CANTON INTERMEDIATE SCHOOL

STUDENT/ PARENT/ GUARDIAN HANDBOOK

2023 - 2024

39 Dyer Avenue Canton, CT 06019 Phone: 860-693-7717 Fax: 860-693-7814

SCHOOL HOURS: 8:05 A.M. - 2:45 P.M.



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CANTON BOARD OF EDUCATION POLICIES:

Homework Policy, Revised June 12, 2018

Equity and Diversity Policy, Adopted June 8, 2021

Canton Board of Education Policies adopted/revised between 10/25/22 and 6/20/23

*Please note on the Canton Public Schools Calendar, 2023-2024, the Last Day of School and the June Early Release days are tentative.

In the spring of 2024, please refer to the Canton Schools website to confirm the Last Day of School or call the CIS school office at 860-693-7717.

Canton Public Schools - Vision

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

Canton Intermediate School Mission Statement

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



Canton 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.



CANTON INTERMEDIATE SCHOOL

39 Dyer Avenue • Canton, Connecticut 06019 Phone: 860-693-7717 • Fax 860-693-7814

Email: rcoiteux@cantonschools.org

Rebecca Coiteux Principal

Dear CIS Students,

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

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

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

Let's have a great year!

Mrs. Confreue

Principal

BOARD OF EDUCATION MEETINGS

All Board of Education meetings are scheduled to begin at 7:15 p.m., and are currently in a Hybrid Format, allowing both in person (at the Canton Community Center) and virtual access to the meetings. Please refer to the Canton Board of Education website to confirm dates for all 2023-2024 Board of Education meetings. A link to join the meeting will be posted on the Board of Education website page prior to the meeting.

Board of Education Members

Lou Daniels, Chair
Joseph Scheideler, Vice-Chair
Kim Sullivan, Secretary
Russell Bush
Erica Hayes
Felicia Jordan
Cindy Moeller
Ryan O'Donnell
Peggy Steinway

Central Services

(860) 693-7704

Dr. Jordan Grossman, Superintendent of Schools

Mr. Jon Bishop, *Assistant*Superintendent of Schools
Mrs. Barbara McLean, *Director of Pupil*Services

NON-DISCRIMINATION

In compliance with regulations implementing Title VI, Title VII of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972 (H.E.W. Office of Civil Rights), Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, the

Americans with Disabilities Act, and appropriate state laws, the Canton Board of Education adopts the following statement:

The Canton Board of Education as a matter of policy does not knowingly condone discrimination on the basis of sex, age, race, religious creed, national origin, color, marital status, sexual orientation, ancestry, present or past history of mental disorder, mental retardation, learning disability or physical disability, in treatment, or employment, or admission or access to educational programs, and services provided or operated by the Canton Board of Education.

The Non-Discriminatory Compliance Officers for the Canton School System are:

Title IX/Equity Officer – Mrs. Lori DeVito: 860-693-7707 Sec. 504 Officer – call the Superintendent's office: 860-693-7704.

In order to provide prompt, equitable resolutions of citizen, student and employee complaints, the Board of Education has adopted a grievance procedure that is available in the Superintendent's and all school offices.

