

Cherry Brook Primary School



Student/Parent/Guardian Handbook 2024 - 2025

Please Visit Our Website:
<http://www.cantonschools.org/cbps>

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Cherry Brook Primary School
Abe Ammary, Principal
4 Barbourtown Road, Canton CT, 06019
Phone: 860-693-7721
www.cantonschools.org/cbps



August 26, 2024

Dear Parents/Guardians,

Welcome to Cherry Brook Primary School! We are honored and thrilled to have the opportunity to educate your child as they either begin or continue their learning process with us during the 2024-2025 school year!

At Cherry Brook Primary School, we believe in fostering a nurturing environment where every child feels valued, respected, and encouraged to achieve their full potential. Our dedicated team of educators is committed to providing a well-rounded education that not only focuses on academic excellence but also promotes social-emotional development and embraces diversity. Our dedicated staff strives to create lasting, positive memories for our current students that they can reflect on and enjoy as years go on. It is the opportunity to inspire our students that motivates our passion about our work and your child's education.

An important part to your child's schooling is your involvement as well. We believe that building a partnership between the home and school is essential, and encourage you to be an active participant. It can be as simple as asking your child about their day and learning what they have accomplished in school. Being involved reinforces the importance of education to your child. We want your involvement and welcome your emails, phone calls, or other correspondence to let us know of any celebrations, concerns or input that you have about your child. Finally, throughout the school year, you can expect open communication, transparency, and opportunities to actively participate in your child's educational journey. We value the partnership between home and school, as we believe it is essential for the success of our students.

Throughout the 2024-2025 school year there will be many different opportunities to learn more about your child's education. This school handbook should provide you with some of the answers to questions that parents frequently ask. I also encourage you to explore our website and familiarize yourself with our school policies, calendar, and resources. Of course, if you have any other questions, do not hesitate to contact me or one of the members of our school staff. My door is always open, and I am here to support you and your family in any way I can.

Together, let's make this school year a memorable and successful one for our students. I look forward to meeting each of you and embarking on this wonderful journey together.

As always, if you need anything or have questions, please do not hesitate to let me know!

Warm regards,,

Abe Ammary
Principal

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2024/2025
CBPS STAFF DIRECTORY

Main Office:	LL ,Thrive, PreK	Support Staff:	Support Staff cont.
Abe Ammary / Principal	Anndra Brown (LL)	Jeanne Altott/Para	Anissa Zucker/PreK
Tracy Thomas/Administrative Assistant	Mary Kennelly (THRIVE)	Kim Ahlgren/Tutor	TBD/Library-Aide
Michelle Ferguson/Secretary	Sherry Savino (PreK)	Thomas Amrose/Para	
Tracy Ring/Secretary		Eileen Andryzeck/Para	
John MacBain/Head Custodian	Kindergarten:	Leslie Bahre/PreK	
Nurse/Jess Bali & Health-Aide/TBD	Suzanne Lancaster	Andrea Barber/SRBI	
Pupil Personnel Faculty:	Laura Moore	Linda Benoit/Tutor	
Anndra Brown/Learning Lab	Cora Mutch	Denise Black/Para	Permanent Substitutes:
Elizabeth Brodbar /Resource Room Gr 1/2	Kim O'Brien	Mindy Brown/Para	Anna Bidwell
Julie Dombrowski/Social Worker (M/W)	Kelly Theriault	Volha Burkova/SRBI	Richard Block
Rebecca Davis/ESL		Marta Butkus/Para	
Kelly Davis/Resource Room/Gr 2	First Grade:	Kristyn Carrozzo/Para	
Kelly DiMartino//Resource Room/Gr K	Carey Campbell	Tanner Clarke/Tutor	Custodians:
Laura Eldridge/Speech Language (T/W/TH)	Rosemary Capozzi	LouAnn Corbidge/Tutor	John MacBain/Head
Helen Farmer /OT (T,TH, F)	Molly Henneberry	Lisa Cowan/Para	Charley Batan
Elizabeth Mosher/Social Worker (T/TH/F)	Nicolette Marinelli	Maureen Delbone/Para	Tom Dubois
Kate Mugno/.5 School Psychologist	Marina Rinkus	Cindy Fillian/Para	Steve Kadziela
Erica Paiva/School Psychologist	Erica Stephens	Patrick Green/Tutor	
Betsy Perkins /PT (Wed/Thurs)		Priyanka Kota/Para	
Tammy Van Allen/OT (M/T/W)	Second Grade:	Indra Krishnamurthy/Para	Monitors:
Rachel Wellman/SLP	Meghan Botoutte	Michele Kucia/PreK	Holly Albert
Lisa Woods /Resource Room/Gr 2/3	Jessica Cutino	Jane Latus/Para	Angela Melendez
Specialists:	Lisa Nanni	Kathleen Lundgren/Para	MaryAnn Swanson
Samantha Card/Music	Patrice Olson	Abigail Maily/Para	
Kate Dauphinais/Math/Science Coordinator	Matt Seay	Ellen Marhefki/Para	
Elizabeth DiDomenico/Music	Deb Tarnowicz	Alicia Martz/Para	
Andrew Barnes/PE/Health		Kathy Miller/Tutor	
Robin Nardini/Technology	Third Grade:	Ashwini Nakim/Para	Cafeteria:
Steve O'Meara/PE/Health	Lisa Achee	Brandie Scott/Tutor	Brooke Dotson
Ellen Raposo/Art	Johanna Ferrone	Cindy Small/Para	Jenn Hosack
Heather Santanella. Library Media Specialist	Elizabeth Legere	Christina Stomski/Para	
Kathy Watson/LA Consultant	Jennifer McDermott	Michelle Stomski/Para	
Chris Woods/LA Consultant	Jessica Murack	Amber Titus/Para	
	Amber Scapin	Jennifer Viering/Para	

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Mission Statement

Cherry Brook Primary School Mission Statement:

At Cherry Brook Primary School, we provide each child with positive, lifelong memories while celebrating the happiness of childhood. Focusing upon student growth and success, along with a commitment to nurture students, children become engaged learners and productive community members.

*In order to accomplish our mission, we believe that **students learn best when ...***

- Inspired to love learning.
- Valued for their unique talents and individuality.
- Presented with opportunities where perseverance is required to overcome challenges.
- Critical thinking and problem solving skills are applied academically and socially.
- Individual goals are designed based on interests and learning styles.
- Held accountable for their learning and actions.
- Nurtured in a safe environment that promotes curiosity, confidence and self-reflection.
- Different perspectives are welcomed and appreciated.
- Positive peer interactions are developed and fostered.
- Families and schools unite to develop a collaborative, supportive network.
- A sense of community extends beyond school.
- Provided with purposeful resources to enhance their experiences.
- Play, fun, and creativity are valued as integral parts of the childhood experience.

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School Hours: Arrival and Dismissal Procedures

The School Day:

Cherry Brook Primary School students officially begin their day at 8:35 a.m. Students are not able to arrive at school prior to 8:20 a.m., as we have no supervision available before that time. Students arriving after 8:35 a.m. must be signed in at the office by a parent/guardian, and will be marked as tardy. **School ends at 3:20 p.m.** Students dismissed to their families prior to 3:20 p.m. will be marked as an early dismissal.

