

BOTELLE ELEMENTARY SCHOOL



STUDENT and FAMILY HANDBOOK

2024 - 2025

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BOTELLE ELEMENTARY SCHOOL STUDENT and FAMILY HANDBOOK

INTRODUCTION

The purpose of this handbook is to provide you with some essential information about our school, policies and expectations, and answer common questions. Please read it carefully and use it for future reference. Additionally, feel free to call the school with any questions that may arise. You are a vital part of our school, and we want to partner with you in the process of educating your children.

NON-DISCRIMINATION POLICY

The Norfolk Board of Education has adopted a Non-Discrimination Policy which prohibits discrimination in education on the basis of race, color, creed, sex, age, national origin, disability, religion, sexual orientation, marital status, ancestry, genetic information, veteran status, gender identity or expression or any other basis prohibited by law. This policy also covers employment practices, and school programs, curriculum, class assignments or educational opportunities for students. We are committed to not using materials, library books, or textbooks that may perpetuate prejudice, intolerance, or negative feelings toward all peoples.

BOARD OF EDUCATION

Dr. Virginia Coleman-Prisco – Chairperson
John DeShazo - Vice Chairperson
– Secretary

Amy Bennett – Member
Janet Byrne – Member
Walter Godlewski - Member
Donna Rubin – Member
Jay Whitaker – Member

Board of Education meetings are held on the first Tuesday of each month at 6:00 PM in room 211 unless otherwise noted. The public is encouraged to attend in person or via Zoom.

NORFOLK BOARD OF EDUCATION MISSION STATEMENT

The mission of Norfolk Public School is to educate all students to be competent, confident, thoughtful, responsible, and contributing members of society. The Norfolk Public School is committed to having each student attain his or her maximum potential by participating in a challenging educational program. In order to accomplish excellence, the Norfolk Public School will promote continuous improvement in all areas of the educational system and will engage the support of the community.

ADMINISTRATION

Mary Beth Iacobelli, Superintendent
128 Greenwoods Road East
Norfolk, CT 06058
Telephone: (860) 542-5553
Fax: (860) 542-5576
Email Address: iacobellimb@botelleschool.org

Lauren Valentino, Principal
128 Greenwoods Road East
Norfolk, CT 06058
Telephone: (860) 542-5286
Fax: (860) 542-5770
Email Address: valentinol@botelleschool.org

Botelle School Core Values



COMMUNITY

We create strong relationships within a culture of safety and belonging, characterized by

Empathy *We offer kindness, compassion, and grace.*

- We seek to understand others' intentions, actions and feelings.
- We validate one another's perspectives, even when we may not share them.
- We ask for and offer forgiveness.

Respect *We value and support each individual as an essential member of the Botelle community.*

- We celebrate each person's unique gifts and believe our differences make us stronger.
- We pay attention to one another, listen more than we speak, and ask clarifying questions before giving advice.
- We speak kindly and directly to others when we feel unpleasant or strong emotions.
- We follow through on our commitments.

Growth *We engage in continuous learning.*

- We take risks, viewing obstacles and mistakes as opportunities for learning.
- We acknowledge when we don't know all of the answers.
- We listen to feedback and determine next steps.

Positivity *We find enjoyment in each day.*

- We promote and provide an engaging and fun learning environment.
- We laugh, we play, and we celebrate together.

When our community lives these values, we support the emotions we deserve to feel at Botelle School

Happy, Safe, Welcomed, Confident,

Excited & Loved!

SCHOOL STAFF 2024 - 2025

ADMINISTRATION

Mary Beth Iacobelli – **Superintendent**
iacobellimb@botelleschool.org

Lauren Valentino – **Principal**
valentinol@botelleschool.org

Quentin Rueckert - **Director of Shared Services**
grueckert@sharedservicesct.com

SUPERINTENDENT'S OFFICE

Kathy Lippincott – **Business Manager**
lippincottk@botelleschool.org

MAIN OFFICE

Mary Pat Lasko - **Administrative Assistant**
laskom@botelleschool.org

Carol Forgue - **Office Clerk**
forquéc@botelleschool.org

CLASSROOM TEACHERS

Early Primary

Holly Alexson alexsonh@botelleschool.org

Primary

Debbie Tallon – tallond@botelleschool.org

Intermediate

Nicole Partyka - partykan@botelleschool.org

Upper Intermediate

Sarah Ward - wards@botelleschool.org

SPECIALISTS

Art

Shana Bazelmans –
bazelmanss@botelleschool.org

General, Vocal and Instrumental Music

Mary Krusch– kruschm@botelleschool.org

Library/Media

Erin Dubecky – dubeckye@botelleschool.org

Physical Education

Winter Thorne-Kaunelis -
thornekaunelisw@botelleschool.org

RESOURCE TEACHERS

Literacy Specialist

Amy Pottbecker -
potteckera@botelleschool.org

Math Specialist & Math Teacher of Grades 2, 3 & 6

Shilo Garceau - garceaus@botelleschool.org

SPECIAL EDUCATION

Darcie McIntyre - mcintyred@botelleschool.org

SHARED SERVICES & EdADVANCE

Ashleigh Buono -**School Psychologist**
buonoa@botelleschool.org

Melissa Duksis -**Social Worker**
duksism@botelleschool.org

Amy Karpovich - **Occupational Therapist**

Shelly Taddio - **Speech Therapist**
taddios@botelleschool.org

INSTRUCTIONAL ASSISTANTS

Sarah Casey caseys@botelleschool.org

Kelly Ficalora - ficalorak@botelleschool.org

Carol Marinara - marinarac@botelleschool.org

Pam Meholik meholikp@botelleschool.org

Anna Winn winna@botelleschool.org

Libby Veneziano

venezianol@botelleschool.org

NURSE

Keondra Dillard – nurse@botelleschool.org

CUSTODIAL STAFF

Day Custodian

Tyler Yelsits – yelsitst@botelleschool.org

Evening Custodian

Evan Cooper - coopere@botelleschool.org

IT SUPPORT

Ian Rodriguez-Torrent –
torrenti@botelleschool.org

KITCHEN STAFF

Jodi Marinelli – Cafeteria Supervisor
kitchen@botelleschool.org

PTO

The goal of the Botelle PTO is to enhance the educational experience and support the students and teaching staff by providing additional equipment, services, and special events. We work to foster a close working relationship between parents, teachers/staff and students and believe that a strong PTO is evidence of parental interest and ensures a better school environment for our children.

The PTO holds monthly meetings to discuss and implement the ideas of parents and the teaching staff. Meetings are held at 6:00 pm on the first Tuesday of each month. All are welcome and you can bring your children. Even if you are unable to attend meetings, we value your input. Please feel free to contact PTO president Chelsea Bottum.

Chelsea Bottum - President
Michelle Padua - Vice President
Vacant - Secretary
Chelsea Bottum - Treasurer
Vacant - Cultural Arts Coordinator

Virginia Coleman-Prisco - Publicity
Vacant – NASP Coordinator
Vacant – Book Fair Coordinator
Vacant - Box Tops for Education
Vacant - Fall Fundraiser Chair

GENERAL INFORMATION

The following information will provide you with the day-to-day information that will help you understand how Botelle Elementary School operates.

SCHOOL HOURS

Grades K - 6	8:30 AM - 3:30 PM
Pre-K (M-F)	8:30 AM - 11:30 AM
Early Dismissal	8:30 AM - 1:00 PM <i>Pre-K CANCELED if early morning call is made to close early*</i>
Late Opening (2-Hour Delay)	10:30 AM - 3:30 PM *Pre-K CANCELED on late openings*

TELEPHONE NUMBER

860-542-5286

FAX NUMBER

860-542-5770

WEB SITE

www.botelleschool.org

BUS COMPANY

860-379-0020

ABSENCE and ATTENDANCE

If your child is absent from school due to illness or any other reason, **please call the school nurse (860-542-1904) or email the school nurse (nurse@botelleschool.org) by 9:00 AM.** Please explain the reason for the absence. If a call or email is not received, the absence will be

considered "unexcused" and a telephone call by school personnel may be made to the parents or the emergency contact to confirm the absence.

Regular attendance at school is directly related to student achievement. However, there are times when your child is simply too ill to attend school. Absences are regularly monitored and reported. **Absences one through nine are considered excused when the child's parent/guardian communicates the absence to the school nurse and submits a written note within 10 days of the child's return to school.** For the tenth absence and every absence thereafter, verbal communication along with a note from the school nurse or a licensed medical professional that explains the nature of and reason for the absence must be submitted. At the end of the school year, truant students and students who are chronically absent are reported to the State Department of Education.

For more information on the Attendance Policy see page 22.

ANIMALS AT SCHOOL

Animals may be brought into school for educational purposes provided that permission has been secured. Please complete a Visiting Animal Request Form and wait for the response from the administration before bringing an animal to school. If approval is given, a mutually convenient date and time will be arranged between the owner of the animal and the staff.

ARRIVAL and DROP OFF

Children who are driven to school can enter the building at 8:20 and should be dropped off in the upper driveway. Vehicles should not park in the upper lot. Instead, vehicles should form a single line and stop at the front doors to drop your child off. Your child may get out of the vehicle once a staff member is at the door. After you drop your child off, please keep moving in order to allow the next car to pull up to the door. Please do not bring or drop off children to school before 8:20 as supervision is not available. Buses arrive at 8:25. No vehicles other than school buses should enter the lower driveway between 8:15 and 8:30. After 8:30, parents/guardians should park in the upper driveway and walk the student into the building to sign them in at the main office. Students who arrive after 8:30 are late.

ART and MUSIC

Band and Instrumental Music Lessons

Students in Grade 3-6 are eligible to take lessons on a musical instrument. Students who sign-up for band will receive a 20-30-minute small group lesson every week. Students who participate in band are expected to practice 75 minutes each week, which equals 15 minutes of practice, five nights a week. This time is needed to develop the skills necessary for good musicianship. There are no shortcuts to this process.

Visual Arts

Every child participates in one art class per week. All students' art work is showcased at the annual Art Show. The art show is typically held in the Hall of Flags in conjunction with the Spring Music Concert and the Celebration of Learning. Student artwork is also displayed throughout the year in the school building, Town Hall, The National Iron Bank and other locations in town. Each year, students create an ornament in art class for the themed holiday tree at the Norfolk Library.

Art field trips are taken when opportunities exist.