CIS FACULTY AND STAFF DIRECTORY, 2023-2024

Principal	Mrs. Rebecca Coiteux	PRESCHOOL PROGRAM	SUPPORT STAFF
Administrative Assistant	Mrs. Janet Kochanowski		
Secretary	Mrs. Dawn Gibbons		Paraeducators:
Secretary	Mrs. Amy Orschel	Preschool Paraeducators:	Mrs. Carol Corry
Nurse	Mr. Ryan Townsley	Mrs. Lucy Melniczek	Mrs. Elisabeth Gait
Nurse's Aide	Mrs. Kathleen Ewen	Ms. Iryna Burkova	Ms. Na' Keisha Harris
		Ms. Abigail McMenemy	Mrs. Jennifer Hill
Mrs. Carrie Curran	Grade 4, Room 104	Mrs. Andrea Barber	Mrs. Colleen Howe
Mrs. Beth Dropick	Grade 4, Room 105		Mr. Tyron Jemison
Miss Olivia Kravitz	Grade 4, Room 103		Mrs. Teri Levesque
Miss Megan Mason	Grade 4, Room 102		Mrs. Patty Picard
Mrs. Allison McKay	Grade 4, Room 106		Mrs. Annette Schmidt
Mrs. Jessica Papp	Grade 4, Room 101		Mrs. Melissa Vertefeuille
Mrs. Sean Arel	Grade 5, Room 305		
Mrs. Kama Cawley	Grade 5, Room 203		Tutors:
Mrs. Tricia Day	Grade 5, Room 301		, Literacy Specialist
Mr. Erik Perotti	Grade 5, Room 302		Mrs. Terri Humphrey, Literacy Specialist
Mrs. Becky Truscio	Grade 5, Room 215		Ms. Stevie Juliano
Mrs. Kristy Uveges	Grade 5, Room 201		Mrs. Jackie Marciano
, ,	, , , , , , , , , , , , , , , , , , , ,		Mrs. Eileen Setzler
	Grade 6, Room 207		The Electric Segret
Mrs. Rachel DeMillo	Grade 6, Room 206		Custodians
Ms. Tracey Reichen	Grade 6, Room 204		Mr. Jim Varasconi, Head Custodian
Mrs. Tina Roy	Grade 6, Room 209		Mr. Artie Conant
Mrs. Kelley Washburn	Grade 6, Room 208		Mr. Jim Conlon
Mrs. Megan Wood	Grade 6, Room 205		
inis. Megan Wood	Grade 0, Room 203		Mr. Rob Howland
SPECIALISTS			
Mr. Mark Buonfiglio	Instrumental Music		
Ms. Kelly Conway	Library Media Specialist		Cofetania/Food Samiles
Mrs. Alison Coddington	Social Worker		<u>Cafeteria/Food Services</u>
Mrs. Deb Costello	Art		Ms. Kristen Small
Mrs. Denise Dauria	K-6 Math and Science Coordinator		Ms. Courtney Daniele
Mrs. Rebecca Davis	ESL Specialist		
Mrs. Liz DiDomenico	General/Instrumental Music		D/I :4
Mrs. Helen Farmer	Occupational Therapist		Monitors
Mrs. Amy Gresczyk			Mr. Jay Beaton
Mrs. Diana Hiza	Special Education		Mrs. Cindy Mercieri
Mrs. MJ Holowesko	Special Education, Gr. 6		Mr. James Orie
Mr. Tim Horan	Library Media Specialist THRIVE		Mrs. Lisa Rhoads
IVII. TIIII FIOIAII			
Mrs. Voits, Ishmaan	Speech & Language		
Mrs. Kaity Johnson	Social Worker		
Ms. Kristy Johnson	Language Arts Consultant		
Ms. Sarah Jones	Family and Student Engagement		
Ms. Stevie Juliano	ACT Enrichment Specialist		
Mrs. Kaitlyn Kennedy	School Counselor		
Mr. Scott LaRock	Physical Education		
Mr. Chris Markkanen	General Music		Building Substitute
Ms. Mariana Milheiro	World Languages		Mrs. Erin Herzog
Ms. Kate Mugno	Part-time School Psychologist		
Mrs. Liz Nardi	Library Media Assistant		
Mrs. Robin Nardini	Technology Curriculum Specialist		
	Special Education, Gr. 5	I	
Ms. Jessica Oslander	Special Education, Gr. 3		
Ms. Jessica Oslander Mrs. Shannon Panetta	Special Education, Gr. 4		

CANTON PUBLIC SCHOOLS

Opening Minds ~ Transforming Lives

2023-2024

August (4 day)					
М	Т	W	Т	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
*28	*29	30	31		

Se	pteml	oer (1	9 day	s)
М	Т	W	Т	F
				1
4	5	6	7	8
11	12	13	14	*15
18	19	20	21	22
25	26	27	28	29

	October (21 days)						
М	Т	W	Т	F			
2	3	4	5	*6			
9	10	11	12	13			
16	17	18	19	20			
23	24	25	26	27			
30	31						

November (19 days)				
М	Т	W	T	F
		1	2	3
6	7	8	9	10
13	**14	**15	**16	17
20	21	^22	23	24
27	28	29	30	

De	cemb	oer (16	days	;)
М	Т	W	Т	F
				1
4	*5	6	7	8
11	12	13	14	15
18	19	20	21	^22
25	26	27	28	29

J	January (21 days)					
М	Т	W	Т	F		
1	2	3	4	5		
8	9	10	11	*12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

	February (19 days)					
	М	Т	W	Т	F	
				1	2	
Γ	5	6	7	8	9	
	12	*13	14	15	16	
	19	20	21	22	23	
	26	27	28	29		

March (20 days)					
М	Т	W	Т	F	
				1	
4	*5	6	7	8	
11	12	13	14	15	
18	**19	**20	**21	22	
25	26	27	28	29	