School Hours:

Kindergarten and Grades 1, 2, 3: 8:35 AM - 3:20 PM

School arrival times **8:20 a.m. - 8:35 a.m.** (Students arriving after 8:35 a.m. will be marked as tardy.)

School dismissal is **3:20 p.m.** (Students who are picked up prior to dismissal time will be marked as an early dismissal.)

Preschool Hours:

AM: Tuesday, Wednesday, Thursday, Friday - 9:00 a.m.-11:30 a.m.

PM: Monday, Tuesday, Wednesday, Thursday, Friday - 12:30 p.m. - 3:00 p.m.

Access During the School Day:

Visitors are allowed into the building for specific events and teacher directed activities. To gain entry to the building, you are to be buzzed in from the outside. Once you are granted entry from the outside, there is another row of doors so please proceed to the door in front of the office where you will again need to be buzzed in. Once in the office, you will need to follow the sign-in procedures.

All visitors, guests and parents are required to present a driver's license and be registered through our Raptor System in the CBPS office and must wear a visitor's badge while in the building. Visitor's badge must be turned in before leaving the building.

K- 3 Morning Arrival:

Daily Student Arrival Time: 8:20 AM - 8:35 AM

Staff On Duty: Every morning CBPS uses a mix of certified and noncertified staff to support morning arrival.

Staff are intentionally and strategically placed throughout the outside and inside of the building to greet students and ensure safe passage to class.

Once in the building, students will report directly to their classrooms where their teachers will welcome them upon arrival.

Bus Drop Off:

Time: 8:20 AM - 8:35 AM

Procedure: Buses will arrive at CBPS and travel directly to the designated bus-drop lane. When buses arrive the following steps will be followed:

1. Bus will come to a stop in the designated area.
2. Staff members will direct the bus driver to allow students to depart.
3. Bus driver(s) will dismiss one seat of students at a time, unloading from front to back of the bus.

4. Students will depart from the bus, and be directed to the proper door to enter the building. Doors are designated by proximity to the students room.
5. Additional staff are positioned in hallways to ensure students travel directly to their classrooms.

Notes:

- During the first few weeks of school a separate plan is utilized to ensure Kindergarten students know where to go to get to their classrooms.
- Other staff will assist in the drop off zone to provide direct support to the newest members of the CBPS family!

Parent Drop Off:

Time: 8:20 AM - 8:35 AM

Procedure: (Same as last year) Families arrive at CBPS and proceed to the parent drop off area. Cars will enter the parking lot, take a right (following the buses) and take the first left into the parking lot. Parents will then take a right, and enter the circle. This will allow more cars in the lot and less on the road.

1. Families travel around the front school parking lot, stopping in the designated area to drop off their children.
2. Prior to the drop off zone, students will be ready to exit quickly by having materials ready
3. Staff members will open up the passenger side of the vehicle and students will exit.
4. Families must pull as far up as possible into the designated drop off zone.
5. Students will be directed to the proper door to enter the building. Doors are designated by proximity to the students room.
6. Additional staff are positioned in hallways to ensure students travel directly to their classrooms.

Notes:

- Parents are not to park or exit their cars for the safety of students and staff.
- Children should be ready to exit their car quickly by having materials ready before the door opens.

K - 3 Afternoon Dismissal:

Time: 3:20 PM - 3:40 PM

Procedure: Buses will arrive at CBPS and travel through the bus lane. All buses will park and wait to be loaded.

1. Bus will line up.
2. Teachers will walk students through the bus lane and direct students to their bus.
3. Students will load the bus and take their assigned seat, loading from back to front.

Parent Pick Up:

Procedure: Families arrive at CBPS and park their car in a designated vacant parking spot. **Parent pick up will begin at 3:15 p.m. and will be from the cafeteria.** At 3:15, staff will be stationed at a table located at the doors of the cafeteria. Staff will greet parents and parents will sign out their children, receive their children and then immediately return to their cars and head off campus. Please have a valid driver's license as staff may ask for identification. **For early release days, the same process will be followed except parent pick up at the cafeteria will begin at 12:55 p.m.. Please plan for inclement weather.**

Preschool Arrival and Dismissal Procedures:

- Drive into the main parking lot and find a vacant parking spot in the front parking area.
- Park your car and wait with your child by the trunk until we come to meet them and bring your child inside.
- Students should wear their masks as they are required in the building.
- After your child is picked up, you will need to leave the parking lot as visitors should not be on school grounds for health reasons.
- Follow the above rules for dismissal as your child will be brought to your car at dismissal time

Changes in Your Child's Dismissal Plans:

Notify the office by sending a note with your child indicating the date and change in plan. Note that although phone calls are accepted, due to call volume and the need to accommodate your request as efficiently as possible and without disruption to classrooms, a note is the desired protocol.

Student Early Dismissals:

- Please do not ask for an early release unless absolutely necessary. Early releases will be monitored by the office.
- When parents arrive and inform the office from outside the main doors, we will call your child down for an early dismissal. Students are only to be dismissed from the office.

Early Dismissal Schedule:

Grades K - 3: 8:35 AM - 1:00 PM

Preschool AM: 9:00 a.m. – 10:50 a.m. / Preschool PM: 11:00 a.m. - 1:00 p.m.

School Delay and Early Closing:

In the event of a school delay or early closing, announcements will be broadcast on the following radio stations and television channels:

WFSB-Channel 3, WTNH-Channel 8, WVIT-Channel 30, WRCH-100.5 FM, WTIC-1080 AM, WDRC-102.9 FM, WDRC-1360 AM, Parent Notification System

You can also visit our website at www.cantonschools.org

Early Release Weather Closing dismissal for Cherry Brook Primary School is at 11:30 a.m..

Please be sure your child knows what to do and where to go in the event of an emergency school closing.

Driving on school property

- For the safety of all pedestrians, please obey established traffic patterns.
- Drivers must stop for school buses with flashing lights. This is mandatory in the school parking lots as well as on the road.
- **Do not use the bus lane in front of the school for any reason.** That lane is reserved strictly for buses, emergency vehicles, and deliveries.
- When parking, please use the established & vacant parking spaces.

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Home/School Communication

Communication is the cornerstone to developing a powerful partnership for student success. There are many ways we try to communicate students' life in school. The majority of communication comes from your classroom teacher. Please feel free to contact any staff members regarding your child.

Contacting Teachers:

Please contact teachers or other school personnel if you have questions or concerns. During the school day, in order to avoid the disruption of learning, telephone calls will be forwarded to voicemail. You may send a note, with your child, to the teacher, write an email, leave a voicemail or leave a phone message with the office. The teacher will contact you as soon as possible, and no later than 2 school days. Teachers will also share their specific modes of communication during Curriculum Night.

Reporting School Progress:

Student progress reports are formally issued three (3) times each school year. Parent/Guardian-teacher conferences are scheduled for all pupils in December and March. Of course, necessary conferences may be arranged at other times by calling the school at (860) 693-7721.

If a student is not making satisfactory progress, the teacher will notify parents by phone, note or email. Parents with any questions regarding school progress are urged to contact their teacher. The teacher will respond at the earliest possible free moment but no longer than two school days. Parents should not hesitate to communicate any concerns with the school.