Vocal Music

Children participate in one music class per week. Music is an interactive class where students explore beat, rhythm, melody and harmony through listening, moving, playing classroom

instruments, and singing. Creating and appreciating music is the overall goal. Much of the material is based on folk music from around the world.

Performing groups like chorus, are a voluntary opportunity for students in grades 3, 4, 5 and 6. Chorus meets once a week. Students at Botelle have always exhibited wonderful enthusiasm and devoted participation in all facets of our program.

BIRTHDAYS

Children's birthdays are announced as part of the morning announcements and posted on a calendar on the top floor. We enjoy celebrating your child's special day. If you want to send in a "treat" from home for your child's classmates to enjoy, consider a non-food treat. Pencils, a book donated to your child's classroom, or a class game to be played during indoor recess are a few options.

Because of the increase in food allergies and other medical needs, **if you decide to send in food for your child's class, please contact the classroom teacher 1 week prior to ensure that the snack is safe for all.** We want to be prepared for all students to enjoy the birthday celebration.

BULLYING

Bullying behavior by any student in Botelle Elementary School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus. Bullying outside of the school setting may also be addressed if it has a direct and negative impact on a student's academic performance or safety in school. Parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to file verbal, written or anonymous reports of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the child who bullied, consistent with his/her rights of due process.

For more information about our Bullying Policy, see page 26.

BUS SERVICE

The majority of students attending Botelle Elementary School are transported to and from school by bus. Bus service is provided under contract by All-Star Transportation. In the event of a transportation problem, please call All-Star Transportation at 860-379-0020.

Maintaining an orderly atmosphere on each bus is very important. Distractions may cause the driver to take his/her eyes off the road. The driver is in complete charge of the bus and will enforce reasonable standards of behavior on the part of all persons riding that bus. Children who disregard the directions of the driver or who misbehave so as to endanger others may be denied the privilege of riding the bus. The following bus rules are designed to keep everyone safe-

Students shall-

- Be out for the bus, with all necessary belongings, 5-10 minutes before the scheduled pick-up time.
- Stay ten feet behind the curb or up the driveway for bus pick-up.
- WALK to and from the bus; do not run.
- Wait until the bus has stopped completely before entering or leaving the bus.

- Stay seated until the bus has completely stopped.
- Listen to and obey the directions of the bus driver at all times.
- Use inside voices.
- Speak courteously and respectfully to the bus driver and each other.
- Keep feet, hands and objects out of the aisle.
- Keep your head, hands and all belongings inside the bus.
- Do not eat or chew gum on the bus.
- Keep hands and feet to yourself.

Parents will be informed of misbehavior. Please note some infractions such as fighting on the bus may lead to immediate loss of bus privileges. Parental cooperation and communication will assure the safety of all involved.

Consequences for Misbehavior

First Offense: Warning. Parent contacted.

Second Offense: Assigned seat. Parent contacted.

Third Offense: Bus suspension. Parents are responsible for transportation. Conference required.

CANCELLATIONS, LATE OPENINGS and EMERGENCY DISMISSALS

In the event of school cancellation, late openings or early dismissals, announcements will be made via our AlertNow/Finalsite. In addition, you can listen to the radio and watch the local TV stations to find out whether school has been canceled or whether school will start late (**delayed openings will be 2 or 3 hours, with school starting at 10:30 or 11:30AM**). If children are already in school when the bad weather starts and we need to send them home early, you will be called via the Connect system.

Emergency early dismissal is at 1:00. PK children will remain in school and be dismissed with the rest of the students at 1:00. Lunch will be served. Parents should make certain that their children know what to do in the event of an emergency early dismissal. Arrangements should be made with neighbors/friends for the care of children at these times and/or the children should be provided with house keys. This will help to relieve some anxiety which children might experience.

Please be sure your contact information is up-to-date. Also, please keep tuned to the radio or television for closing information.

CELL PHONES and OTHER ELECTRONIC DEVICES

Students may NOT bring cell phones or other electronic devices to school. Cell phone use can not be monitored on the bus or while students are on school grounds. Any devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, filtered or unfiltered connection to the Internet are prohibited. Examples of these electronic devices include, but shall not be limited to, radios, CD players, iPods, MP3 players, DVD players, handheld game consoles, cellular or mobile telephones, and laptop computers, as well as any new technology developed with similar capabilities.

Students who are found in possession of a cell phone or other electronic device will be subject to the following-

Consequences for Misbehavior

First Offense: Warning. Device taken away and kept in the main office until the end of the day. Parents contacted.

Second Offense: Device taken away and kept in the main office until the parent can pick it up.

Third Offense: Device taken away and kept in the main office until the parent, student and principal can

schedule a mutually agreeable time for a conference. A behavior contract will be created with additional consequences identified.

For more information on our Electronic Devices Policy, see page 45.

COMMUNICATION BETWEEN HOME AND SCHOOL

Change in Family Circumstances

Any major change in family circumstances may adversely affect a young child. Divorce, a death in the family, the death of a pet or a prolonged business trip can all have a negative effect on a child's behavior and consequently, his/her ability to learn. Should a situation of this nature occur in your family, please make your child's teacher, school nurse, and/or the school principal aware of it. This will enable the school to take whatever steps are necessary to provide the student with additional support during a difficult time. Please be assured that all such information will be held in strictest confidence.

Communication of Concerns about School

It is important that parents promptly communicate with school staff if concerns arise. Such communication is more effective if parents with concerns address them to the appropriate parties in the appropriate order.

Usually the **classroom teacher** is the primary contact person for all academic or social concerns. We ask that parents call or email with concerns after school hours. If parents call at other times when the teacher is unavailable, they will be directed to a voice mail system that is frequently checked by teachers. If a parent is calling about a health issue, calls should be directed to our school nurse, Ms. Dillard. If calling about a special education matter, calls should go to Mrs. McIntyre. If calling about social and emotional concerns or information about community resources that can be accessed through the school, calls should be directed to Ms. Buono, our school psychologist. Questions about registration and records should go to Mrs. Lasko in the main office.

Mrs. Valentino, Botelle School Principal, can always be contacted with questions about the school program and administrative-related matters. The principal should also be called with urgent concerns about safety, discipline, or school policy, or if communication with teaching staff has not answered parent questions or concerns. If a concern is raised with the principal without first going to the primary faculty above, the matter will be referred to the appropriate staff member.

Dr. Iacobelli, Superintendent of School, can answer questions about budget issues, Board of Education meetings, and legal requirements for schools and school districts. Dr. Iacobelli is also available to answer any concerns that remain unanswered after contacting the above parties. If a student-related concern is raised with the superintendent without first going to the parties above, the matter will be referred to the appropriate staff member or administrative personnel.

The Norfolk Board of Education is a body of elected officials responsible for governance of the school district. Board members ensure the viability of the school by creating budgets, hiring chief administrators and developing policy. If a student-related concern is raised with the Board of Education without first going to the parties above, the matter will be referred to the appropriate staff member or administrative personnel.

DISMISSAL and PICK UP

Regular dismissal is 3:30 PM. Parents are asked not to have children dismissed from school early except for unavoidable circumstances. If you need to have your child dismissed early, you must notify the office with a written note. Please make all arrangements prior to 2pm. If a non-custodial parent/guardian is prohibited from being with a student, the office needs to have a copy of the legal paperwork.

Regular pick-ups will be at the main entrance beginning at 3:30. **Parents should remain in their vehicles.** Once your vehicle is first in line and at the main door, your child will be sent out to your vehicle. If the staff member does not recognize the car or driver, he/she will come to your vehicle and confirm that you are authorized to pick up the child. If your child is not yet in the main office, you will be motioned to continue on and you should proceed to the end of the driveway and turn around so that other children can be picked up.

DRESS CODE

There is no formal “dress code” as such, but we do have the right and obligation to set limits on what children may wear to school. A student’s attitude toward learning is directly impacted by the manner in which they dress. Therefore, all students are expected to come to school dressed appropriately. Clothing that is disruptive or distracting will not be allowed. Students arriving at school with inappropriate attire will be sent to the nurse’s office. Parents will be contacted and requested to bring alternate attire for the student to wear during the school day. Students may not wear hats or sunglasses in the building.

Physical Education – Each child must wear sneakers for physical education classes on **Monday** and **Wednesday**. Parents will be contacted to drop off sneakers on PE days in the event their child does not have them. If a parent is unable to bring their child’s sneakers to school, the child will be required to sit out during PE class.

Cold Weather – When winter sets in, it is important to make sure that children are appropriately dressed for outdoor recess. Recess will be outdoors unless it is precipitating or the temperature is below 20 degrees.

EMERGENCY DRILLS

Emergency drills are held on a regular basis to ensure that students and staff learn the correct procedures to follow. Drills allow students and staff to practice procedures in the event of a fire, severe weather and other threats. The goal of these drills is to ensure the safety of all students and staff. In the event of an emergency that would result in evacuation of the building and relocation to another site, the Norfolk Early Learning Center on Laurel Way is the designated relocation site.

FIELD TRIPS

Field trips are a valuable extension to classroom learning and students are expected to attend. Parents will be notified in advance of field trips. Written parental permission must be granted before a student will be allowed on a field trip. Parents will be asked to contribute to the cost of field trips, unless they are funded by the PTO or a specific fundraiser. No child shall be excluded because of the cost of the field trip. Should such a problem arise, please notify the school principal. Funds are available to insure each child’s participation. All inquiries will be handled on a confidential basis.

HEALTH INFORMATION and PROCEDURES

Your child’s health and well-being are very important to us. The staff, school nurse and principal want to work cooperatively with you to make Botelle School a safe and healthy

environment. We need the support of all parents to keep us informed on health matters and to follow procedures which will ensure good health practices.

Philosophy of the School Health Program

The objectives of the school health program are to reduce any obstacles to learning caused by poor health and hygiene and to contribute to each child's education through healthy living. These objectives are carried out by maintenance of health records for all students and by a program of health assessments, health screenings, with referral and follow-up, immunization updates, and health education.

State Mandated Screenings

On an annual basis, students in grades K/1, 3, 4 and 5 will be screened for vision and hearing. Grade 5 girls will also be screened for scoliosis.

Physical Examinations

Physical Examinations are required by state law in the following grades and the date of examination must be current (within 12 months).