	April (17 days)				
М	Т	W	Т	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	*23	24	25	26	
29	30				

	May	(22 da	ays)	
М	Т	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	*24
27	28	29	30	31

	June	e (5 da	ays)	
М	Т	W	Т	F
3	4	5	^6	^7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

August 24,25

Professional Development

August 28

First Day of School

September 4

Labor Day

September 25

Yom Kippur

October 9

Columbus/Indigenous Peoples Day

November 7

Election Day/Professional Dev

November 23 & 24

Thanksgiving Recess

December 25-Jan. 1

Winter Recess

January 15

Martin Luther King

February 19-20

Wartin Lunier King

redition 19-

Winter Recess

March 29

Good Friday

April 8-12

Spring Recess

May 27

Memorial Day

June 7

Graduation (183 Instructional Day)

June 7

Tentative Last Day

No School

** Conferences - early release 11/14,11/15,11/16,3/19,3/20,3/21

^ Early Release – (District wide) 11/22,12/22,6/6,6/7

* Early Release-Prof. Dev. (District wide) 8/28,8/29,9/15,10/6,12/5,1/12,2/13,3/5,4/23,5/24

If there are no emergency closings, the last day of school will be June 7, 2024. School will close for the year upon the completion of the 183rd student school day. Emergency closings will be added to the calendar in June.

Our Mission

Our mission is to prepare independent, productive, respectful and responsible citizens who contribute to an ever changing world. We pursue continuous improvement while honoring our strong educational legacy and traditions. We unite with families and the community to provide challenging educational experiences that promote the intellectual, physical, social and emotional potential of our students.

Adopted: March 28, 2023

SCHOOL HOURS

 Regular Session
 8:05 a.m. - 2:45 p.m.

 Early Release
 8:05 a.m. - 12:20 p.m.

Inclement Weather/Early Dismissal 12:20 p.m.

LUNCH PERIODS

Grade 4 10:50 a.m. – 11:20 a.m. Grade 5 12:30 p.m. – 1:00 p.m. Grade 6 11:50 a.m. – 12:20 p.m.

RECESS

Grade 4 11:20 a.m. – 11:45 a.m. 1:00 p.m. – 1:25 p.m. Grade 6 12:20 p.m. – 12:45 p.m.

THE SCHOOL DAY

Canton Intermediate School students begin their day when they arrive at CIS. Students who arrive at school between 7:35 a.m. and 7:55 a.m. will report to recess on the playground and field. On inclement weather days, morning recess will be in the gym.

Students who wish to purchase breakfast, may do so at 7:45 a.m. in the cafeteria. Breakfast must be eaten in the cafe. Breakfast will not be sold after 8:00 a.m.

OFFICE SIGN-IN

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

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

REPORTING SCHOOL PROGRESS

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

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

REPORTING SCHEDULE 2023-2024

November 10

Report Cards Issued

November 14, 15, 16 Parent Teacher Conferences

March 15

Report Cards Issued

March 19, 20, 21

Student/Parent/Teacher Conferences

Last School Day:

Report Cards Issued

HOMEWORK

Excerpts of Policy 6154 Revised 6-12-18 (Complete Policy at end of Handbook) Instruction

Homework

The Canton Public Schools defines homework as any school work that students spend time on outside of class. This includes completing nightly assignments, studying for assessments, and working on long-term projects.

Purpose of Homework:

The Canton Public Schools' Community believes that meaningful homework provides students time for independent learning that:

- prepares them for and reinforces the learning, activities, and discussions that take place in the classroom;
- gives them an opportunity to demonstrate mastery of skills taught in class;
- informs families and involves them in curricular activities and keeps families aware of the topics that are taught, how their child is progressing, and how to support their child's work at home;
- informs teachers about students' levels of understanding so that they can adjust instruction;
- builds students' responsibility, independence, perseverance, and time management skills:
- assists students in improving their work habits and organizational skills;
- fosters students' love of learning;
- gives students the opportunity to understand their own learning styles.