Cherry Brook Primary School Progress Reports align with standards that describe what a student should know and be able to do at each grade level in all subjects. The report card will give families clear information about how their children are progressing towards mastery. The progress report helps make sure that all of our students have similar content and are assessed in the same manner and allows students the opportunity for individualization. Finally, the progress report will allow families to see exactly how their students are performing based on grade-level standards.

Progress Report Schedule

November 27: Progress Reports Issued
March 14: Progress Reports Issued
Last School Day: Progress Reports Issued

Parent Teacher Conferences

December *3, 4, 5
March *18, 19, 20
*Evening conferences as well as daytime

Newsletters:

Each week, a school-wide weekly newsletter called the CBPS Gazette is sent home electronically with highlights, news and upcoming events.

Classroom teachers also send emails or newsletters about their class news every week. Specialist areas teachers' updates are on their webpages and our CBPS Specialist teachers send out the CBPS AMMP Bulletin.

Parent Notification System:

Canton Public Schools has an automated phone system. This allows us to contact families with both every day and emergency messages. In addition, the Parent Notification System will call your primary phone for school closings and delays along with upcoming events at our school.

Telephone:

Uninterrupted instructional time is very important to our students. We will only transfer telephone calls to the staff in the case of an emergency. Information regarding student transportation will be delivered before the end of the day. All other phone messages may be left in the teachers' voicemail.

E-Mail:

Any staff member can be contacted electronically by using the staff member's first initial, last name. For example: *aammary@cantonschools.org*. Teachers check their email daily and will respond promptly.

CBPS Website:

Cherry Brook Primary School maintains a website to provide information to students and parents, which includes a detailed calendar of events. Individual teachers have classroom news, events and homework assignments posted on this site. Parents can use the website to communicate by email with teachers. The web address for CBPS is www.cantonschools.org/cbps.

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School Expectations

The school expectations are to:

- Be Safe
- Be Kind
- Be Responsible

These rules are taught and practiced throughout the school year. Students are supported in making positive choices and learning how to exist as part of a community. This is part of our district initiative to utilize Positive Behavior Interventions and Supports (PBIS).

Expected Student Behavior:

Generally, all students are expected to demonstrate appropriate behavior while in school and/or while being transported to and from school. To do this effectively, we continually teach children about the expectations and provide support to help children follow our school expectations. Students who are disruptive to the educational process, do not comply with school rules and regulations, endanger persons or property, or violate policy of the Board of Education are subject to school discipline.

BEAR Necessities/PAWS:

Another component of PBIS is giving positive recognition to students that are modeling our school expectations.

Students can be given a *PAW* from *any* staff member for being: **kind, safe, and responsible or demonstrating a Bear Necessity (Respect, Flexibility, Problem Solver, Integrity, and Contributor)**. A *PAW* is a paper accolade that has the student's name on it, staff members name and the school expectation being exemplified is circled. Students then submit their *PAW* to the main office to be shared over the morning announcements the following morning. The *PAW* is returned to the classroom teacher via the teacher mailbox and the *PAW* is posted in their classrooms or sent home (teacher discretion). Once a class receives a set total of 50 *PAWS* they have a celebration to honor this achievement and a visit from Honey. These have ranged from playing games to a pajama party to crazy hair day. We chose to highlight class achievements to help students see their importance within the class and reinforce the shared responsibility of being a positive community member.

Corrective Behavior Support:

When students need redirection in following school expectations, the goal is to teach the rules of acceptable behavior. Whenever possible, this is instructive, consistent yet flexible as one considers the individual needs and uniqueness of each student. The ranges of responses towards discipline are geared toward natural consequences whenever possible and they should avoid punishments.

When corrective responses tend to go beyond the routine redirection, a staff member may use an "Incident Referral Forms" (IRF) to document when more specific, directive action was needed to get students to follow the behavioral expectations. If students are not following one of our school expectations (Kind, Safe, Responsible), supervising staff will provide clear feedback about expected behaviors to help the student make a proper choice. If the student is still unable to correct their behavior, the staff member may choose to document the child's behavior, interventions that have taken place and what consequences were put into place. The goal is to help the school gather data on areas that may benefit from improvement with school wide modifications. The modifications could be re-teaching expectations for students, a change in approach to certain areas or school-wide problem solving to decrease repeated poor behavior.

Parent Involvement:

Teachers are encouraged to communicate with the parents and parents with teachers when students continuously need behavioral reminders. We encourage a collaborative approach between teacher and parent. We believe that when the most influential adults in the lives of children work together, children will be the beneficiaries.

Bullying:

In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school sponsored events, is expressly forbidden. For purposes of this policy, “Bullying” shall mean any overt acts by a student or 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, which acts are committed more than once against any student during the school year. Bullying outside the school setting may be addressed if it has a direct and negative impact on a student’s academic performance or safety in school.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline, suspension and expulsion.

[See Board of Education policy 5131.911 for the complete policy on “Bullying”.](#)

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Recess

Outdoor Recess:

Children will normally be expected to participate in outdoor recess unless excused by the school nurse or in the event local weather conditions prohibit outdoor activity. The Wellness Policy mandates that students shall receive 15 - 30 minutes of recess each day. There is no recess on delayed opening or early dismissal days.

If your child needs to be excused, on a temporary basis (one or two days) from outdoor recess, a note or phone call to the school nurse (860-693-7649) is required.

Weather Conditions:

When making a decision on whether or not to allow for outdoor recess, the school staff considers the following:

- During rain, or unsafe conditions created by a previous precipitation, recess will be held indoors.
- When the “Feels Like” temperature in Canton Center is 20° F or colder recess will likely be held indoors.
- The proper dress of individual children.
- Medical conditions of individual children.
- Other conditions that may affect the safety of the children.

Indoor Recess:

Indoor recess typically takes place in students’ classrooms supervised by a staff member. Students follow their classroom rules and engage with materials suitable for indoor play.

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Playground Usage & Safety Guidelines

On September 29, 2014 the PTO generously donated a new playground to Cherry Brook Primary School. In order to make sure that all students are playing safely and happily at recess, we expect all children to follow the rules listed below during outdoor recess.

Children are to play safely at recess.

- Children are to keep their bodies safe and to themselves at all times.
- Children should be kind to each other.
- Children should walk or run only on the grass areas. Running games may be played but only on the grass areas. Instructions for safe play should be given to all children. Examples of running games on the grass areas include tag, soccer, etc.
- Students will be reminded of expected behavior. Any student who is unsafe, disrespectful or does not follow the rules will have appropriate consequences ranging from reminders to missing a portion of recess or an office referral
- Children must be supervised at all times. Therefore:
 - If a ball is kicked or thrown out of the playground area a supervising adult is to be notified before the ball is retrieved.
 - Children must ask a supervising adult before entering the building.
 - Children must notify a supervising adult upon returning from the building.
 - A supervising adult must notify the nurse before sending a child to the health room.
 - Students should be in clear sight and not play near the woods.

Children are to play safely on Playscape Equipment.