- **Preschool**
 - Preschoolers must have the State of Connecticut Early Childhood Health Assessment (yellow form) completed prior to enrollment. Students must also have a flu vaccine.
- **Kindergarten**
 - Kindergarteners must have the State of Connecticut Health Assessment (blue form) completed.
 - Please note, if your child repeats either Preschool or Kindergarten, an updated assessment form will be required prior to the start of the next academic school year.
- **Grade 7**
 - Prior to entering 7th grade, students must have a State of Connecticut Health Assessment (blue form) completed.

Forms are available in the school health office or can be obtained directly from a pediatrician. Transfer students must present complete health information to the school nurse.

***** Per Connecticut State Law, no child will be allowed to start/attend school without the required and current Health Assessment and vaccinations. *****

Please plan accordingly. We strongly recommend not waiting until August to make an appointment for a physical examination as most pediatrician's offices become overwhelmed with last minute requests and may not be able to accommodate.

Immunizations

The Norfolk Board of Education requires all students who are entering Botelle Elementary School to have been successfully immunized according to the State of Connecticut Department of Public Health requirements. A record of these must be presented to the school nurse at or before registration of any child before he/she will be permitted to attend school. If you have questions regarding what is required, you may call the school health office at 860-542-1904 while school is in session or call your child's pediatrician.

Communicable Disease

The following list of diseases are common in the school setting and are easily spread from one child to another- COVID, Ringworm, Strep Throat, Hepatitis, Scabies, Hand Foot and Mouth and Conjunctivitis, to name a few. A child having any of these diseases will be excluded from school

until he or she is free of the condition or is receiving treatment for it. A child must be cleared in writing by their physician to return to school.

In those cases where the child must be away from school for an extended period, homebound instruction, tutoring or other options may be available according to Board of Education policy.

Illness

The school nurse must be made aware of any absences. Reasons such as communicable disease must be reported for the health and well-being of the staff and students alike. An operation or serious injury may require the school to make modifications to meet the individual needs of the student. For these reasons, it is important to communicate with us. Please call the Health Office to report an absence before 9am. If there is no answer, please leave a detailed message.

Elevated Temperature

A child with a temperature of 100.4 degrees or higher must be kept at home until the temperature is normal for 24 hours. A child found to be unwell with an elevated temperature during the school day will be sent home from school and not allowed to return until fever free without medication for 24 hours.

Vomiting and Diarrhea

Please keep your child home if he/she vomited or had diarrhea within the past 24 hours. Any child who is not feeling well in the morning should remain at home. This will lead to a faster recovery and prevent exposure of the child's illness to others.

Emergency Health Services

When a parent/guardian cannot be contacted and a physician's services are necessary, the school principal may have the student's private physician or the school doctor attend to the student. If a real emergency arises, the student may be taken to the nearest medical facility by a parent, someone designated by the parent/guardian, or in some cases by ambulance. If a parent/guardian is not home, an ill or injured student must not be taken home unless a responsible adult can be at home. Only qualified school personnel may render first aid. Medications may be given only as described under the Board's Administration of Medication policy.

Medication

Children are not allowed to possess medication at school, including all over-the-counter oral drugs - even aspirin and acetaminophen - in compliance with the state law.

Parents may make arrangements with the school nurse should it be necessary for a child to take medication during school hours. A special form for this is available in the Health Room. State law requires that medicines left in the Health Room be in the original bottle or package, and be accompanied by written authorization from the parent and physician. If your child is under a special medication program at home or is being treated for a long-term condition, please keep the nurse and classroom teacher advised of the situation. It is helpful for the staff to know if your child is on medication for behavior modification and if there are any changes in the dosage/missed a dose.

No medications are to be carried to or from school on the school bus with the exception of emergency medications such as epi-pens or approved self-carry inhaler users.

Medications left in the Health Office after the last day of school will be disposed of unless prior arrangements have been made.

Non-Prescription Medications

Acetaminophen, Ibuprofen/motrin, hydrocortisone cream, antibiotic ointment, antacid/Tums, and cough drops will be available for those children who come to the nurse complaining of minor headaches and/or other discomforts that can be relieved by rest and this medication. Parents who would like their children to get any of these medications in such situations must have signed the consent form at the beginning of the school year. The nurse will use sound medical judgment in giving out the medication. If the nurse feels the situation will not be helped, or has not been helped by these medications, parents will be called and the child sent home. We do not notify parents each time a cough drop is dispensed unless we feel it is becoming a habit or there is a condition that requires a physician's or parent's attention.

Allergies

It is important that the school nurse and staff be alerted to allergies such as bee stings, insect bites, or any severe reaction to foods, medication or environmental substances. If indicated by a physician, emergency medication should be authorized and kept in the nurse's office at school to be administered in the event of an exposure.

During Vacation Time and Summer

Sometimes children have been stricken with a serious illness or communicable disease, sustained a fracture or injury, have had an operation or procedure, have seen the doctor and received glasses, or have received an immunization booster during the summer. The nurse should be informed so that medical information can be updated and staff informed when necessary.

HOLIDAY OBSERVANCES

Opportunities exist throughout the school year to observe diverse holidays and traditions. Generally, teachers anticipate participation of all students. If such an event or observation conflicts with a family's belief system, parents are encouraged to speak to the classroom teacher early in the school year. Such early communication can enhance greater understanding and appreciation of diversity and allow for alternate activities for the student, if necessary.

HOMEWORK

Homework serves many purposes. In the elementary school years, it is one way to create a home-school partnership. When families know what students are learning, they can support their growth and development. Homework provides students with time to review and practice important foundational, critical thinking and problem solving skills. Homework develops responsibility and self discipline. It is expected that each student will balance homework and outside activities.

Please encourage your child to complete his/her homework assignments on a daily basis. Provide him/her with a place to work that is free from distractions and well lit. While you may assist your child in completing his/her assignments, do not do the work for them. In the primary grades, successful homework completion may require a family member and child to work together. In the intermediate grades, most assignments should be completed independently by the child. Your child's teacher will communicate specific homework expectations during Open House and if you have questions, please contact them.

Each grade level serves as the foundation for the next. Homework is given in grades K-6 on Monday-Thursday and is optional on Friday, depending on the professional judgment of the teacher. The times below are based upon how long the assignments should generally take. If your child takes much longer to complete the assignments, please contact the teacher. Establishing a nightly reading routine is encouraged. Reading at home is a consistent assignment across the grades that develops the habit, joy and development of reading skills.

Grade	Average Time Each Night	Assignments May Include
Early Primary (PK* and K)	10-20 minutes	Early literacy and numeracy skills like letters & sounds, handwriting, number identification, sight words, shared and independent reading, math practice, math games.
Primary (1st and 2nd)	20-30 minutes	Sight word reading, shared and independent reading, word study/spelling, math practice, math games.
Intermediate (3rd and 4th)	30-45 minutes	Independent reading, word study/spelling, math practice, math games.
Upper Intermediate (5th and 6th)	40-60 minutes	Independent reading, writing, math, word study/spelling, studying for tests and occasional long-term projects.

**PK students may have one homework assignment a week.*

Your child's reading and language development hinges on the opportunities they have to read at home. We also encourage you to read to your children, 15-30 minutes daily.

INTERNET USAGE

The Internet shall be used to support education and research, consistent with the educational objectives of the school. Before any student uses the Internet at the Botelle Elementary School, they must sign a *Student Internet Policy/Student Internet User Agreement Form* which states that the student (and parents) have read the Internet Use Rules and Responsibilities, and have agreed to the terms and conditions outlined.

Internet Rules and Responsibilities

Students are responsible for good behavior on computer networks just as they are in a classroom setting. Communications on the network are often of a public nature. General rules for behavior and communications apply. Internet access is provided for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Therefore, based upon the acceptable use outlined in this document, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration of Botelle School may deny, revoke, or suspend user accounts.

Individual users of the Internet are responsible for their use of the network. The use of this resource must be in support of education and research and must be consistent with academic expectations of the Internet. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of U.S. or state regulations including copyrighted, threatening, or obscene materials is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities are strictly prohibited.

The user is expected to abide by the following network rules of etiquette:

- Be polite. Do not write or send abusive messages.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Transmission of obscene materials is prohibited. Sending or receiving offensive

messages or pictures from or to any source will result in immediate suspension of Internet privileges.

- Do not reveal the personal address or phone number of yourself or theirs.
- Electronic mail is not guaranteed to be private. The people who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.
- Do not use the system in such a way that it would disrupt the use of the network by others.
- Vandalism - any malicious attempt to alter or destroy data of another user - will not be tolerated.
- Any questionable action may result in the cancellation of user privileges. Violation of any of the above-mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

Parent Request for No Internet

As part of our regular school program, teachers may occasionally use news and other broadcast media. Additionally, students will receive instruction in the use of online resources for research and other purposes. While we recognize and respect that some parents may not wish to have their children exposed to online or other media, we would also remind parents of the following:

- All broadcast or recorded media at Botelle is used strictly for educational purposes and has been reviewed by the child's teacher prior to student use.
- All Internet access by students is closely supervised. All online content is screened for objectionable or inappropriate material by our Internet service provider using 8E6 filtering.

Parents who do not wish their child to use the Internet or Electronic Media should indicate this on the appropriate form that goes home at the beginning of the school year. Students will be provided alternative activities when the class is working with those instructional media.

LIBRARY MEDIA CENTER

The mission of the Botelle Library Media Center program is to “enable students to become independent, information literate, life-long learners.” To achieve this mission, the center embraces a hybrid/flexible scheduling philosophy.

This means that students in the Early Primary and Primary grades have scheduled library periods in which they learn how to use the library and how to make good book choices. Students in the Intermediate and Upper Intermediate grades continue to use the Library Media Center to exchange books, receive guidance in selecting appropriate materials and use library resources, but do not have assigned library periods. Computer instruction is integrated into classroom curriculum and students use iPads/Chromebooks as tools when researching. Students also use ChromeBooks in grades 3-6. This philosophy promotes recreational reading, encourages mastery of technological resources and provides research experiences for 21st century learners.

The LMC is also home to our MakerSpace. MakerSpace is a literal space where children can innovate, design, research and problem solve using a variety of hands-on STEAM (Science, Technology, Engineering, Arts and Math) materials and activities. MakerSpace is scheduled with the classroom teacher and Library Media Specialist. Students develop creative and critical thinking skills that align to the Common Core State Standards, the Next Generation Science Standards and other frameworks. Activities also support the grade level curriculum.

The LMC is used according to need. It reinforces the collaborative work of teachers and the media specialist to teach information literacy skills which are embedded into the curriculum content. The Botelle School Library Page@ <https://pto922.wixsite.com/dubecky> includes additional information on research and policies.