Amount of Homework:

- Homework should not be busy work, and assignments should not be given to merely address the amount of time indicated for homework assignments, but should be purposeful and tied directly to the curriculum. It should help to determine mastery of the objectives needed per grade level based on the Canton Community Expectations for Learning.
- Homework may only be assigned on Monday, Tuesday, Wednesday, and Thursday, (with the exception of Honors, UCONN Early College Experience, and AP Courses) excluding long-term assignments.
- With the exception of summer vacation assignments, teachers may not use scheduled vacation time during the school year to assign homework and projects.
- Any summer assignments given K-12 will be approved by the department chair, principal, and assistant superintendent.
- All students are strongly encouraged to read either with family support or independently.
- The following homework assignment schedule necessitates a teacher recognizing each individual student's ability, needs and interests:

Homework Assignment Schedule

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

In addition:

- Projects, essays, and other long-term assignments (2 weeks or longer) should have progress checkpoints. Fewer checkpoints should occur as students advance to prepare them for independence by senior year.
- Whenever possible, all teachers should collaboratively plan for homework assignments, including studying for assessments and working on long-term projects, to avoid conflicts with tests and quizzes and to prevent excessive amounts of homework across subject areas.
- If a student is absent, either because of illness or bereavement, the school must provide additional time for homework completion. Students should contact their school counselor to coordinate assignment completion.

(Complete Policy at end of Handbook)

HOME/SCHOOL COMMUNICATION

COMMUNICATION:

Regular communication will be sent home from Principal Coiteux via SchoolMessenger.

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

Uninterrupted instructional time is very important to our students and staff. Students are allowed to receive outside calls/messages in **EMERGENCY SITUATIONS ONLY**.

Students are *not* allowed to make calls from the classroom or from their cell phones. With staff permission only, students may use the office telephone. The school office is staffed from 7:30 a.m. - 3:30 p.m. In *emergencies*, the school secretary will deliver parent/guardian messages to students.

PARENT/GUARDIAN ABSENCE NOTIFICATION

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

CONTACT BY EMAIL

An efficient and quick way to contact a staff member is through email. While sometimes a conference or telephone conversation is necessary, information can also be communicated through email. Any staff member can be contacted electronically by using the staff member's first initial, last name @cantonschools.org - for example, reciteux@cantonschools.org

Teachers check email daily. To email the office for general reasons, please send to: cisoffice@cantonschools.org

SCHOOL MESSENGER PHONE/E-MAIL MESSAGE SYSTEM

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

CELL PHONES/ PERSONAL ELECTRONIC DEVICES:

(CD players, i-Pods, cameras, electronic games and toys, etc.): Students are not allowed to use cellphones in school. Personal Electronic Devices are not allowed in school and, for security reasons, should remain at home. Students who are required by parents/guardians to have a cell phone must keep it in the "Off" position and away during all school hours. Students who lose their cell phone or personal electronic device may not spend time retrieving them during school hours. Cell phones and personal electronic devices will be confiscated and kept in the office where they can be retrieved at the end of the day. Students who have multiple offenses of using electronic devices and phones during the day may be subject to further disciplinary consequences. CELL PHONE MOTTO: "Off and Away During the Day!"

LOST AND FOUND

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

DAMAGES

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

FINANCIAL OBLIGATIONS

Policy 6161.2

Instruction - Care of Instructional Materials

Library books, textbooks, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. Teachers shall emphasize to students that texts and materials are the public's property, and should be appropriately cared for. Parents must pay the full replacement cost of any book or educational material lost or damaged beyond ordinary wear.

Parents who fail promptly to return or pay for texts and materials may have their child's grades, transcripts or report cards withheld until restitution is made.

(cf. 5131.5 - Student Vandalism)

Legal Reference: Connecticut General Statutes

10-221c Boards of education to prescribe rules, policies and procedures.

10-222a Boards to have use of funds derived from repayment for school materials.

Final report cards may be withheld until a student has met all of his/her financial obligations.

1. Textbooks - Students are expected to return all school textbooks at the end of each course. If a book is damaged or lost, the student will be expected to pay the repair or replacement cost.

- 2. Library Books Students will be billed for any library books not properly returned. At present there is no fine system in the library for late return of books. Students are expected to return or renew books on the due date. (See section on Library and Media Center for additional information.)
- 3. Accidental Damage If a student accidentally damages school property, he/she must accept liability. Arrangement for replacement or financial restitution will be made on an individual basis. No disciplinary action will be taken with students who voluntarily report accidents to the office.
- 4. Vandalism Vandalism is defined as a willful act of destruction. Students apprehended in acts of vandalism will be subject to:
 - a. full restitution for damages;
 - b. appropriate disciplinary action;
 - c. possible referral to the police.

LOCKERS AND DESKS

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

NO-SCHOOL – EARLY CLOSING

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

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

TV Stations:

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

Radio Stations:

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

The following schedule is observed if school is delayed due to weather conditions:

2 hour delay 10:05 a.m. - 2:45 p.m.

