p>48 hours after the completion of the investigation</p> <p>Upon determination that bullying has occurred</p> <p>Upon determination that bullying has occurred</p>

	<p>further acts of bullying.</p> <p>3. The content of the student safety support plan. <i>Except in rare circumstances, such meetings with parents and guardians should be held separately.</i></p> <ul style="list-style-type: none"> ● Develop a student safety support plan for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take to protect such students against further acts of bullying. ● Develop case-by-case interventions to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline. ● Notify the appropriate local law enforcement agency when the principal, or designee, believes that any acts of bullying constitute criminal conduct. 	<p>Safe School Climate Specialists</p> <p>Safe School Climate Specialists</p> <p>Safe School Climate District Coordinator and/or Specialists</p>	<p>Upon determination that bullying has occurred</p> <p>Upon determination that bullying has occurred</p> <p>As appropriate</p>
<p>Safe School Climate Committee</p>	<ul style="list-style-type: none"> ● Appoint District Safe School Climate Coordinator ● Appoint Safe School Climate Specialist in each school ● Maintain the Safe School Climate Committee in accordance with the law, (including at least one parent/guardian of a student at the school) ● Continue roles, responsibilities and procedures for Safe School Climate Committee including: ● Receive copies of completed reports following investigations of bullying; ● Identify and address patterns of bullying among students in the school; ● Review and make recommendations to amend school policies relating to bullying; ● Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school; ● Educate students, school employees and parents and guardians of students on issues relating to bullying; ● Collaborate with the district safe school climate 	<p>Executive Director Executive Director or designee Safe School Climate District Coordinator and Specialists</p> <p>Safe School Climate District Coordinator and Specialists</p>	<p>By July 1, 2012 By July 1, 2012 Ongoing</p> <p>Ongoing</p>

	<p>coordinator in the collection of data regarding bullying, in accordance with the law;</p> <ul style="list-style-type: none"> ● Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school. ● Collect, evaluate, and report information about disturbing or threatening student behavior, even if it falls outside the definition of bullying. <u>Note:</u> Parents or guardians who serve on the committee must not participate in this duty, since it may compromise student confidentiality. 		
<p>Prevention and Intervention Strategy</p>	<ul style="list-style-type: none"> ● Identify effective evidence-based prevention and intervention strategies approved by CSDE. Strategies may include, but are not limited to the following: <ul style="list-style-type: none"> ○ Students will participate in an evidence-based approach, program or process approved by the State Department of Education that is designed to ensure a positive school climate & prevent bullying. ○ Students will be made aware school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts; ○ Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur; ○ Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school; ○ Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees; ○ School-wide training related to safe school climate; ○ Student peer training, education and support; ○ Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions. ● Implement the prevention and intervention strategies 	<p>Safe School Climate District Coordinator, Specialists and Safe School Climate Committee</p>	<p>By July 1, 2012</p> <p>Ongoing</p>

	<p>identified by the Safe School Climate Committee</p> <ul style="list-style-type: none"> ● Provide students with access to evidence-based prevention and intervention strategies 	<p>All School Employees</p> <p>All School Employees</p>	<p>Ongoing</p>
Assessment of School Climate	<ul style="list-style-type: none"> ● Complete an assessment using the school climate assessment instruments including surveys, approved and disseminated by the State Department of Education for each school ● Submit assessment results for each school in the district to the State Department of Education ● Review and analyze data obtained from climate surveys/ make necessary modifications to the district plan ● Compare and contrast survey results with the National School Climate Standards and best practices 	<p>Safe School Climate Committee</p> <p>Safe School Climate District Coordinator</p> <p>Safe School Climate Committee</p> <p>Safe School Climate Committee</p>	<p>Biennially and according to CSDE guidelines</p> <p>Ongoing</p> <p>Ongoing</p>
Documentation and Record Keeping	<ul style="list-style-type: none"> ● Maintain a procedure for Sayles School to: <ul style="list-style-type: none"> ○ Document and maintain records relating to reports and investigations of bullying in the school. ○ Maintain a list of the number of verified acts of bullying in the school and make such list available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student. ● Report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education ● 	<p>Safe School Climate District Coordinator & Specialists</p> <p>Safe School Climate District Coordinator</p>	<p>Ongoing</p> <p>Annually based on timeline established by CSDE</p>
Training	<ul style="list-style-type: none"> ● Provide all certified school employees training on the prevention, identification and response to bullying and the prevention of and response to youth suicide. The training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional 	<p>Safe School Climate District Coordinator and Specialists</p>	<p>Annually</p>

	<p>educator certificate via in-service training.</p> <ul style="list-style-type: none">● Provide all other school employees training provided by the State Department of Education.	<p>CSDE with Safe School Climate District Coordinator and Specialists</p>	<p>Annually</p>
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Name

Address

Telephone Number

Have there been previous incidents (circle one)? Yes No

If “yes”, please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location:

Were these incidents reported to school employees (circle one) Yes No

If “Yes”, to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter

Date Submitted

Received By

Date

SPRAGUE SCHOOL DISTRICT
SECTION 504 COMPLAINT FORM

1. Name of Parent/Complainant: _____

2. Date of Complaint: _____

3. Contact Information for Parent/Complainant:

Address

Home Telephone

Work Phone

Cell Phone

Email

4. Name of Student (if applicable): _____

5. Address of Student (if different from above): _____

6. Age/Grade/School (if applicable): _____

7. Please describe the nature of your complaint:

8. If your complaint involves the identification, evaluation or educational placement of a student, please describe the specific area(s) of disagreement and the proposed resolution to your concerns.