Book/Resource Selection and Access Process

There is a comprehensive philosophy and process for selecting books and resources for the Library Media Center. For more information, please follow this [link](#) to read the document.

NUTRITION and WELLNESS**Snacks**

Please pack healthy snacks and DO NOT send candy and sugary beverages to school. These do not meet the requirements of state statute. Students will have a snack time each day. Classroom snacks, if provided to all children, must only include healthy choices. Children are encouraged to bring water bottles to school to stay hydrated throughout the day. No juice, milk or sugary beverages should be sent in the water bottle. Water only.

Breakfast and Lunch Program

Botelle Elementary School offers all K-6 students the opportunity to enjoy a healthy and nutritious breakfast and lunch every day that school is in session. Meals are prepared in the school kitchen by our cook.

Breakfast (which includes milk) is served each day, except on late openings. Breakfast costs \$2. For eligible students, breakfast is free. Students sign up for breakfast, in the classroom, the day before it is served. If students who pay for breakfast, sign up and do not eat it the next day, their accounts will be charged.

For those students bringing a lunch from home, milk is available for \$.50. Ice cream is available for purchase on Friday. The menu for each month will be posted on the website at www.botelleschool.org. Families with a financial need may be eligible to receive free lunches for their children. Applications are sent home at the beginning of each school year. For further information and/or an application during the school year, please contact the school office. This information is kept confidential. Otherwise, lunch costs \$3.

Lunch accounts can be set up for those parents who wish to pre-pay for lunches for their children. Parents are encouraged to pre-pay weekly, monthly or pay a lump sum to their child's account for lunches. Children may charge lunch. At the point that an account has a negative balance, parents will be notified so payments can be made.

For more information about our Nutrition and Physical Activity Policy, see page 53.

NORFOLK AFTERSCHOOL PROGRAM

The Norfolk Afterschool Program is an enrichment program developed and organized by the Botelle Elementary School PTO. Our objective is to provide students with interesting, educational, and creative after school activities at an affordable price.

Registration is generally held in the fall. Parents and students may submit registrations during school hours throughout the designated weeks. Parents can register for up to four classes per child, but classes have minimum and maximum enrollments. In the events of a canceled or filled class, parents will be notified and their payment refunded. We will also contact you if your child has been moved to his/her "second choice" class.

Children must be picked up promptly at 4:30 p.m. in the cafeteria. Children who are picked up more than 10 minutes late twice, will be dismissed from their after-school class without a refund. Monitors will release students to people you have named on your registration form. If someone

else will be picking up your child, please send a note to the office. We encourage parents to use the class lists to arrange carpools if transportation is an issue.

PARENTAL INVOLVEMENT

A parent is the most important teacher a child will ever have. Your child's attitudes, values and ideas about education begin with you. The school needs your help so your child understands that learning takes hard work and commitment. Excellence in education cannot be achieved without perseverance and good study and work habits. Educators and parents must work together to meet the needs of our children, help them to function well, and achieve their best in school.

Discuss the School Day

Set aside a time to ask your child about his/her day in school. Showing interest in your child's school day indicates that you care about that aspect of your child's life.

Backpacks

Be aware of what is in your child's backpack before he/she leaves for school. Check at the end of the day for papers and notes which were sent home to you from school.

Parent Bulletins and Newsletters

Flyers, notices and letters are sent home often and posted on the website. A weekly newsletter is emailed home each Friday throughout the year.

Parent Teacher Organization (PTO)

The PTO is a body of parents and school staff that works together to support and enrich the school program. The PTO sponsors fundraising activities, social functions for students, parent education activities, and school-wide events intended to bring the community together for the good of the school.

The PTO meets once a month at 6:00 PM in the cafeteria and all parents are welcome to attend. The PTO welcomes new membership. For more information about the PTO contact Chelsea Bottum, PTO President.

Visiting Your Child's Classroom

Sometimes parents ask to visit their child's class during the school day to observe and get a better understanding of their child's life at school. Such visits are permitted but only by prior arrangement. We ask that parents pre-arrange visits for a number of reasons. Each day of the week can follow a different schedule and if, for example, you hope to see how your child participates in math, you don't want to arrive when the class is in music. Pre-arranging your visit also helps to generate constructive communication between parent and teacher. And, for security, we at Botelle need to know who every adult in the building is at any given moment.

Volunteer Opportunities

The school faculty and the PTO frequently make use of the services of parent volunteers. Volunteers at Botelle perform a wide range of services in and out of the classroom. Examples of these volunteer activities include:

- Helping in classrooms at the teacher's request.
- Serving as chaperones on field trips.
- Serving as room parents and phone tree coordinators in case of an event that would require school-wide parent contact.
- Maintaining various gardens and green spaces around the school.
- Supporting teachers with other academic-related tasks.

It is possible that a volunteer may be asked to serve in a class other than their child's. To find out more about volunteering at Botelle, call Ms. Valentino at 860-542-5286. A form needs to be completed for volunteering and is available in the school office.

PARENT REQUEST FOR NO USE OF STUDENT IMAGE or VIDEOTAPING

From time to time, photographs and videotapes are taken of special activities, classrooms "in action" to demonstrate a particular aspect of a curriculum, or the implementation of a special program. These photographs and videos are sometimes used in presentations to the Board of Education, teachers, parent groups or community groups. On occasion, photographs of students are placed on the school's website, and/or given to the newspapers to illustrate events at the school. Parents may choose not to have their child's image used in this way. At the beginning of the year a form will go home that lets parents indicate whether or not they wish to have their child's image published. This is the same form that allows parents to exclude their children from use of the Internet and Media at school.

PARKING

Traffic conditions at school can be busy at times. Adults are therefore requested to exercise due caution and to observe the following rules-

1. Children will be dismissed to your parked vehicle at the main entrance.
2. The parking spots in front of the office are for very short-term parking such as picking up or dropping off children and/or materials.
3. If you are visiting the school for more than a few minutes, please park in the parking lot at the far end of the upper driveway.

PERSONAL PROPERTY

Parents are urged to label all personal property that will be brought to school with your child's name. All outside clothing, sweaters, jackets, hats, and coats should also be labeled. The school cannot be held responsible for personal property that is lost or damaged. Should your child be missing some article of clothing, etc., please check the Lost and Found. It is located in the Welcome Room next to the office. Permission should be obtained from the teacher before students bring in materials from home such as trip souvenirs, toys and other non-school materials.

PHYSICAL EDUCATION

Students participate in physical education twice a week. Physical education classes focus on a variety of both physical and social skills. The curriculum is broken down into different units that teach students about physical fitness and sports. While participating in physical education class, students practice good sportsmanship, encouragement, and respect. Students need to come to physical education class in comfortable clothing that allows them to be active and move around.

Students should always wear sneakers to PE classes. Parents will be contacted to drop off sneakers on PE days in the event their child does not have them. If a parent is unable to bring their child's sneakers to school, the child will be required to sit out during PE class.

PLEDGE OF ALLEGIANCE

Connecticut statutes require that time be set aside in each classroom on every day that school is in session for the recitation of the Pledge of Allegiance and a moment of silence. Students may be excused from participation in the recitation of the Pledge by written request from a parent or guardian. Non-participants are expected to stand or sit in silence and maintain order and decorum appropriate to the school climate.

PROGRESS REPORTS & PARENT/ TEACHER CONFERENCES

Progress Reports are issued three times during the school year. The dates of issue are reported in the school newsletters and posted on the school website. Parent/teacher conferences will be scheduled two times each school year following the first two progress reports. Prior to the

scheduled days, your child will bring home a notice from the teacher so that a mutually convenient time may be arranged. These conferences will provide parents with the opportunity to discuss a child's progress on a personal basis. Conference times will be available both in the late afternoon and early evening.

Additional conferences with the teacher(s) and/or administration may be requested at any time.

PROMOTION AND RETENTION

The school may recommend retention when it has been determined that it is in the best interest of the child to do so. Retention is viewed as a means to allow a child to mature socially, emotionally, physically, and cognitively. Retention should enable the child to take advantage of instruction so that his/her highest potential can be achieved. The school accepts the responsibility to discuss retention when there appears to be a serious gap between the child's potential and performance. The parents will be notified of possible retention as early as possible in the school year and no later than the end of the second marking period.

When retention is considered, the classroom teacher, the parent, the SRBI team and the principal will meet to discuss the situation. Pertinent information including test results will be provided. Specialists' information will also be included. The final decision shall be made by the Principal, as advised by certified staff and with parental/legal guardian consultation.

For more information on our Promotion and Retention Policy, see page 48.

RECESS

Indoor Recess

In the case of inclement weather, students will have indoor recess on the covered playground. If it is too cold to be outside, indoor recess will take place in the Hall of Flags and Gym. Students are not permitted to play on the stage or under/on the bleachers. Students are not permitted to play on the gym equipment including the mats. Students may play basketball, kickball and other games approved by the supervising adults.

Outdoor Recess

Children have outdoor recess unless it is raining or the temperature is 20 degrees or below. Those who need to stay inside for a medical reason will stay in the nurse's office. The teacher/adult on duty may decide to come in early due to weather conditions.

In winter, children wearing waterproof or snow boots are allowed to play in snow. Children without boots must stay on the blacktop. Students will respect other students' snowmen and snow creations and not touch them.

REGISTRATION

Children who are four years old **on or before September 1st** are eligible to enter the Pre-Kindergarten program during the fall of the year. A screening and evaluation process is in place to help identify any special needs that the child may have. This testing is usually conducted in the spring and the results will be discussed with the parents or guardians.

Children who are five years of age **on or before September 1st** are eligible to attend kindergarten beginning in the fall term of that year. To register a child, parents must complete a registration packet, which includes: a registration form, proof of Norfolk residency, your child's birth certificate & a completed health assessment.

Students transferring from another school district may enter at any time during the year upon presentation of the proper transfer records. All children entering Botelle Elementary School must present proof that they have up-to-date immunizations. Exemption for health reasons may be requested.

RELIGION IN SCHOOL

The staff makes a concerted effort to respect all the religious traditions of the Norfolk community. While we do not promote religious activity nor attempt to teach any religious doctrine, we do include in our programs and activities references to religion and to holidays that have a religious basis. Such references are made in the context of teaching about social traditions and common cultural experiences. Children, who because of their family's religious convictions, may be uncomfortable participating in these activities may be excused or provided with alternate activities. If a family observes cultural or religious traditions that it would like to see included in the school's activities, they are invited to notify the administration. Every effort is made to make our programs and activities as inclusive as possible.