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

TRANSPORTATION

BUS RULES

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

Students

Bus Conduct

Rules of Conduct for School Bus Passengers

- 1. Students shall be courteous to the bus drivers at all times and follow his/her directions. Students shall not disturb or distract the driver.
- 2. No student may ride on a bus other than the one to which he/she has been assigned unless permission has been granted by a school administrator. No special stops shall be added to a bus route for extra-curricular activities.
- 3. Students shall be at their assigned pick-up points ten (10) minutes prior to the published time of their stop. No child shall be allowed to board the bus at any point other than a published and approved stop. Students awaiting pickup must be in clear view of the driver and ready for boarding.
- 4. Students shall enter or leave the bus only by the front door except in cases of emergency or during emergency drills. When entering or leaving the bus students shall avoid crowding or in any way disturbing others. If it is necessary for a student to cross the street to get on or off of the bus, the student 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.
- 5. No student shall leave the bus except at his/her designated stop or at the school.
- 6. Bus windows shall not be opened without permission from the driver. Students shall not extend any part of the body out the windows, nor shall they throw anything out of the windows. Students should sit facing forward.
- 7. No indecent or profane language, rowdyism, or loud talking shall be permitted. Students shall not converse with the bus driver while the vehicle is in motion. There shall be no smoking on the bus. Students shall refrain from damaging or abusing the bus or throwing papers or other materials. Students will be held liable for any damage or abuse caused by them.
- 8. Bookbags, chairs, instruments, equipment or other articles shall not be placed in the driver's area of the bus or in the bus aisles.
- 9. Hazard creating articles such as water pistols, knives, etc., are not permitted on the bus.
- 10. No student in Kindergarten through Grade 6 will use an electronic device on the bus, unless he/she is given permission through a documented IEP or 504 Accommodation Plan or in the case of a bus emergency to contact parents/guardians

Rules of Conduct for Walkers

When walking to and from school, students shall:

- 1. Always walk on the sidewalk or, if no sidewalk is present, always walk in single file facing the traffic.
- 2. Not take shortcuts.
- 3. Respect private property.
- 4. Only cross at crosswalks or traffic lights.
- 5. Not loiter, but rather walk directly to and from school.

Policy adopted:

August 9, 2001

CANTON PUBLIC SCHOOLS

Revised:

November 13, 2018

Canton, Connecticut

Penalties for Violation:

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

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

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

BUS ROUTE information is available on our website: www.cantonschools.org

STUDENT DROP-OFF AND PICK-UPS BY CAR:

Students should not arrive at school prior to 7:35 a.m. as we have no supervision available before that time. School ends and dismissal begins at 2:45 p.m. During morning and afternoon student drop-offs and pick-ups, please drive down the designated car lanes accessed from Dyer Avenue and exit onto Simonds Avenue. The lane closest to the building is for bus use only. The two lanes farthest from the building are for cars. When possible, please have your child sitting on the passenger side of the car. We will have a staff member in that position to direct cars and buses to ensure children make their way to the bus platform and into the building safely. To ensure the arrival of our students is safe and timely we must all work together. We will use the same line for parent pick up at the end of the day. Students being picked up at dismissal must have their names checked off by the crossing guard. Any drop-offs and pick-ups between the hours of 9:00 a.m. and 2:00 p.m. must be made by entering the lot from Simonds Avenue only. This is due to student recesses.

BIKE RIDERS

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

WALKERS

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

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

ATTENDANCE

SCHOOL ATTENDANCE:

Regular and punctual attendance is a must for success at school. Please plan any family vacations for those times when school is not in session. Absences 1-9 may be excused by a parent through a note or phone call to our attendance phone line: 860-693-7792. Absences 10 and above are only excused with a doctor's note, or verified death in the family. If a parent/guardian does not verify his/her child's reason for absence with the office, an unexcused absence is recorded. Four unexcused absences in any month, or a total of 10 absences for the year, constitute truancy as defined by Connecticut Statutes (see below). Names of truant students are reported to the State of Connecticut. Teachers are not required to provide homework information prior to a vacation taken while school is in session. We know there may be emergencies, and we will do our best to help you in these instances.

TARDINESS

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

TRUANCY

When will students be determined to be "truant" and "habitually truant" according to the truancy law?

Section 10-198(A) of the Connecticut General Statutes, as amended by Section 4 of Public Act 91-303, defines a "truant" as a child enrolled in a grade from kindergarten to eight, inclusive, in a public or private school who has four unexcused absences from school in any month or ten unexcused absences from school in any school year and a "habitual truant" as any such child who has twenty unexcused absences within a school year.