- Children should walk on the wood chips and leave the wood chips on the ground (no digging or throwing)
- Do not jump on or off any equipment. If a student can't reach it, they can't use it.
- Exit all equipment with caution.
- No playing on the outside of any slides, towers or ramps. Do not hang, twirl, or sit on any of the yellow support poles beneath the slides
- Children cannot play underneath the first level platforms.
- Only climb up ladders, not down. Children should maintain two or three points of body contact at all times.
- Swing facing the playground. Do not play in between, near or behind the swing area. Bucket swing is for only students given permission from school staff.
- Only slide down the slides in a seated feet first position. Do not look into the bottom opening of the tunnel slides. Children must go down the slide one at a time.
- The rock wall is a horizontal wall designed for side to side movement. Children are not allowed to go over the top of the rock wall.
- Use both hands on all equipment with climbers or rails. Do not hang upside down on any equipment.
- Students must face the May Pole Umbrella when using this piece of equipment. No pushing other students or jumping on or off while the May Pole is in motion.
- Only two people at a time on the multi-pondo. To exit, one person should lean in or step one foot in so that the opposite side drops to the ground so the partner can exit safely. Then the other person can step off backwards. They should not be stepping into the middle to exit.
- There is a maximum limit of 10 people on the highest tower platform. Children must use the slides to exit the platform area.

- If the playscape is wet, slippery or icy no students are allowed on the equipment or in the playground area for safety purposes.

Appropriate Playscape Attire:

- Wear appropriate shoes; shoes with a back or straps (no flip flops) and rubber surface. Laces must be tied. Shoes should have a rubber surface.
- No flip flops, cleats or heels especially on the rubber surface.
- Make sure all clothing is safe. Tuck in or remove pull strings, necklaces etc.

Winter and Snow:

- Hats and mittens are needed during the winter months.
- Snow pants and boots are needed if children are in the snow otherwise they are to stay on the black top.
- Appropriate jackets must be worn during cold weather.
- Sledding will be permitted under the guidance of the recess staff.

End of Recess Procedures:

- At the end of recess children are to be quiet when in line. At the end of recess, the students who were using equipment such as balls, jump ropes etc. must clean up the equipment and return it to their classroom bin.
- All students must line-up quietly on the blacktop at the end of recess and form lines for returning to the building.

Playground Posted Guidelines:

- Hours of operation: Daily 8am-8pm
- Playground is closed during inclement weather
- Children must be supervised at all times
- No pets allowed
- Bicycle, roller skate and skateboard use within the play area is prohibited
- Shoes are required at all times (no bare feet)
- Cleats and shoes with spikes are not allowed on the playground as they will damage the rubber surface
- The playground's ramp will support 500 lbs. of weight per each foot of running length. Wheelchairs in excess of 500 lbs. should not be taken on the set's ramped areas

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Cafeteria and Lunch Expectations

Cafeteria and Lunch Expectations:

Students have a 30 minute lunch period each day in the cafeteria. During lunch, students are expected to:

- Walk quietly to the entrance of the cafeteria and remain as such until the staff member admits the grade into the cafeteria
- Converse with students at their table
- Remain at their seat unless being dismissed by an adult to either clean-up, or use the bathroom
- If a child needs help he/she should raise his/her hand.
- All other rules of good student behavior are to be followed while at lunch or in line.
- A child who misbehaves may be addressed by the appropriate staff member. Serious or repeated infractions of cafeteria rules will be handled by the principal or his/her designee.

School Lunches:

The Food Service Department offers daily lunch for kindergarten and grades 1, 2, and 3. As participants in the National School Lunch Program, each lunch served must include five components: a protein source, bread, a vegetable, a fruit and eight ounces of milk. Choices of entrees are available each day, including both hot and cold selections. There are also vegetable choices, a variety of fruits and fruit juices to choose from, a “dessert” item two to three times a week and a variety of cold milks. Students must maintain a positive monetary balance.

Our school district utilizes an online service that will allow you to monitor your children’s lunchtime purchases, make deposits **in advance** directly into their meal accounts, transfer funds between students and have an email reminder sent to you when an account balance gets low.

Student debit account deposits can be made by check, debit payments, or by credit card. Each child’s account will be updated nightly so that account balance information and payments will be current as of the following day. In order to take advantage of this convenient service, you will need to create a parent account. This requires you to:

1. Go to www.myschoolaccount.com.
2. Click “Create Account” on the top menu bar.
3. Fill in the required information on the “Parent Account Sign-Up page.”
4. Choose Canton Ct Public Schools from the “School District” drop down menu.
5. Create a User ID and Password
6. Click the “Accept” box, and then click “Signup.” An email will be sent to your email address that will contain a “verification code.”

After you receive the “verification code” you may begin to add your children’s information. To do this, you will need to:

1. Go to www.myschoolaccount.com and login using your previously created user ID and password.
2. Enter the “verification code” to verify your account and email address.
3. Begin adding your children’s information according to the guidelines provided. You will need each of your children’s student ID** numbers as well to add each student.
4. After the students are added you will be able to view the lunch account activity and make payments to the student lunch account.

Note: A parent account can be linked to many children, but a child can only be linked to one parent.

We urge you to take full advantage of this system by making deposits into your children's accounts on a weekly, monthly, or annual basis. You are free to choose the amount of each deposit.

Note: There will be a per transaction convenience fee associated with each deposit. Less frequent payments may save you money.

Students without money for lunch on a particular day will be allowed to charge their lunch. Administrative staff will be provided the daily charge report and will be responsible for contacting the parent/guardian to let them know that the child has come to school without a lunch or money to buy a lunch. The parent/guardian will be asked to use the available payment options to pay back the money owed. They should be encouraged to keep a balance on account for their student(s). All balances transfer from school to school as the student moves through the Canton Public School system. Any money on account will be refunded to the family if the student graduates or leaves the Canton Public School system.

Any money that is not spent by the end of the school year will be available the following school year. If you have any questions about this or any other food service program, please contact the Food Services Department at 860-673-2538.

If you choose to pay by check, it should be made payable to **Canton Public Schools Cafeteria Program**. Checks may be sent to the Cherry Brook School office in an envelope. If a child has a low or no balance, he/she will be allowed three emergency meals. A letter requesting repayment of funds will be sent. Questions regarding the cafeteria program may be directed to the Director of Dining Services, Margaret Dreher by calling 860-673-2538.

SNACK:

Snack time will be determined by the classroom teacher. Time will be given so that students can stay nourished but be protective of instructional time.

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Bus Transportation

Bus Expectations:

Please review the bus rules with your child so that she/he is safely transported to and from school. A child who engages in severe or repeated inappropriate bus behavior may be denied bus transportation (suspended from the bus). For the safety of all children, good bus behavior and cooperation with the school bus driver is required.