SCHOOL MATERIALS

The Board of Education provides the basic instructional materials needed to achieve each grade level or content area's educational objectives. Students who wish to use additional materials or who wish to undertake additional projects may be charged for these materials. Some students may wish to provide their own materials.

It is expected that children will be responsible for reasonable use of school materials. It is the family's responsibility to pay for lost or damaged items. Reimbursement from parents will also be expected in the event of damage to buildings, furniture, etc. resulting from misbehavior on the parent of the child. When materials or equipment must be replaced or repaired, parents will be notified and informed of the cost.

School Issued Devices

The Board of Education provides students with electronic devices and computers. In PK-grade 2, students are issued iPads and in grades 3-6, students are issued Chromebooks. These devices remain in school, unless the teacher assigns homework that requires use of such device. Students and parents are required to sign a Student User Agreement and a Parent Permission Form that outlines the expectations on the part of students and families.

SIXTH GRADE PROMOTION CEREMONY

The day of the ceremony will be determined by the Board of Education by the May meeting.

SOCIAL EMOTIONAL LEARNING

Social emotional learning develops self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.¹ Responsive Classroom and RULER are the social emotional learning (SEL) approaches we use at Botelle that support students' ability to understand and manage their emotions. The RULER tools - the Charter, Mood Meter, Meta Moment and Blueprint provide our students with opportunities to develop these SEL competencies.

SPECIAL SERVICES FOR STUDENTS

A number of special services and programs are provided for children attending the Botelle Elementary School. Programs for school age children are offered through SRBI or Special Education.

Physically Handicapped

Reading Evaluation

¹ CASEL

Intellectually Disabled
 Psychological Evaluation
 Remedial Reading
 Visually Impaired

Homebound Tutoring
 Speech & Hearing Dysfunction
 Social Work
 Talented & Gifted

For more information on our Special Education Policy, see page 22.

SRBI

Teachers may refer a child to the SRBI Team. This team consists of the principal, classroom teacher, literacy and math specialists, Shared Services personnel and any other staff member deemed beneficial to the process. The SRBI team meets to offer support to the classroom teacher in helping a student. Parents will be notified if the teacher has requested an SRBI meeting for their child.

STUDENT BEHAVIOR and DISCIPLINE

Our student discipline program is built upon the understanding that emotions matter. How we feel about ourselves and others affects our actions. One of the RULER tools we use to identify the emotions we deserve to feel when we are at school is the Charter. Our students, families and staff created a School Charter and identified these emotions - *Happy, Safe, Welcomed, Confident, Loved and Excited*. In order to feel this way, students are taught and expected to follow our school rules.

Our SOAR program identifies our school rules: the shared expectations or actions we will take to feel the emotions identified in our Charter. To SOAR we Show self-control, Offer kindness and respect, Achieve our goals and are Ready to Learn. With students, we've identified what it looks like to SOAR in various settings at school - the hallway, cafeteria, playground, bathroom, etc. Visual reminders are posted in each setting to remind students and support staff in consistently maintaining these expectations. At the classroom level, teachers, along with their students, create a class charter and identify the SOAR expectations that support a positive learning environment. The expectations are discussed, modeled, practiced and consistently reinforced. This aligned approach creates a shared understanding and shared language to reinforce, remind and redirect students. Students receive feedback on these expectations so as to positively shape their social, emotional and behavioral functioning.

Strong relationships along with clear expectations and routines that are consistently reinforced prevent many misbehaviors. However, even when these proactive measures are in place, there are times when students do not meet our SOAR expectations. When that occurs, we respond using a variety of tools and practices - at the classroom level and school level. Our responses when disciplining a student are guided by the following-

- We believe the dignity of both the child and adult should be maintained.
- We believe behavior should be viewed as an opportunity for individual problem solving and preparation for the real world.
- We believe students should have the opportunity to tell their side of the story.
- We believe there should be a logical connection between misbehavior and resulting consequences.

Our overarching goal when students misbehave is to help students learn from their misbehavior so they don't repeat it. The way we respond is designed to develop our students' SEL

competencies. Consequences are logical and differentiated based on the child, the situation and the severity of the misbehavior. Consequences typically fall into two categories: fix the problem and/or increase supervision and support. Problems like making a mess, hurting someone's feelings, or refusing to complete tasks result in students "fixing it" by cleaning up the mess, apologizing/doing something nice for the person, or finishing the work at another time - during lunch, free time or after school. When students are disruptive or disrespectful the level of supervision and support increases. Students may lose a privilege, work in a different environment, and/or complete an assignment to learn more about how their actions impacted others.

RULER tools like the Mood Meter, Meta-Moment and Blueprint are useful in supporting students' understandings of how their emotions impact their actions. They develop problem solving and positive decision making skills. The Mood Meter supports students in recognizing their emotions and the emotions of others they affected by their actions. The steps of the Meta-Moment support students in reflecting on positive choices that could have been made and should be made next time. If the conflict involves another student, the Blueprint provides a framework for discussion, designed to promote a restorative conversation between students.

Behaviors that impact the physical and emotional safety of students and staff - hitting, bullying or threatening to name a few, are not tolerated. Pervasive and persistent disruption and disrespect are also not tolerated. In these situations, school staff respond with the guidance of district policy. All students and staff deserve to work in a safe environment that supports learning.

Clear communication between staff, students and caregivers is fundamental to our students' success. Caregivers are informed when misbehavior arises so we can partner to support the student. While we teach our students the difference between tattling and reporting, and encourage them to report concerns to staff members, we can not see or hear everything. Caregivers should discuss with staff any concerns that their children share. We respond when we know what's happening. We all have a part in maintaining the safe, positive environment at Botelle. We share the same goal and working together helps us achieve it.

Consequences for Misconduct and Poor Behavior

As stated above, consequences will be logical and support student learning. In applying consequences for misbehavior, one goal is to see that the offending, distracting or disruptive behavior does not occur again. Another goal is to help students learn why their behavior was inappropriate. Meeting these goals may require different interventions for children of different ages and temperaments. Consequences for misbehavior are usually applied by teachers or instructional assistants and may include:

- Redirection and verbal warning
- Changing the student's seating assignment
- Loss of a privilege (for example, eating lunch with friends)
- Assignment of a reflective writing task
- Short term removal from the class
- Short term removal from the class with Principal intervention

Teachers will contact parents if misbehavior is repeated or has a negative effect on the student's school performance. If the student is sent to the Principal's office, a parent will be promptly contacted.

STUDENT RECORDS

Students' records are on file in the school office. These materials are open to the student's parents or legal guardians. When parents/guardians wish to review these, it is advisable to call

for an appointment. This will ensure the availability of the teacher or administrator to discuss the contents of the records. Parents are required to sign a form confirming the review.

TARDY TO SCHOOL

Punctuality is encouraged for all of our students and parents. When students are tardy for school they miss an important time when the day's learning activities are outlined. Children also use this time to prepare and organize themselves for the day. When a child arrives late, they have to enter into activities that are already in progress. Not only is this an awkward transition for the tardy student, it also disrupts the learning of others.

If your child arrives at school after 8:30 AM, the adult must park the car and bring the student into the building. Parents and students will go to the main office where they are signed in. A record of tardiness is maintained by the school nurse. Students who are habitually tardy will be referred to the Principal for intervention.

TELEPHONE

The office telephone is for school business. Children should come to school prepared for the activities of the day. Parents can help their children by establishing regular morning routines, which allow ample time to prepare and get ready for the day. However, in an emergency situation, the principal will grant permission for student telephoning as necessary. Per district policy, students CAN NOT bring cell phones to school.

We try to keep the phone lines open for emergency use and for business purposes. You can help by sending notes to school with your child rather than calling. Calling the school in the late afternoon requires that we interrupt classes to inform teachers and children. Notes should be sent to school when the child-

- Will be picked up early by the parent
- Is to go home other than in the usual manner
- Is to go to an after-school club or meeting (scouts, religious instruction, etc.)

TRANSFERS OUT OF THE DISTRICT

If your family is moving out of Norfolk, please let us know. We will ask you to sign a release form, which allows us to send your child's school records to the new school. You can also sign this release form while registering your child at the new school, and they will forward the request to us.

VOICE MAIL

The school telephone is answered during the school day. However, if you wish to leave a message after hours, we do have voice mail or we can put you through to voice mailboxes during the day so you can leave messages.

VOLUNTEERS

Volunteers provide valuable resources to the school by assisting in classrooms, the library, etc. Volunteers contribute to the learning process by improving instruction, enriching curriculum, building school/community relations, and helping to close the generation gap. Please call our school office or a classroom teacher if you would like to join our volunteer team.

BOARD of EDUCATION POLICIES

ACCESS TO STUDENT RECORDS (FERPA)

Parents have specific rights under the **Federal Family Educational Rights Privacy Act (FERPA)**, regarding student's records:

- The right to request, review, and inspect educational records.
- The right to request a change in educational records if you believe these records are inaccurate or misleading.
- The right to request a description of the School District's procedures for record inspection and how you may request a change of records.
- The right to request a description of which School District personnel have access to records and under what circumstances this access is given.
- The right to know that the School District will not release personally identifiable information in educational records without parent, guardian or student (18 years of age or older) consent except when mandated by law.
- The right to know that you may file a complaint if you believe the School District has violated student record confidentiality

Should you require more information regarding school records, please contact the building principal.

ACCOMMODATION OF SPECIAL NEEDS AND SPECIAL EDUCATION

Special Education Services

Botelle Elementary School strives to provide appropriate educational opportunities for all its children including special educational programs and related services for exceptional children. Federal and state statutes define special education as "specially designed instruction... to meet the unique needs of a child." Adhering to federal and state mandates, the special education teacher and personnel of Shared Services identify and evaluate children who have been referred because of persistent learning difficulties and for whom SRBI has not been successful. If the child is found to need special education or related services, parents and selected school personnel meet as a Planning and Placement Team (PPT) to collaboratively plan an appropriate program. Parental permission is required for evaluation, placement in Special Education, and for approval of the child's Individualized Education Program (IEP).

Special Services are provided through consultation with classroom teachers and parents, special instruction within a resource room setting or extended resource room, indirect services within the classroom and sessions with a speech/language pathologist or physical/occupational therapist.