The names of truant students are reported to the State. If a parent/guardian does not verify his/her child's reason for absence with the office, an unexcused absence is recorded.

PARENT/GUARDIAN NOTES

Notes should be brought to the school office *whenever there is a change to the student's routine.* Examples include: absence; removing the student from class for an appointment; early dismissal; permission to walk to the library; permission to stay after school; change of phone or address and going home other than the usual manner—walking, riding bike, different bus, different bus-stop, etc.

Parent/Guardian Absence Notification:

If a parent/guardian is going to be away while school is in session and your student will be cared for by anyone other than the parent/guardian, it is important for the school to have a note from you that will include: (1) The dates your student(s) will be in the care of someone other than you; (2) the name(s) of those caring for your student(s) in your absence; (3) all alternate contact

phone numbers; (4) any alternate arrangements for transportation to and from school; (5) any alternate arrangements for activities after school during your absence; and (6) signed permission stating that your student(s) may be released to the assigned caregivers in the event the student(s) need to be picked up from the Health Room or the School Office. The information in this note will be shared by the student's teacher, the Health Room and the Main Office.

ABSENCES

- 1. <u>Parents/guardians are required to call the school at 860-693-7792 (Health Room/Attendance phone) before 9:00 a.m. any day of absence.</u> To fully comply with Public Act 11-136, please provide the following information when reporting a student absence:
- a. Name of Student;
- b. Name of Homeroom Teacher;
- c. Date(s) of Absence;
- d. Reason for Absence and
- e. Name of Parent/Guardian reporting the absence.
- 2. If a student is absent and we have not been called, we will call the parents/guardians. This may be an unexcused absence.
- 3. If a student is absent for one day, the teacher will help the student make up the missed work the next day.
- 4. If a student is going to be absent for two or more days and is well enough to do some schoolwork, a parent can request work when calling (before 9:00 a.m.) to report the absence. The teacher will get the work together and have it on the office counter by 2:30 p.m. on day *two* of illness for parent pickup. If absence continues, parents should leave completed work when picking up the next day's work.
- 5. Since homework is usually based on a <u>review</u> of class work or enrichment, assignments will not necessarily be available to students who are absent due to vacations not on the school calendar. It is expected that any missed work will be made up upon return to school.

EARLY DISMISSAL

Early dismissal is <u>discouraged</u> since it interrupts class continuity and instruction. If it is absolutely necessary to remove a student prior to 2:45 p.m., the office should be notified. A note should accompany the child to school. <u>Students will be dismissed from the office only.</u>

HEALTH, ILLNESS, INJURY

- 1. Parents/guardians will receive an Emergency Information Card (for Health Room records) and Annual Student Information form (for the office records) to be completed and returned to the CIS office. It is essential that our Health Room and office have updated and current emergency information.
- 2. Children who are ill or show signs of becoming ill should not be sent to school. If a child becomes ill at school, the parents/guardians will be called and asked to provide transportation. There must be an adult to receive and take care of an ill child.
- 3. When a child suffers a serious accident at school, parents/guardians will be notified immediately. If parents cannot be reached, the family physician will be called. First aid will be administered for all minor injuries.

- 4. All accidents, occurring at school or en route to or from school, are to be reported to the school immediately. If the student is insured under the school accident insurance program, the parents/guardians should request accident claim forms from the CIS Health Room.
- 5. Supervised play periods (recesses) are part of the regular school day. A physician must authorize in writing exclusion from recess. Children are expected to come to school properly clothed for the weather conditions. This means heads and hands are covered as well as legs (no shorts) and a warm coat. In the interest of student health: If the school feels the student is not dressed appropriately for the cold weather recess, i.e., lack of a coat, he/she will be notified they cannot participate in recess and will be supervised in the office. A notification indicating the child did not participate in outdoor recess will be sent home to the parent. If the parent/guardian feels the child's dress was appropriate, the parent/guardian will provide written approval for the student to participate in outdoor recess with the lack of a coat. If the student chooses not to follow the parent/guardian directive for appropriate dress for outdoor recess, the student will not participate in recess.

Administration of medication:

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

WELLNESS

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

CANTON INTERMEDIATE SCHOOL CAFETERIA PROGRAM

Current Canton Cafeteria program information will be sent home with students and will be shared electronically with families.