- Children should demonstrate polite and courteous behavior toward one another and toward the bus driver.
- Children shall not disturb or distract the bus driver.
- Children are to find a seat on the bus (unless specifically assigned) and remain in that seat for the entire bus trip.
- Children should sit facing forward.
- Children should remain seated at all times while the bus is moving. Children are not to change seats during the ride to or from school.
- Children are to use their “indoor-voice” during the entire bus trip. Yelling or shouting is not permitted. Indecent or profane language is not permitted.
- Older children should help younger children get off at their correct bus stop by communicating with the bus driver.
- Children should refrain from damaging or abusing the bus or throwing papers or other materials in the bus. Parents are liable for any damage or abuse caused by their child.
- Children are to keep their hands and feet to themselves.
- Children are to keep backpacks and other items in their seats with them. No items should be in aisles or on the floor.
- Children are not to open windows without permission from the bus driver. Children are not to extend any part of the body out the windows, nor are they to throw anything out of the windows.
- When the bus arrives at school, children are to exit in order from the front of the bus to the rear of the bus. Children who sit in the rear of the bus exit last.

Four Levels of discipline for the bus driver:

- When a driver verbally warns a child, the driver should state the specific infraction. A temporary seating reassignment may be necessary.
- When a driver files a written report, the child meets with a school official. School officials will communicate verbally and/or in writing to parents.
- When a driver files a second written report, the child meets with a school official again. The parent is informed of possible suspension of bus transportation.
- When a driver files a third written report, the child and parent meets with a school official, if warranted by the offense. The school official appropriately disciplines the student, which may include temporary suspension from bus transportation.

Video Surveillance:

All school buses are equipped with audio and video surveillance equipment in accordance with Board of Education policy (3541.313). Routes are monitored on a random basis or by request from a school official. Neither the drivers nor the students are aware of which buses are being recorded.

[3541.313](#)

Additional Board of Education Bus Policies:

- No special stops shall be added to a bus route for social affairs, recreation or religious instruction.

- Students shall be at their assigned pick-up points ten (10) minutes either side of the published time for their stop.
- No child shall be allowed to board the bus at any point other than a published and approved stop.
- Children awaiting pickup **must be standing in clear view of the driver** and ready for boarding.
- If it is necessary for a child to cross the street to get on or off the bus, the child shall cross in front of the bus while the bus lights and stop signal are activated. The bus shall not proceed until the child is safely off the traveled portion of the street.
- No child shall leave the bus except at his/her designated stop or at the school.

See Board of Education Policies and Regulations # [3541](#) & [5131.1](#).

Bus Dismissal Procedures:

Riding Different Buses:

Students are **not** permitted to ride a different bus other than the one to which they are assigned. They may get off at a different bus stop on their regular bus route, but **only** if written permission by the parent has been given to the school office that morning.

Bus Policy:

It is the policy of Cherry Brook Primary School that an adult must meet each child when she/he is dropped off at home at the end of the day. This adult must be visible to the bus driver, standing in the driveway, (not sitting in a vehicle). Be sure your child understands this procedure, and always try to make arrangements with another adult if you are not able to meet the bus.

What happens if you miss the bus drop-off?

If a child is not met at his/her afternoon bus stop, they will be returned to CBPS. You will receive a phone call letting you know to pick up your child. Adult supervision is provided.

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HOMEWORK

Homework is an important tool in helping students make the most of their experience in school. Homework prepares and reinforces learning and activities that take place in the classroom.

We ask that parents provide the positive support necessary for their child, to ensure that homework is regularly completed. Helping your child to establish a daily homework time in a quiet environment would be ideal. Your child's teacher should be contacted regarding any problems with homework.

In June, 2017, the Board of Education revised the homework policy to state that in grades K – 3, "Homework is not to exceed (20) minutes of Reading/Math literacy skills per night." This would include nightly reading. Homework may only be assigned on Monday, Tuesday, Wednesday and Thursday.

As a staff, we will further delineate the changes at the start of the school year and this will be shared at Curriculum night. In anticipation, the likely guidelines for Kindergarten through Grade 3 based on practices are:

- Teachers should not require formal homework for students in Kindergarten. Reading will be an emphasis for homework assignments. Other "practice" assignments may be given when necessary. Enrichment exercises may be suggested as appropriate.
- In first grade, reading will also be the emphasis for homework. Teachers may also assign homework and creative activities for 10-15 minutes, two to three times per week.
- Teachers of Grades 2 and 3 will also emphasize reading for homework. Teachers may also assign other assignments three to four times per week.
- During any point of distance learning, there will be no homework as any assignments will be a required part of students' school day.

For more information, please see the Homework Policy. [6154](#)

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Early Intervention Practices

If you believe your child is experiencing a problem, which may be interfering with learning, it is important to contact the school. **Parents should discuss concerns with your child's classroom teacher first.** If more help is needed, contact the principal or school psychologist.

A full range of special services is available for children who have been identified as needing such services. Some specific services include:

- SRBI - SRBI stands for Scientific Research Based Interventions - this is Connecticut's response to a federal law requiring that schools adopt a framework called Response to Intervention (RTI). Federal and state laws require public schools to monitor student performance regularly and intervene early when a student is found to be struggling, instead of waiting for the student to fail. At CBPS, the ongoing analysis of student performance begins with the classroom teacher where strategies for on-going student success are created and shared.
- Preschool Program – an on-site preschool program based on the High/Scope curriculum.
- Student Intervention Team – a collaboration of teachers, administrators, and parents to develop strategies to improve individual student success.
- Speech and Language Services– provides help for children with articulation problems and/or delayed language.
- Special Education – provides help for children not making appropriate school progress due to auditory, visual, or attention problems.

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Attendance

Reporting Absences:

To report an absence, call the Cherry Brook Health Room in the morning at 860-693-7649 and give the reason for the absence. Please do this each day your child is not present. Note that if your child is absent from school due to illness, attendance to classroom parties or school functions is not appropriate. If this is a planned absence, a note should be sent in to the classroom teacher who will relay the information to the health room. Upon a student's return to school, a written excuse may be asked for and should be submitted to your child's teacher. The nurse or nurse's aide may ask questions specific to COVID related symptoms.

Excused School Absence:

An excused school absence is defined as "being absent from school with both parental and administrative approval." Examples of excused absences include:

- personal illness or injury
- death in the immediate family
- religious obligation
- court appearances
- school sponsored activity
- an emergency
- other exceptional circumstances approved by the principal or his/her designee.

Truancy:

An unexcused school absence is defined as "being absent from school without parental or administrative approval." For purposes of the truancy law the validity of an absence will be determined by the administration. Examples of unexcused absences would include:

1. Absences that are not included under excused absences found above.
2. Vacations taken while school is in session are considered unexcused absences.

The responsibility for assuring that a child attends school rests, by state statute, with the parent or other person having control of the child. Truancy is herein defined as "being absent from school without a valid excuse." A truant is defined as any student with four unexcused absences from school in any month, or ten unexcused absences in a school year. A habitual truant is defined as any student with twenty (20) unexcused absences in a school year.

Failure by parents/guardians to assure that a child attends school may be educational neglect, which should be reported to the Department of Children and Families. School personnel are "mandated reporters."

Unexcused (truancy) Absent Notification: The administration at CBPS will make every reasonable effort to keep parents/guardians informed as to unexcused student absences.

A student who is identified as a "truant" may be subject to the following consequences:

- Truant students **do not** have the right to make-up missed work.
- Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
- The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level. (see Board of Education Policy #5113.2)

Tardiness:

Students are expected to arrive at school and be present in class no later than 8:35 a.m. A student who arrives later than 8:35 a.m. on a non-delay school day is considered to be tardy.