Services under Section 504 of the Rehabilitation Act

Students may receive special services and accommodations to instruction if they have a handicapping condition that impairs a major life activity. Such accommodations vary widely but may include special seating, access to assistive devices, extended time for tests, etc. The process of identifying students for assistance under Section 504 is similar to the PPT process described above.

The following is a description of the rights granted by federal law to students with handicaps. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. If you are a parent whose child has been referred for services under special education or Section 504, you have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her handicapping condition.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child
4. Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided non-handicapped students.
6. Have your child receive special education and related services if she/he is found to be eligible under the Education of the Handicapped Act (PL 94-142) or Section 504 of the Rehabilitation Act.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources and by persons who know the student, the evaluation data, placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
9. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
10. Examine all records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. A response from the school district to reasonable requests for explanation and interpretation of your child's records.
13. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the State Department of Education.
15. File a local grievance.

The person in this district who is responsible for assuring that the district complies with Section 504 is the Director of Shared Services. The Shared Services office telephone number is 860-379-8583.

Homebound Instruction

Pupils unable to attend school for an extended period of time due to illness or accident are eligible for limited home instruction by a tutor provided by the Board of Education. Parents who wish to inquire about homebound instruction should contact the principal.

Policy and Procedures Regarding Gifted and Talented Identification

It is the policy of Shared Services and the member LEAs to comply with all federal and state regulations regarding students with exceptional Learning Ability and/or Outstanding Talent in the Creative Arts. Special Education regulations require that all school age students be identified by the local school district and that a report of these students be made to the Connecticut State Department of Education through the ISSIS system. Although current regulations do not require that services be provided to identified Gifted and Talented students, if the district offers services, appropriate referral must be made to the PPT and an appropriate plan developed.

Students may be referred for identification through any number of means including teacher referral, parent referral, and/or outstanding academic performance as evidenced by standardized test results or classroom grades. Periodically, teachers will be informed of the characteristics of gifted and talented students so that appropriate referrals may be made in a timely manner to the PPT. Prior to referral to the PPT, attempts should be made by the regular teacher or through the SRBI process to modify and enrich a student's academic program. The PPT will review each referral and will determine which evaluations/ information will be necessary to determine if the student is eligible for identification as gifted and talented. Identification will be accomplished using multiple criteria.

Data collected by the PPT will include information from the following areas:

1. Scores from a standardized aptitude or intelligence test.
2. Standardized achievement test scores.
3. School grades (current and previous years).
4. Smarter Balanced Assessment scores, and
5. Teacher/parent rating scales regarding learning ability and creativity.

Students referred to the PPT would be considered for identification as a student with extraordinary learning ability and the PPT would consider what, if any, services would be appropriate to meet his/her needs.

Assessment of outstanding talent is determined by means of a sequence of activities over time in the visual and performing arts. The following general outline could vary according to grade level.

Referral sources may include arts educators, professional artist, self, peers, private teachers and others familiar with the activities and abilities of the student. Evidence or talent potential may derive from imaginative responses to arts activities in the classroom or extracurricular situations or referrals from individual observation. The following components are typically included:

1. Evaluation of work prepared in advance (e.g., audition, portfolio review).
2. Evaluation of improvised responses to activities developed by artists and/or arts educators (i.e., artistic problems solved in a situation where the creative process can be observed).
3. Assessment of commitment/motivation (through interviews or biographical statements and/or letters of recommendation).

ATTENDANCE POLICY: STUDENTS, ATTENDANCE AND EXCUSES

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

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

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Excuses

Note: The use of the state approved definitions of "excused" and "unexcused" absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

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

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);

6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

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

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

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

Excused Absences for Children of Service Members

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

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

BICYCLES, SCOOTERS, SKATES AND/OR SKATEBOARDS

The Board is committed to ensuring the safety of all Botelle students. The Board prohibits the presence and/or use of bicycles, scooters, skates and/or skateboards on school property during school hours.

BULLYING

Safe School Climate Plan

The following plan, “The Norfolk Public Schools Safe School Climate Plan (Plan),” addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

I. Prohibition Against Bullying

The Board of Education (Board) prohibits bullying and teen dating violence (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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

II. Definitions

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

- 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 shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or 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. (*The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.*)

“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.

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

“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.

“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.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“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.

“School employee” means (a) 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 (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional Board of Education.

“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. *(It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)*

III. Reporting and Responding to Bullying and Retaliation (Complaint Process)

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying and teen dating violence included as Appendix C, shall be publicized by including it in the handbook of each of the district schools:

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or teen dating violence or if witnessing acts of bullying or teen dating violence to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate 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 derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.
5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

C. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually, at the beginning of the school year, in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D. Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying or teen dating violence. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying or teen dating violence, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying or teen dating violence, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E. Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying or teen dating violence by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying or teen dating violence, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying or teen dating violence, and the names of any

potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

F. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint.

Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) 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.

IV. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

School employees who witness acts of bullying or teen dating violence, as defined above, or who receive reports of bullying or teen dating violence shall promptly 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 employee witnesses or receives a report of bullying or teen dating violence. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying or teen dating violence shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day. In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying or teen dating violence in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and teen dating violence and help eliminate bullying behavior and teen dating violence through class discussions, counseling, and reinforcement of socially-appropriate behavior. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying or teen dating violence received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan. All such complaints shall be investigated promptly. Prompt notice must be provided to the parents/guardians of the person bullied or the victim of teen dating violence and the student alleged to have committed the act of bullying or teen dating violence that such investigation has begun. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied or teen dating violence must complete a consent form that allows their District to release that student's name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied or teen dating violence must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying or teen dating violence are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

The school shall notify parents or guardians of all students involved in a verified act of bullying or teen dating violence not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school's response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying or teen dating violence.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

Verified acts of bullying or teen dating violence shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior or teen dating violence is enforced, with the goal that any such bullying behavior or teen dating violence will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (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.) The following sets forth possible interventions for building principals to enforce the Board's prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying and teen dating violence.

a. Non-disciplinary Interventions

When verified acts of bullying and teen dating violence are identified early and/or when such verified acts of bullying and teen dating violence do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying or teen dating violence, its prohibition, and their duty to avoid any conduct that could be considered bullying or teen dating violence.

If a complaint arises out of conflict between students or groups of students, peer 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.

In any instance in which bullying or teen dating violence is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying or teen dating violence, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. The meeting of parents/guardians of the bullied student or the victim of teen dating violence and the student committing the bullying or teen dating violence shall be separate and distinct from each other.

b. Disciplinary Interventions

When acts of bullying and teen dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, 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 Board policy. This consequence shall be reserved for serious incidents of bullying and teen dating violence and/or when past interventions have not been successful in eliminating bullying or teen dating violence behavior.

c. Interventions for Bullied Students

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or student against whom teen dating violence was directed may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying or teen dating violence situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

3. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other District actions may ameliorate any potential problem with bullying or teen dating violence in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. 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 or teen dating violence, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying or teen dating violence. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School Climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School Climate Team Rubric;"
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying and teen dating violence in the school.

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying and teen dating violence in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security plan and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and

reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.

4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- e. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, or student who commits teen dating violence, parents and school employees. Such interventions with the bullied child or victim of teen dating violence may include referrals to a school counselor, psychologist, or other appropriate social or mental health services, and periodic follow-up by the safe school climate specialist with the bullied child;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim and teen dating perpetrator/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees 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. Utilizing a culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying or teen dating violence by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying or teen dating violence (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence reports, subsequent investigations and parental/guardian meetings

B. Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying or teen dating violence against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the victim of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying or teen dating violence. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying or teen dating violence was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the targeted student's safety and to prevent further acts of bullying or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

C. List of Verified Acts of Bullying/Teen Dating Violence

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and maintain a list of the number of verified acts of bullying and teen dating violence in the school, and this list shall be available for public inspection upon request. The list shall be reported annually to the Department of Education in such manner as prescribed by the Commissioner of Education. Given that any determination of bullying or teen dating violence involves repeated acts over time,

each report prepared in accordance with Section III (1) above that includes verified acts of bullying or teen dating violence shall be tallied as one verified act of bullying or teen dating violence unless the specific actions that are the subject of the report involve separate and distinct acts of bullying or teen dating violence. The list shall be limited to the number of such verified acts of bullying or teen dating violence in the school, and it 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.

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying or teen dating violence, provides information during an investigation of an act of bullying or teen dating violence, or witnesses or has reliable information about bullying or teen dating violence is prohibited.

The continuation and perpetuation of bullying or teen dating violence of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying or teen dating violence, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, teen dating violence, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying or teen dating violence was directed (target's) sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, teen dating violence, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying or teen dating violence was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying or teen dating violence was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying, teen dating violence or retaliation a student who has reported bullying, teen dating violence or retaliation, a student who has witnessed bullying, teen dating violence or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying, teen dating violence or retaliation.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School Climate Specialist or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

B. Law Enforcement Notification

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying or teen dating violence constitute criminal conduct.

VII. Training Requirements for School Staff

- A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying, and teen dating violence and the prevention of and response to youth suicide. (*The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.*)
- B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying, teen dating violence and the prevention of and response to youth suicide.
- C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:
 - 1. Developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside the school setting,
 - 2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence,
 - 3. Information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence,
 - 1. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence in the school setting,
 - 5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, as amended, or
 - 6. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the State Department of Education. (*Note: The Safe School Climate Plan must be approved by the Board of Education not later than January 1, 2012 and submitted to the State Department of Education.*)

- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

- A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including uniform surveys that collect information about students' perspectives and opinions about the school climate at the school and allow students to complete and submit such surveys anonymously, approved and disseminated by the State Department of Education.
- B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

X. Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

XI. Relationship to Other Laws

- A. Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the "Plan" prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.
- B. In addition, nothing in the "Plan" is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District

policies in response to violent, harmful, or disruptive behavior, regardless of whether the “Plan” covers the behavior.

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

Appendix A

Bullying Interventions

Action Steps for School Administrators

- Immediately intervene in all bullying and teen dating violence incidents.
- Involve parents of bullies and victims of bullying and teen dating violence where appropriate.
- Form “friendship groups” or other supports for students who are victims of bullying.
- Involve school counselors or mental health professionals, where appropriate.
- Assess the awareness and the scope of the bullying and teen dating violence problems at your school through student and staff surveys.
- Closely supervise students on the playing fields and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
- Conduct school wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and teen dating violence and to communicate a zero tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
- Encourage parent participation by establishing on-campus parent’s centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying and teen dating violence incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying and teen dating violence. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying and teen dating violence.
- Develop strategies to reward students for positive, inclusive behavior.

- Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Strategies for Classroom Teachers

- Provide students with opportunities to talk about bullying and teen dating violence and enlist their support in defining bullying and teen dating violence as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not look the other way when incidents involving bullying occur.
- Provide classroom activities and discussions related to bullying and teen dating violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/victim confrontation or teen dating violence.
- Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying or teen dating violence is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully or perpetrator of teen dating violence, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both victims and bullies and perpetrator of teen dating violence when a confrontation occurs, and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling whenever appropriate.
- Provide protection for bullying victims and victims of teen dating violence, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they share class schedule information and plans for the school day.
- Listen receptively to parents who report bullying and teen dating violence and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or the victim of teen dating violence or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult;
- report bullying/teen dating violence victimization incidents to school personnel;
- speak up and/or offer support to the victim when they see him/her being bullied or victimized, for example, picking up the victims books and handing them to him or her;

- privately support those being hurt with words of kindness or condolence;
- express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
- attempt to defuse problem situations either single handedly or in a group - for example, by taking the bully aside and asking him/her to “cool it.”

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/teen dating victim conflict is to foster their child’s confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from his or her peers, it is not fair to fault the child’s social skills. Respect is a basic right. All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the perpetrator’s behavior is the source of the problem.
- It is appropriate to call the school if your child is involved in a conflict as either a victim or a perpetrator. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child’s experiences at school.
- You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child. They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child’s version of the incident, making it harder for the perpetrator or the perpetrator’s parents to deny its authenticity.
- While it is often important to talk with the perpetrator or his/her parents, be careful in your approach. Speaking directly to the perpetrator may signal to the individual that your child is a weakling. Speaking with the parents of a perpetrator of bullying or teen dating violence may not accomplish anything since lack of parental involvement in the child’s life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to “standing up for oneself.”
- Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child has to make, the more he or she develops independence, and independence can contribute to self-confidence.
- Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully’s behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
- Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self-esteem. Also help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying and teen dating violence.
- If the problem persists or escalates, you may need to seek an attorney’s help or contact local law enforcement officials. Bullying, acts of bullying or teen dating violence should not

be tolerated in the school or the community. Students should not have to tolerate bullying or teen dating violence at school any more than adults would tolerate such situations at work.

Appendix B

Disciplinary Sanctions for Bullying, Harassment, Discrimination and Retaliation

The following has been adapted from the Policy on Bullying.

Disciplinary Policy Regarding Civil Rights Issues

The District prohibits all forms of discrimination and harassment, as defined below, based on the following protected categories: race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

The District also prohibits bullying and teen dating violence, as defined below.

The District will not tolerate retaliation against persons who take action consistent with this disciplinary policy.

The prohibition against bullying, teen dating violence, discrimination, harassment and retaliation applies to all students on all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including on school premises and school-sponsored functions, events or activities, including field trips, athletic activities, school-related transportation and in production and work-based learning sites.

The District may also take appropriate disciplinary and corrective action for misuse of electronic devices or technology where it occurs on campus or if it takes place off campus if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

Reports or complaints of bullying, teen dating violence, discrimination, harassment or retaliation will be investigated.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Retaliation

Disciplinary sanctions and corrective actions may include, but are not limited to one or more of the following:

1. a written warning;
2. classroom or school transfer;
3. short-term or long-term suspension;
4. exclusion or expulsion;
5. exclusion from participation in school-sponsored functions, after school programs and/or extracurricular activities;
6. limiting or denying student access to a part or area of a school;
7. parent conferences;
8. adult supervision on school premises;
9. a voluntary apology to the victim;
10. awareness training (to help student perpetrators understand the impact of their behavior);

11. participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs;
12. mandatory counseling; and/or
13. any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code.

Protection Against Retaliation

The District will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of the bullying policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including long-term suspension, exclusion or expulsion.

False Charges

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective action(s) detailed above.

Student Responsibilities

Each student is responsible for:

1. complying with the Policy on bullying and teen dating violence;
2. ensuring that (s)he does not discriminate against another or harass another person because of that person's actual or perceived race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws;
3. ensuring that (s)he does not bully another person; and
4. ensuring that (s)he does not retaliate against any other person.

GLOSSARY OF TERMS

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:

- 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 shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or 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. (*The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.*)

DISCRIMINATION: Treating a student or group of students less favorably, or interfering with or preventing a student from enjoying the advantages, privileges or courses of study of a school, including in a production or work-based learning site, because of that student's actual or perceived race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws;

HARASSMENT: Unwelcome comments or conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin, ethnicity, religious creed, sex, age, marital status, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to unreasonably interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or by creating a hostile, humiliating, intimidating, or offensive educational environment.

HARASSMENT: Also means any unwelcome comment or conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin, ethnicity, religious creed, sex, age, marital status, sexual orientation or disability that does not involve severe, persistent or pervasive behavior, but if it persists, will likely create a hostile, humiliating, intimidating or offensive educational environment.

RETALIATION: Threatening to or retaliating against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment or discrimination. Retaliation includes threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties. It also includes overt or covert acts of reprisal, interference, restraint, penalty, discrimination or harassment against an individual or group for exercising rights under the District Policy on Bullying or the Student Grievance Procedures for Alleged Discrimination and Harassment.

TEEN DATING VIOLENCE: means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

Appendix C

Bullying behavior by any student in the Norfolk Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "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:

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

Teen dating violence means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

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

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

Students and/or parents may file verbal or written complaints concerning suspected bullying or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying or teen dating violence behavior will be promptly reviewed. If acts of bullying or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Form 1

**NORFOLK PUBLIC SCHOOLS
REPORT OF SUSPECTED BULLYING OR TEEN DATING VIOLENCE**

Name of Person, Completing This Report: _____ Date: _____

Name of Student, Complaint Filed
Against: _____

Name of Student(s), That are Target(s) of
Behaviors: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places:

Names of Potential
Witnesses _____

If there have been any previous incidents, please describe them, including approximate date(s)/location(s)/time(s):

If these previous incidents were reported to a school employee, please provide details:

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

Use Spaces Provided / Attach Information Where Needed

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

Signature of Complainant

Date Submitted

Received By

Date Received

CHILD ABUSE REPORTING

State law requires that school staff report to the Department of Children and Families any evidence or disclosure that may indicate that abuse of a child has occurred. A failure on our part to report may lead to arrest and/or fine.

COMPUTER WEBSITES/PAGES

The Board allows the school district and Botelle to create and maintain world wide web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. School district and Botelle web sites shall be used to share information about school curriculum and instruction, school-authorized activities and other information relating to the school and its mission. Web sites shall also provide instructional resources for staff and students.

Materials displayed on web sites are published on the Internet, therefore, the content should be professional quality and consistent with the education mission of the school district. Web sites shall follow standards for ethical behavior in regards to information and technology by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright and technical standards as set forth as Board policy.

DRUG, ALCOHOL AND TOBACCO FREE SCHOOL

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

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

Use, possession, sale or distribution of OTC medications, drugs, drug paraphernalia and/or alcoholic beverages is prohibited at any time on school premises, on school transportation or at any school-sponsored activity. If a student is under the influence of an OTC medication, drug or alcohol, or engaged in the illegal activity of possessing or selling OTC medications, drugs and/or alcohol, the student's parent(s) will be contacted, the student will be suspended from school, the student will be referred to the appropriate treatment agency, and will possibly be considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities.

Students who violate this policy will be subject to disciplinary action that may include, but is not limited to, suspension or expulsion. The Principal or the Principal's designee will immediately investigate any allegation by staff and meet with the alleged violator.

ELECTRONIC DEVICES

The Board adopts this policy in order to maintain/promote an educational environment that is safe and secure for district students and employees. The Board establishes that the acceptable use of electronic devices is to support instruction and as a means of communication under approved circumstances.

Students shall not use cellular telephones or any other personal technology during the instructional day except as permitted by the Principal.

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, filtered or unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular or mobile telephones, Blackberries, and laptop computers, as well as any new technology developed with similar capabilities.

The Board prohibits/limits the use of these and other electronic devices by students during the school day in District buildings; on District property; on District buses and vehicles; during the time students are under the supervision of the District and prohibit use in rooms, bathrooms, health suites and other changing areas at any time.

The Board may limit other electronic devices as appropriate. The District shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Such violations may constitute a crime under state and/or federal law. Therefore, the district may report such conduct to state and/or federal law enforcement agencies.

Such prohibited activity shall also apply to student conduct that occurs off school property if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy. The Superintendent or designee shall develop administrative regulations to implement this policy.

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. The confiscated item shall not be returned until a conference has been held with a parent/guardian.

Exceptions

The principal or superintendent may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An individualized education program (IEP).
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building Principal.

Students shall not possess or use a remotely activated paging device or cellular mobile telephone while on school property, on school transportation or while attending a school sponsored activity on or off school property.

The school Principal may grant written permission for such possession and use of a paging device by a student if the student's parent or guardian established to the satisfaction of the Principal that a reasonable basis exists for possession and use of the device.

HANDICAPPED ACCESSIBILITY

Botelle Elementary School complies with all federal and state regulations for the handicapped, making reasonable accommodations for parents, guardians and other visitors to attend school activities. Please notify the principal regarding any anticipated accommodation needs (such as preferential seating) that you may have for upcoming school activities. Please note also the information listed under 504 Notifications.

INDOOR AIR QUALITY

During the 2006-2007 school year, a team from Botelle completed an assessment of the building's indoor air quality. Surveys of building users and technical analysis of the building's air exchange capacities indicated that building users enjoy a good level of indoor air quality. The team's recommendations were limited to the exploration of newer Agreeen cleaning products and replacement of odor producing lamination supplies. Parents with concerns about indoor air quality should contact the principal.

NOTICE OF INTENT TO RELEASE DIRECTORY INFORMATION TO SCHOOL OFFICIALS WITHOUT PRIOR CONSENT

The following types of information contained in the education record of an enrolled student are hereby designated as directory information and may be disclosed by school officials without the prior consent of a parent or eligible student except as provided below:

- The student's name
- The student's address
- The student's telephone listing
- The student's electronic mail address
- The student's photograph
- The student's place and date of birth
- The student's dates of attendance
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student

A parent or eligible student may refuse to allow Botelle School officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and received by Dr. Iacobelli, Superintendent of Schools, no later than October 1st.