CIS SAFETY

FIRE DRILLS

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

SCHOOL SAFETY PLAN

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

SPECIAL AREAS OF INSTRUCTION PHYSICAL EDUCATION

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

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

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

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

ART

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

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

MUSIC

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

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

A.C.T. (Achieving Critical Thinking) ENRICHMENT PROGRAM

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

LIBRARY MEDIA CENTER/TECHNOLOGY

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

School Computer Use and Misuse of the Internet: Parents/Guardians and students must read the Regulations for Acceptable Use of Technology and return the signed 2023-2024 Technology User Agreement.

Students will not be issued a device to use at school until this agreement has been signed and returned (electronic signatures via Powerschool will be accepted.).

ACTIVITIES

<u>P.T.O.</u>

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

The PTO holds both daytime and evening meetings. All parents/guardians are encouraged to join and participate in this organization. The CIS PTO has an active website at www.cis-pto.org.

STUDENT ADVISORY COUNCIL (SAC)

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

FIELD TRIPS

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

FINANCIAL ASSISTANCE

Financial Assistance Applications are available from the school office or district website if help is needed with field trip or other school-related payments. The following is a link to this application form:

https://canton.qscendcms.com/ckfinder/connector?command=Proxy&lang=en&type=Files¤tFolder=%2F&hash=c245c263ce0eced480effe66bbede6b4d46c15ae&fileName=Financial_Assistance_Application_Rev_4-1-14_(1).pdf

TRUE

BE A CIS RISING STAR! MATRIX OF BEHAVIORAL EXPECTATIONS AND SETTINGS

		ממשטשת שססמותו	TTATT	A I DITTIBLE A
EXPECTATIONS	KECESS	INDOOK KECESS	LAND	CARETERIA
RESPECTFUL	Be considerate of property	Sit down and stay quiet	Use appropriate language,	Quickly and quietly find
	and personal space	while attendance is being	tone and volume	your seat
		taken		;
	Keep hands, feet, and objects		Be considerate of property	Maintain your spot in line
	to self	Include others in activities	and personal space	•
	Follow adult directions	and games	Keep hands, feet, and objects	Use appropriate language, tone and volume
		Use appropriate indoor	to self	
	Use appropriate language	voices		Follow all adult directions
	and tone		Follow all adult directions	,
	Show good sportsmanship			Use good table manners
RESPONSIBLE	Follow rules of games	Be in the classroom that you	Keep hallways clean and	Clean your space and
)	are assigned to be in	neat	dispose of trash
	Ask permission to leave the			appropriately
	playground	Clean up room at the end of	Report unsafe behavior and	
		recess	vandalism	Leave area as you found it or
	Use playground equipment			better
	safely and as intended	Choose activities and games	Walk on the right side of the	
	•	that are appropriate for	hall and stairs	Get permission to leave table
	Wear appropriate clothes for	ınside		and/or cateteria
	weather and activity		Keep electronic devices off	
			and away	If you must leave, return in a timely manner
				Keen vour food to vourself
			D. 4	De tenthén and accountable
ROLE MODEL	Include others	Ask for permission to leave the classroom	Be truthful and accountable	be truthful and accountable
	Be truthful and accountable		Be polite and positive	Include others
				Quiet down quickly when adult is asking for attention

EXPECTATIONS	RESTROOM	ASSEMBLY	FIELD TRIPS AND CLUBS	BUS	BUS DISMISSAL
RESPECTFUL	Be considerate of property and personal space Keep area clean	Listen attentively Follow instructions of presenter Follow all adult directions Keep electronic devices off and away	Use appropriate language, tone and volume Follow all adult directions Be polite and positive	Use appropriate language, tone and volume Be considerate of property and personal space Keep hands, feet, and objects to self Follow all adult directions	Use appropriate language, tone and volume Follow all adult directions Keep electronic devices off and away
RESPONSIBLE	Be sanitary: flush, wash and dry Return to class immediately Four people at a time in the restroom Wait in the hallway quietly for your turn	Enter and exit in an orderly manner Leave area as you found it or better	Leave area as you found it or better Follow all safety rules	Follow all safety rules Sit in seat and face forward	Stay seated in your bus lane Enter and exit in an orderly manner
ROLE MODEL	Only use restroom when necessary Be truthful and accountable Report unsafe behavior and vandalism	Express appreciation at appropriate times	Be considerate of others Be polite and positive Be a positive representative of the school	Be truthful and accountable	Be considerate of others Pay attention to the dismissal process so everyone makes their bus