Excessive Tardiness and Absences:

The school will keep parents informed as to potential tardy and attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted.

Additional Absences Information:

Absences 1-9 may be excused by a parent or guardian through a note or phone call to 860-693-7649. Absences 10 and above are only excused with a doctor's note or verified death in the family. Attendance letters will be issued as a communication tool for parents or guardians in regards to absences.

Early Dismissal:

Please observe established school hours. Tardiness and requesting an early release are disruptive to the learning environment for all the children in the classroom. We ask that you please make doctor, dentist, and other appointments for after school hours when possible. Children leaving early for any reason will be tracked as such in the attendance.

When a student becomes ill or injured and must be sent home, parents are notified and may pick the student up from the health room after first registering with the main office. Your child will then be released to you in the vestibule. If an emergency arises and your child needs to be released early, please observe the following procedures:

- ◆ Inform the office before noon, by sending a note with your child, indicating the time of pick-up and the name of the person who will be picking up your child.
- ◆ The pickup designee must register with the office to sign the child out at the specified release time.
- ◆ The office staff will call the classroom for your child to be sent to the office.

Promotion/Retention: [5123](#)

In compliance with Board of Education Policy (5123) and based on Education Research Studies, the goal of the CBPS staff is to ensure that each student develops to his/her highest potential. Therefore, the staff is committed to establishing and maintaining the highest standards for each grade level. Students should normally progress through the grade levels by demonstrating growth in meeting standards of expected achievement. The CBPS staff believes that instruction should be tailored, when possible, to meet the individual needs of students. When appropriate, instruction should address student strengths as well as deficiencies.

Different assessment strategies will be used when determining student promotion/retention. When assessing student achievement each teacher shall make use of all available information, including teacher-made tests, standardized tests, criterion-referenced tests and teacher observations. To help achieve this assessment goal the CBPS staff has established a system of evaluating and reporting individual student achievement to parents on an ongoing basis.

Retention:

Prior to deciding on retention, the school may require the student to attend one or more alternatives for intervention and/or remedial instruction.

When considering student retention, the teacher will evaluate the child as a whole, as well as all aspects of the student's development including general cognitive, reading, writing, mathematics, physical, and social-emotional. Additionally, the teacher shall take into account the learning potential of the student, his/her chronological age and the effects of any handicapping condition. Excessive absences, as defined by the CBPS Attendance Policy, shall be an important factor for consideration.

Light's Retention Scale, which is designed to be a counseling tool to aid school professionals in determining if the student would benefit from grade retention, may be used.

In all cases of retention, the parent/guardian will be fully involved and informed throughout the decision making process. Parents will be notified as early as possible when retention is being considered. Except in very unusual circumstances, notification will be no later than May 1. Any subsequent meetings will take place prior to June 1. Although the principal shall be responsible for making the final decision as to retention, parent opinions and concerns will be given every consideration.

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School Computer Use

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. Parent/guardian permission is required. Students are expected to follow the acceptable use agreement.

Internet:

Students are prohibited from using the internet or other electronic technology to interfere with the educational process. Prohibited actions include, but are not limited to:

1. any interference with the school district's computer systems
2. any interference with communication by teachers or administrators with parents, including blocking or intercepting e-mail or other electronic communications
3. making statements (e.g., website postings, instant messages, e-mail messages) that
 - a. threaten students, staff or administration
 - b. are falsely attributed to others
 - c. are intended to ridicule, harass, humiliate or intimidate another student, staff member or administrator
 - d. are defamatory of students, staff or administrators

Misuse of the internet and other technology as described above is prohibited at school or at a school-sponsored activity. This conduct is also prohibited off campus when it has the effect of creating a serious disruption of the educational process.

In considering such disruption of the educational process, school officials will consider the following factors:

1. whether the conduct seriously impeded the day-to-day operation of the school
2. whether the incident occurred within close proximity of the school
3. whether other students from the school were involved or whether there was any gang involvement
4. whether the conduct involved violence, threats of violence or the unlawful use of a weapon
5. whether any injuries occurred
6. whether the conduct involved use of alcohol or illegal drugs
7. whether the conduct had a direct and negative impact on a student's academic performance or safety in school

(Note: These regulations are based on the following CT General Statutes: Section 10-233d (a) (1) and Section 10-222d.)

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Health Reminders

Physical Examination:

State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, a physician assistant or the school medical advisor prior to school entrance in Connecticut.

Administration of Medicine in School:

Only certified teaching personnel or the school nurse may administer medicine to children with a physician's written order and the parent or guardian's authorization. The medicine must be brought to school, in its original prescription container, by the parent and given to the school nurse.

Communicable Disease Policy:

Children who have the following illnesses will be sent home: earache or sore throat with a temperature, a severe running nose, a severe or continuous cough, a rash on the face or body, vomiting, or a fever of 100 degrees Fahrenheit or more.

Children Are Also Sent Home For The Following Conditions:

Conjunctivitis (pink eye) Symptoms to watch for are: the white of the eye is pink and the lining of the eyelid is inflamed in one or both eyes; sensitivity to light; moderate tearing; minimal or no itching, blurred vision that clears with blinking; thick discharge or eyelids crusted over upon awakening in the morning. Children are excluded from school until they have been seen by a physician and are on medication. They may return to school after they have been on medication for 24 hours and no discharge is noted from the eye.

Impetigo Symptoms to watch for are: bumps that turn into an oozing, sticky, honey-colored crusted lesion, itching at the site of bumps or lesions. Lesions are most commonly found on the face and extremities. Impetigo may be the result of a secondary infection brought on by insect bites. Children are contagious until the lesions are dry. Children are excluded from school until they have been seen by a physician and are on medication.

Strep throat Symptoms: severe sore throat with sudden onset, fever 101-103 degrees Fahrenheit, tender lymph nodes in the neck area, nausea, and/or abdominal pain. A throat culture by a physician is the most reliable method for determining if infection is strep. Children should be on medication for 24 hours before returning to school.

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Animals In The Classroom

Animals may be brought into schools for instructional purposes subject to the administrative regulations associated with this policy. “Instructional purpose” means that the presence of animals directly supports the learning outcomes of the lesson and/or the curriculum. Animals must be appropriately and humanely cared for and properly handled.

An exception to this policy shall be service animals, such as seeing-eye dogs.

Administrative Regulations:

1. The Principal shall approve all animals that are brought into the schools for instructional purposes.
2. Animals shall not be allowed to roam freely in the classroom or school.
3. The teacher is responsible for ensuring the animal waste is properly sealed for disposal.
4. The following animals are not allowed in any school:
 - Poisonous insects, spiders, reptiles and lizards;
 - Stray animals;
 - Wild animals (bats, skunks, snakes, turtles, lizards, etc.); and
 - Kittens and puppies less than four months old.
5. Prior to introducing any animals into the classroom, teachers shall be certain that:
 - Students and staff are not allergic to their presence;
 - The animals are free from diseases or parasites;
 - The animals present no physical danger to students; and
 - Students are instructed in the proper care and handling of the animal.
6. Staff shall not bring their own household pets into school except for instructional purposes.
7. Provision for the care on weekends and holidays is the responsibility of the classroom teacher.
8. Animals shall not remain in the classroom during vacation periods.
9. Proof of rabies vaccination must be provided for dogs, cats, and ferrets in accordance with Connecticut Statutes.
10. Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal or designee should notify the public health authorities if the injury merits medical follow-up.