PRE-KINDERGARTEN PROGRAM POLICY

In recognition of the importance of early childhood educational experiences, the Board supports and endorses the Pre-Kindergarten Program offered at Botelle for four-year-old children.

The strength of the program is enhanced through regular attendance and participation. Accordingly, only those students who enroll on a full-time basis will be accepted.

In exceptional circumstances where full time attendance is not possible, exceptions may be considered by the Board upon written application to the Principal.

The Botelle Pre-Kindergarten Program shall be open to all children who reach age four on or before September 1st during the school year.

PARENTS' RIGHT TO KNOW

As a requirement of the Title 1 statute, the school office will provide to any parent who makes request to the principal, information regarding the professional qualifications of your child's teacher(s). The following information will be provided in a timely manner:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by instructional assistants and, if so, their qualifications.

Please note that the school ensures that all students provided Title 1 services receive instruction from school staff (teachers and/or paraprofessionals) who possess appropriate qualifications and/or degrees. For additional information contact the school office.

PESTICIDES

We have not experienced the need to apply pesticides in the building or on the grounds in the past. However, it is always possible that need may arise in the future. By law, parents may register with the school office and request to be notified if any pesticide application is anticipated.

ASBESTOS NOTICE

The Asbestos Hazard Emergency Response Act (AHERA) requires that all schools have a written plan for monitoring any asbestos that may be found in the building. Our plan was submitted to the State Department of Health in 1990 and approved. The regulations also require that we periodically notify parents and staff that the plan exists and that it is available for inspection in the school office.

PROMOTION AND RETENTION

The Board is dedicated to the best total and continuous development of each student enrolled at Botelle. Therefore, the administration and staff will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance on the Smarter Balanced assessment and other testing instruments. Any necessary retention should take place as early in a student's educational career as possible.

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The educational program shall provide for the continuous progress of students from grade to grade, however, a small number of students may benefit from remaining another year in the same grade. The student's readiness for work at the next grade level shall be required before he/she is promoted.

Most retention will probably take place in grades K-3 for social and/or academic reasons. In all grades however, retention may also be appropriate when a student is substantially deficient in expected levels of academic performance. In any case, the decision whether to promote or retain a student shall be based on the academic growth of the student and the determination of which option is in the best interest of the student.

When retention is considered, the following procedures should be followed:

1. Generally, by the end of February, the teacher shall confer with the Principal and other staff members involved with the student in a Child Study Team meeting to discuss specific areas of concern.
2. Parents/legal guardians shall then be invited to a meeting with the Child Study Team (to the extent possible) by March 15th for a discussion of the matter. This discussion shall consist of an explanation to the parents/legal guardians of their child's current academic standing in relationship to program objectives and individual ability. Goals shall be set for the period through May 1.
3. During the month of May or early June, another meeting will be held to review the goals and the student's progress. In June, a final decision of retention or promotion shall be made. The final decision shall be made by the Principal, as advised by certified staff and with parental/legal guardian consultation.

PROTECTION OF PUPIL RIGHTS AMENDMENTS (PPRA)

The PPRA affords parents and guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Under the PPRA, parents and guardians have these specific rights:

1. The right of parents to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students.
2. Parents are entitled to know any arrangements that have been made by the District administration to protect student privacy in the event the District or any of its schools plan to administer a survey which contains one or more of the eight (8) protected areas of information cited above.
3. The right of parents to inspect, upon request, any instructional material used as part of the educational curriculum for students, and the procedure for granting a request by a parent for such access.
4. The administration of physical examinations or screenings that the school may administer to students. Parents have the right to review any and all questions that may be asked in such examinations and screenings.
5. The collection, disclosure, or use of personal information (including items such as a student's or parent's first and last name, address, telephone number or social security number) collected from students for the purposes of marketing or selling, or otherwise providing the information to others for that purpose, including the District's arrangements for protecting student privacy in the event of collection, disclosure, or use.
6. The right of parents to inspect, upon request, any instrument used in the collection of personal information, as described above in paragraph 5, before the instrument is administered or distributed to a student and the District's procedure for granting a parent's request.

Protection of Pupil Rights Amendment (PPRA)

20 U.S.C. SEC 1232h Regulations: 34 C.F.R. Part 98

The PPRA affords parents and guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

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

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agents, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Please discuss any concerns you may have regarding the administration, distribution of surveys and the information contained with your building administrator.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by school officials to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

SCHOOL VISITOR/LOITERING

The Board welcomes and strongly encourages members of the community and other interested persons to visit the school. School improvements often come from suggestions originating in such visits.

The Superintendent shall establish regulations to:

1. encourage visitors to visit the school;

2. require visitors to register in the Principal's office upon arrival at the school;
3. ensure that such visits will enhance educational programs rather than hinder them; and
4. channel expressions of approval as well as constructive criticism to the Board.

Board members are encouraged to visit the school and to become acquainted with students, school personnel and school programs.

All school visitors shall register in the Principal's office. Staff members should be alert for unauthorized visitors and promptly report their presence to the Principal should there be concerns about whether visitors may be unauthorized.

A person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without a reason or relationship involving custody of, or responsibility for, a pupil or any other license or privilege to be there.

Administrative Regulation: The Norfolk Education recognizes the importance of involving the greater Norfolk public to the school.

1. The principal & staff will be encouraged to invite the Norfolk public to the school. Such events as Grandparents' Day, Norfolk Art Center, Veterans' Day activities, Good News Days, Concerts, and the traditional Open House visits will serve to familiarize the community with the school programs.
2. The school administration will maintain a current website highlighting ongoing programs at the school.
3. The Norfolk Board of Education will provide opportunity for the Norfolk community to participate at each monthly Board meeting.
4. The school administration will ensure that all visitors to Botelle School are received in a welcoming manner. All visitors will be required to sign in at the main office, and be given a pass to matriculate.
5. The Norfolk Board of Education will respond in a professional manner to all inquiries from the public.

SCHOOL VOLUNTEERS

The Board recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a volunteer program in schools subject to suitable regulations and safeguards.

Annually, the Principal shall submit a list of all regular volunteers in the school (chaperones on field trips, classroom volunteer assistants, etc.) to the Superintendent for approval. The list of *Approved School Volunteers* will be maintained by the Principal. A form will need to be completed and are available in the school office.

SEXUAL HARASSMENT POLICY

It is the policy of the Board that any form of sexual harassment is forbidden in the workplace, whether by supervisory or non-supervisory personnel, by students, by individuals under contract or volunteers subject to the control of the Board.

Sexual harassment may be described as: Any unwelcome sexual advance or request for sexual favors or any conduct of a sexual nature (1) submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment or education; (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may consist of, but is not limited to: (1) continuing to express sexual interest after being informed the interest is unwelcome; (2) pressure to engage in sexual activity; (3) display or use of sexually suggestive objects or pictures, jokes, touching or gestures; (4) graphic or suggestive comments about an individual's dress or appearance; (5) threats, demands or suggestions that retention of one's employment or education status is contingent upon toleration of or acquiescence in sexual advances.

Complaint Procedure

1. If an individual believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome.
2. When the individual feels that he or she has been the victim of sexual harassment, he or she should report the incident(s) to the school Principal. If the alleged harasser is the Principal, complaints will be sent to the Superintendent.
3. Students who wish to lodge a complaint of sexual harassment may request that a school employee of their choosing act as their spokesperson and advocate. Staff members who first receive information of a complaint from a student will inform the student of this right. Under most circumstances, the school psychologist would be the most appropriate person to serve as the victim's spokesman and advocate, but that decision will be made by the student.
4. The individual who makes an oral complaint of harassment will be provided a copy of this regulation and advised of their right to make a written complaint as outlined in Section 2209.1. However, depending on the nature of the complaint and the desires of the complainant, the Principal to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the Superintendent. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.
 - a. For employees, contractors and volunteers a written complaint should be filed with 15 calendar days of the alleged harassment. The timeframe may be extended by up to 15 additional calendar days if efforts at informal resolutions have been made.
 - b. For students, a written complaint should be filed within 30 calendar days of the alleged harassment.
5. If possible, within five working days of receipt of the complaint a thorough investigation will commence.
 - a. Upon completion, the investigator's report will be distributed to the parties concerned.
 - b. If the complainant is dissatisfied with the results of the investigation, a written appeal may be filed with the Superintendent. The Superintendent may also conduct an investigation and after completing this review, respond in writing to the complainant.

The rights of the persons involved in the investigation shall be respected and every effort will be made to protect the confidentiality of both the alleged victim and the alleged harasser. To this end only persons with a need to know shall be made privy to the complaint.

If it is determined that sexual harassment has occurred, reasonable action will be taken up to and including termination, if an employee; or expulsion, if a student. Conversely, if any person files a false complaint of sexual harassment, they will be subject to the preceding disciplinary actions.

Furthermore, any individual who retaliates against any person(s) who reports alleged sexual harassment or who retaliates against any person(s) who testifies, assists or participates in an investigation, will be subject to the preceding disciplinary actions.

In any case of harassment or discrimination where the complainant is not satisfied with the administration or Board responses, parties may contact the U.S. Department of Education, Office of Civil Rights at the address below.

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

STUDENT NUTRITION & PHYSICAL ACTIVITY (STUDENT WELLNESS) POLICY

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

Nutrition Guidelines for Foods Available in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Pyramid, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines

promulgated by the Connecticut Department of Education in addition to federal and state statutes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute.

All sources of food sales to students at school must comply with the Connecticut Nutrition Standards including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program.

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the [Superintendent, district principal] as the [people] who will be responsible for ensuring that each school meets the goals outlined in this policy.

WEAPONS AND DANGEROUS INSTRUMENTS

The Board is concerned for the safety and welfare of all students and school personnel in school and at school sponsored activities. For this reason, the Board prohibits student possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building on school grounds, in any school vehicle, or at any school sponsored activity.

Possession and/or use of any such dangerous weapon by a student in school or at school sponsored activities off school grounds, is cause for expulsion of the student for a calendar year if such conduct violates publicized Board policy or is seriously disruptive of the educational process. The period of expulsion may be modified by the Board or hearing panel on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. Students in violation of this policy will be reported to law enforcement authorities.

A student's conduct off school grounds at a non-school activity that is seriously disruptive of the educational process and violates the Board's publicized policies may also be grounds for expulsion.