WHAT TO DO IF THERE IS AN EMERGENCY AT THE SCHOOL

Sayles School has a detailed emergency operations plan that has been formulated to respond to major incidents. This plan was reviewed and revised in the summer of 2015 based on recommended best practices and advice from emergency responders. It is designed to protect our children in a variety of possible situations.

If the school should experience an incident, your cooperation with the following is necessary in order for us to respond effectively to protect our children to the maximum extent possible.

1. **Do not come to the school.** An influx of parents will make it harder for school personnel and other responders to manage the situation and make it difficult to account for each student. Wait by a phone or email for information about the incident and/or reunification.
2. **Do not telephone the school.** Telephone lines may be needed for emergency communication.
3. In the event of a serious emergency, students will be kept at the school or evacuation site until they are picked up by a responsible adult who has been identified as such on the emergency form that is required to be filled out by parents at the beginning of every school year. Please be sure that you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older
 - He/she is usually available during the day
 - He/she is known to your child
 - He/she is both aware of and able to assume this responsibility
4. The school will provide information and updates via the mass communication system. Information may also be posted on the school website and over the radio and television stations. Do not phone the school during the emergency.
5. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

STUDENTS WILL BE RELEASED ONLY TO PARENTS, PERSONS IDENTIFIED ON THE SCHOOL DISTRICT EMERGENCY FORM OR ANOTHER PERSON AUTHORIZED BY THE PARENT OR SCHOOL. DURING AN EXTREME EMERGENCY, STUDENTS WILL BE RELEASED AT A DESIGNATED REUNION SITE. PARENTS SHOULD BECOME FAMILIAR WITH THE ABOVE SCHOOL EMERGENCY PROCEDURES PLAN AND BE PATIENT AND UNDERSTANDING WITH THE PARENT-STUDENT REUNIFICATION PROCESS.

Please update your child/ren's emergency form and review this information with your emergency contacts. Planning ahead will help alleviate concerns during emergencies.



Sprague School District
25 Scotland Road ~ Baltic, CT 06330
Sayles School



2022 – 2023 Calendar

August (3)					September (21)					October (20)					November (17)					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
1	2	3	4	5	5	6	7	8	9	3	4	5	6	(7)	7	8	9	10	11	
[8]	9	10	11	12	[12]	13	14	15	16	[10]	11	12	13	14	[14]	15	16	17	18	
15	16	17	18	19	19	20	{21}	22	23	[17]	18	19	(20)	(21)	[21]	22	23	24	25	
22	23	<24	25	>26	26	27	28	29	30	24	25	26	(27)	(28)	21	22	23	24	25	
(29)	30	31								31					28	29	30			

December (17)					January (20)					February (18)					March (22)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
5	6	7	8	(9)	2	3	4	5	6	6	7	8	(9)	(10)	6	7	8	9	<10
[12]	13	14	15	16	[9]	10	11	12	(13)	[13]	14	15	16	17	[13]	14	15	16	17
19	20	21	22	(23)	16	17	18	19	20	20	21	22	23	24	20	21	22	23	(24)
26	27	28	29	30	23	24	25	26	27	27	28	27	28	29	30	31			
					30	31													

April (14)					May (22)					June (7)					Key	
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		
3	4	5	6	7	1	2	3	4	(5)	5	6	7	8	(9)	x	No School
10	11	12	13	14	[8]	9	10	11	12	[12]	13	14	15	16	(x)	Early Release 1:00 PM
[17]	18	19	20	21	15	16	17	18	19	19	20	21	22	23	<x>	Prof Dev – No School
24	25	26	27	28	22	23	24	25	(26)	26	27	28	29	30	[x]	Bd of Ed Meeting 6 PM
					29	30	31				X	Grades Close				
										{x}{ }	Open House in Evening					

Holidays – Vacations – Professional Days

August	24-26	Professional Day – No School for Students
August	29	Students' First Day of School – Early Release 1:00 PM / Professional Development Day
September	5	Labor Day – No School
September	21	Open House - 5:15 PM - 7:00 PM
October	7	Early Release 1:00 PM / Professional Development Day
October	10	Columbus Day – No School
October	20	Early Release 1:00 PM – Parent Conferences Afternoon and Evening
October	21	Early Release 1:00 PM – Parent Conferences Afternoon
November	8	Professional Day – No School for Students
November	11	Veterans' Day – No School
November	23-25	Thanksgiving Recess – No School
December	2	Early Release 1:00 PM / Professional Development Day
December	23	Early Release 1:00 PM
December	26-Jan 2	Holiday Recess – No School
January	13	Early Release 1:00 PM – Professional Development Day
January	16	Martin Luther King Day – No School
February	9	Early Release 1:00 PM – Parent Conferences Afternoon and Evening
February	10	Early Release 1:00 PM – Parent Conferences Afternoon
February	20-21	Presidents' Day Recess – No School
March	3	Professional Development Day - No School for Students
March	24	Early Release 1:00 PM / Professional Development Day
April	7	Good Friday – No School
April	10-14	Spring Recess/Good Friday – No School
May	5	Early Release 1:00 PM / Professional Development Day
May	26	Early Release 1:00 PM -- Professional Development Day
May	29	Memorial Day – No School
June	9	Last Day of School – Early Release for Students Only 1:00 PM
June	12-16	Snow Make-up Days

If there are four (4) or more school cancellations prior to January 31, 2023, there will be school on February 21, 2023. If there are five (5) or more school cancellations prior to March 1, there will be a half day for students on March 3rd.

Total Days	
Student	181
Teacher	186

Smarter Balanced State Assessments	
Grades 3 – 8	Spring 2023

Progress Reports Sent Home	
October	20
February	9
April	6
Report Cards Sent Home	
December	5
March	10
June	9

BOE approved:04/11/22