Please see Board of Education regulation # [4119.23](#) for animal policy.

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Useful Information

Field Trips:

Children may go on field studies (trips). Field studies are taken to enhance the children's learning experience. Such trips are carefully planned and supervised by teachers who are frequently assisted by parents. Information and a permission slip will be sent home for each trip.

Parent Teacher Organization – PTO:

The PTO is open to any parent, school official, or other Canton resident who is interested in the welfare of the children at Cherry Brook Primary School. The PTO serves as a communication liaison between parents and the school. In addition, the PTO oversees fund-raising efforts, disburses funds for enrichment, and helps with transportation costs for field studies.

Building Use:

The Cherry Brook Primary School is available for after-school activities, such as Parks and Recreation, Brownies, Cub Scouts, and other community groups. After-school activities are not under the authority of the school. If you need information regarding any activity being held during after school hours, please call the person or organization in charge of that activity.

Care of School Property:

At CBPS, we work to develop good character and citizenship in each child. Reasonable care of the school building, furnishings, books, and instructional materials is emphasized at all times. Parents are asked to reinforce these values. With your support, operations and maintenance expenses can be held to a minimum.

Insurance:

A school time or a 24-hour coverage policy is available for your child through the school district. A pamphlet explaining the plan is sent home at the beginning of the school year. If you do not receive one, please call the office to request one be sent to you.

Lost and Found:

A Lost and Found box is located outside the nurse's office. When possible, please have your child's name on items brought to school, especially lunch boxes and outerwear such as jackets, scarves, mittens, boots, etc. At various times through the school year, unclaimed items will be donated to a local charity.

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SAFETY AND SECURITY PROCEDURES

Change of Address/Home, Work, or Cell Phone Numbers:

Please notify the school office immediately if you should move within the town of Canton or change your home, work, email address or cell phone number. It is important that parents keep their children's records up to date, especially if staff members need to reach you in case of illness or an emergency. You may want to include other emergency contacts. Change of address requires proof of residency.

A Change in a Student's Transportation:

A note is mandatory when there is a change in your child's transportation schedule. A written note validates a change in schedule, and ensures proper procedure. **A phone call will be acceptable only in the event of an unforeseen emergency.** Emailing a signed note to the office is acceptable before noon.

Safety Drills: 6114.1

Safety drills are required by law. School officials have worked with town officials to develop safety plans for a variety of emergencies. In our effort to be proactive, we will conduct a variety of drills throughout the year. Safety drills include fire drills and lockdown procedures called "Code Red" and "Code Yellow". With fire drills it is important that students respond promptly and clear the building using the posted route as quickly and quietly as possible. The teacher will accompany the students. In a "Code Red", students are directed into a designated area in their classroom and instructed to remain silent. In a "Code Yellow", students are to remain inside but can proceed as normal for the school day. These drills are routinely practiced in order to best maintain the safety of our students and staff.

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Canton Schools
Notification Of Rights Under FERPA
For Elementary and Secondary Institutions

FERPA

Policy #5026

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

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

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

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

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

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

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

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

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

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

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

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

8/28/17

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Board of Education Policies

Please click [here](#) for the Board of Education Policy Update Memo.

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Non-Discrimination Policy

It is the policy of the Canton Schools not to discriminate on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental disability, or physical disability in any of its educational programs, activities, or employment policies. (See Board of Education Policy #5145.4 below.)

5145.4

Students

Non-Discrimination

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

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

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

Legal Reference: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.

Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.

Connecticut General Statutes § 10-15c and § 46a-81a, et seq. - Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.

Policy adopted: March 13, 2012

Policy revised: March 24, 2015

CANTON PUBLIC SCHOOLS

Canton, Connecticut

5145.4

Students

Non-Discrimination

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

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

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

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

Jordan E. Grossman, Ed.D.

Office of the Superintendent of Schools

4 Market Street, Suite 100, Canton, CT 06019

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

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex,

sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

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

Complaint Procedure

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

The complaint should state the:

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

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

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged

harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

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

1. Offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. Provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law
6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
8. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;

9. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

Regulation adopted: March 13, 2012

Regulation revised: March 24, 2015

CANTON PUBLIC SCHOOLS

Canton, Connecticut

5145.4 Form

DISCRIMINATION COMPLAINT FORM

(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, Pregnancy, or Gender Identity or Expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment. _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Person Completing Form _____

5145.5

Students

Sex Discrimination and Sexual Harassment

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

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

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

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

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

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly, take interim measures, and take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

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

Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.

Legal References: United States Constitution, Article XIV

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).

Office of Civil Rights, U.S. Department of Education Dear Colleague Letter: Sexual Violence (April 4, 2011).

Constitution of the State of Connecticut, Article I, Section 20.

Policy adopted: March 24, 2015

CANTON PUBLIC SCHOOLS

Canton, Connecticut

5145.5

Students

Sex Discrimination and Sexual Harassment

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

Definitions

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

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

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

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

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Complaint Procedure

1. It is the express policy of the Canton Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Complaints should be filed as soon as possible, preferably within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Building Principal and copy to the Title IX Coordinator. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination,
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - H. Remedy requested.

4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a) Offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b) Provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations;
 - c) Consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
 - d) Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e) Consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;

f) Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

g) When sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;

10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

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

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

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

Copies of this regulation will be distributed to all students.

The Superintendent or his/her designee will review this policy and associated regulation with all students during the first month of the school year.

Title IX Coordinator

The Title IX Coordinator for the Canton Board of Education is Lori DeVito, whose office is located at Canton High School, 76 Simonds Avenue, Canton, CT 06019 and whose telephone number is (860) 693-7707.

Regulation adopted: March 24, 2015

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT
(STUDENTS)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment. _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment

_____ Remedy
requested _____

Person Completing Form _____

Students

Sexual Harassment

Peer Sexual Harassment

Peer sexual harassment is strictly forbidden in all schools within the Canton District, on school premises and during any school programs and activities. Peer sexual harassment is any unwelcome physical or verbal conduct of a sexual nature, such as touching or grabbing or making sexual comments directed at a person because of his or her sex, which interferes with the ability of a student to receive an education.

Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities and to refrain from unwelcome physical or verbal conduct of a sexual nature.

Disciplinary action may result from violations of this policy. Violations of this policy shall be reported to teachers or administrators. Students are encouraged to report sexual harassment immediately. School personnel will take prompt and fair action to investigate any report promptly and to take the appropriate measures to stop the sexual harassment.

(cf. [5145.5](#) - Sexual Harassment)

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

Gebser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999).

Policy adopted: March 24, 2015

CANTON PUBLIC SCHOOLS

Canton, Connecticut

0523(a)

Mission – Goals – Objectives

Equity and Diversity

Purpose of Policy

The Canton Board of Education expects all children to find school a safe and welcoming place, where each and every student is ensured access to pathways to success. It is not possible to achieve this if any child or member of the school community faces prejudice or hostility because of their race, ethnicity, sexual orientation, gender, religion, or physical and mental ability. The Canton Board of Education is committed to identifying and correcting practices and policies that perpetuate institutional racism and other forms of discrimination based on gender, sexual orientation, ethnicity, religion or physical or mental ability in order for all students to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants. Therefore, the Canton Board of Education believes that it is important to have in place an **Equity and Diversity Policy** to clarify its expectations to ensure equity for all children.

In the Canton Public Schools Community, we believe equity is recognizing and valuing each and every individual, removing systemic barriers to well-being, committing to sustainable action, and ensuring access to pathways of success for all.

By having this policy, the Canton Board of Education gives a clear message to all in the community that discrimination based on race, ethnicity, gender, sexual orientation, religion, or physical and mental ability will not be tolerated in any form in the Canton Public Schools.

In the Canton Public Schools, we strive to:

1. Promote critical thinking regarding the history, contribution, and perspectives of diverse racial, ethnic, and social groups.
2. Provide every student with equitable access to high quality, culturally and personally relevant instruction, curricula, support, facilities, and other educational resources.
3. Work actively to encourage advanced academic opportunities for all students regardless of race, ethnicity, gender, sexual orientation, religion, or physical and mental ability.
4. Recruit, employ, support, and retain a teacher(s), administrator(s), instructional, and support workforce that reflects the diversity of the student body.
5. Provide professional development to strengthen employees' knowledge and skills for eliminating cultural, racial, gender, and ethnic disparities in achievement.
6. Ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the student population, their families and communities.

7. Remedy the practices, including assessment, that lead to the over-representation of any one group of students (e.g. based on color, gender, etc.) in areas such as special education and discipline, and under representation in programs, such as gifted and talented, honors classes and advanced placement.
8. Review existing policies, programs, curricula, professional development and procedures to ensure the promotion of equity for all students, and that all new policies, programs, and procedures will be developed with an equity approach.

0523(b)

Mission – Goals – Objectives

Equity and Diversity

Purpose of Policy (continued)

9. Create multiple pathways to success in order to meet the needs of diverse students, and actively encourage, support and expect high academic achievement from all racial, ethnic and gender groups.
10. Commit to a collective responsibility within the district to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism and all other forms of discrimination.

Definitions

Diversity includes characteristics of persons including, but not limited to, race, culture, color, creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state and local laws.

Educational Equity is access to resources, opportunities, and processes that unleash the potential and enhance success and prosperity for each and every student. Equity does NOT mean sameness. Equity recognizes and responds to the gifts and needs of each individual in each community.

Racism is pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes implicit bias, conscious and unconscious, and external behaviors, and actions towards others.

Institutional racism is the collective failure of a public or private organization to provide an appropriate or professional service to people because of their race, color, culture, or ethnic origin which can be seen or detected in practices, processes, systems, attitudes, and behavior. It looks beyond individual acts of prejudice to the systematic biases that may be built into institutions. These systematic biases discriminate against and disadvantage people of color through prejudice, ignorance, thoughtlessness, or racial stereotyping.

Ethnicity means the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, such as a person's language.

Implementation and Responsibilities

1. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent.

Mission – Goals – Objectives

Equity and Diversity

Purpose of Policy (continued)

Plans and procedures established shall include clear accountability for actions and oversight.

2. The Superintendent and/or designee shall collect, review and provide to the Board a quarterly report on data regarding racial or gender disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, participation in honors and advanced placement participation. The report shall identify areas of disparity, areas of growth and targeted goals for the following year.
3. The Superintendent and/or designee shall ensure that there are various means for students, staff, and parents to report incidents of racism and other forms of discrimination.
4. The District will employ staffing processes that support and engender racial and gender diversity in its staff. The superintendent shall provide annually to the Board a report on staffing and efforts made to ensure that the staff represents the diversity in the student body and the community.
5. The District shall provide professional development to its staff to improve its cultural competencies and anti-bias training in serving a diverse student body and community. The district shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments.
6. Administrators, teachers, and all staff are expected to address any incidents of racism, sexism, and other forms of discrimination. No member of the staff should ignore any form of this type of behavior anywhere in the school. Staff members should immediately explain why this type of behavior is unacceptable. All violations shall be reported to the school administration as they will become part of the superintendent's quarterly reports to the Board.
7. In addition to normal disciplinary consequences, the district will ensure that counseling, restorative practices, and the like, are part of discipline practices that relate to student violations of regulations that are part of the implementation of this policy in schools.
8. All students will be educated about the implications of this policy throughout the school year.

Mission – Goals – Objectives

Equity and Diversity

Purpose of Policy (continued)

- 9. The district shall establish an organization or committee of students to promote equity and diversity and to serve as leaders and spokespersons within the schools and the district.
- 10. This policy shall be included in all students’ handbooks provided to students and families. This policy will be posted to the District website.
- 11. The Board shall direct the superintendent to develop and conduct a systematic Equity Needs Assessment for the district to identify processes and practices that may need to be revised in light of this policy.

Legal Reference:

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include “sexual orientation” and P.A. 11-55 to include “gender identity or expression”)

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

Connecticut State Board of Education “Position Statement on Culturally Responsive Education,” adopted May 4, 2011

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

Section 8525, ESEA as amended by the Every Student Succeeds Act

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans’ Readjustment Act of 1974, as amended, 38 U.S.C. §4212

Mission – Goals – Objectives

Equity and Diversity

Legal Reference: (continued)

Title II of the Genetic Information Nondiscrimination Act of 2008

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy Adopted: June 8, 2021

CANTON PUBLIC SCHOOLS
Canton, Connecticut

Canton Public Schools: Guiding Coalition for Equity

District Equity Statement 2021

In the Canton Public Schools Community, we believe equity is recognizing and valuing each and every individual, removing systemic barriers to well-being, committing to sustainable action, and ensuring access to pathways of success for all.

We in the Canton Public Schools Community believe...

1. Equity is at the core of achieving our vision and mission.
2. Equity is our community's collective responsibility in which we collaboratively engage with each other in deliberate, adaptable, continuous work to address injustice(s) that exist in our school community.
3. As a school district, community and as individuals, we will acknowledge discrimination, including racism, when it occurs, work to dismantle it, and honor our common humanity as we provide respectful accountability, learning and healing as we move forward together.
4. We, especially our students, must be able to see ourselves and others reflected, represented and respected within our curriculum and learning experiences.
5. We value diverse perspectives and backgrounds where everyone is valued and ALL voices are heard, inclusive of all races, cultures, ethnicities, genders, gender identities, sexual orientations, religions, physical and intellectual/mental abilities, and beyond.

In the Canton Public Schools Community, we will:

- a. Apply an equity lens to review and create policies, programs, data, curriculum, professional development, and procedures to ensure pathways of success for all
- b. Engage in and provide learning at the personal, communal, and professional levels in order to collectively recognize and challenge biases and systemic inequities
- c. Recognize and celebrate our unique identities by creating a welcoming culture and inclusive environment that reflects and supports diversity of the student, staff, and community population.
- d. Dedicate the resources necessary to achieve our equity goals.
- e. Communicate clearly and regularly the goals, expectations and opportunities for engagement in equity work to all members of the school community.

June 22, 2021

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