EXPECTATIONS	BETWEEN 1 ST AND 2 ND BELL	ANNOUNCEMENTS AND PLEDGE	MORNING MEETING AND HOMEROOM	TRANSITIONS	PACKING UP AND END OF DAY
RESPECTFUL	Take turns with lockers Quietly shut lockers when you are done	Stop talking Stand and face the flag Continue silence through the moment of silence and announcements	Listen to whomever is speaking Take turns Use appropriate indoor voices Be physically appropriate	Focus on directions	Listen to instructions Take turns with double lockers Stop and listen to announcements Chip in to cleaning up the classroom and the hallway
RESPONSIBLE	Get what you need from your locker or backpack and bring to your classroom	Listen to any directions being given	Actively participate Be on time	Be on time Have all your materials ready 5th and 6th graders should use the bathroom prior to classes	Pick up and put away classroom materials Pick up anything left on the floor Put chairs up
ROLE MODEL	Use your time wisely Be ready in your classroom by the second bell	Stand for The Pledge of Allegiance Listen to all the announcements without talking	Actively participate Be polite and positive	Take care of classroom materials that need to be put away or taken out	Pitch in and help each other

EXPECTATIONS	INSTRUCTION	INDEPENDENT WORK TIME	PARTNERSHIP/GROUP WORK TIME	CHROMEBOOK USE
RESPECTFUL	Use appropriate body	Allow those around you	Listen and respond	Ask for permission to use chromebooks
	language and make eye contact with speaker	to listen, learn and work	appropriately to everyone's ideas	Always use your own account
	Socializing should stop Listen		Compromise	Keep passwords private
	Be respectful of all learners			Never alter the chromebook – don't remove keys, write on the chromebook, or change settings that will affect another user
				Don't peel labels off of chromebooks
RESPONSIBLE	BE RESPONSIBLE FOR YOUR OWN	Choose an optimal spot to focus	Choose an optimal spot to focus	Have clean hands while using chromebooks
	LEARNING Focus on the task you have been asked to do Turn off and put away	Know the lesson's objective Try to get started independently	Know the lesson's objective Try to get started independently	Be aware of your surroundings when using the chromebooks. Don't leave them unattended on the floor
	cellphones and other	Use resources you have	Use resources you have	Don't eat or drink near chromebooks
	unless instructed otherwise	navigate misunderstanding	misunderstanding Share the workload	Use the chromebooks for assignments only
				Properly log off before putting the chromebooks away
				Always properly plug chromebook to the assigned cart and slot
ROLE MODEL	Be engaged and participate	Be engaged and participate appropriately	Encourage others to participate	Always hold the chromebooks in a closed position with two hands
	appropriately		Be engaged and participate appropriately	Immediately report any issues with chromebooks to an adult
				Report other students who are not following the technology user agreement

RESPONSIVE CLASSROOM

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

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

PARENT AND/OR GUARDIAN RESPONSIBILITY

Parents/Guardians have the responsibility to:

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

STUDENT DRESS FOR SUCCESS

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

- Sunglasses, hoods, or forward-facing brimmed hats
- Clothing with alcohol, tobacco or other drug messages
- Clothing having indecent writing, indecent pictures or indecent slogans
- Clothing which exposes undergarments
- Coats may not be worn to class. Footwear must be worn at all times.

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

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

LASER POINTERS

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

STUDENT SERVICES GUIDANCE

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

PSYCHOLOGICAL SERVICES

The school system may provide psychological services to children who are experiencing difficulties and are in need of evaluation. The school psychologist uses a wide assortment of

tests to measure both achievement and potential for learning. Parent/guardian permission is required prior to any testing. In addition to the above, the school psychologist offers individual and group counseling and consultations.

SOCIAL WORKER

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

SPECIAL EDUCATION

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

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

STUDENT INTERVENTION TEAM

Our collaborative assistance team meets on a weekly basis. Members of the team include: the principal, classroom teacher, school counselor, special education teachers, language arts consultant, K-6 math/science coordinator, and school psychologist. The team follows the Response to Intervention (RTI) model.

RTI: Response to Intervention (Scientific Research Based Intervention—SRBI)

- It is the process of providing high quality instruction/intervention matched to student needs and measuring student achievement over time.
- Problem solving is the process that is used to develop effective instruction/intervention
- TIER 1: <u>Universal Interventions</u> All settings, all students, preventive, proactive
- TIER 2: <u>Targeted Group Interventions</u> Some students (at-risk); High efficiency; Rapid response; 2-3 times per week.
- TIER 3: <u>Intensive, Individual Interventions</u> Individual Students Assessment-based; Intense, durable procedures; 4-5 days per week

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

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

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

SPEECH AND LANGUAGE PROGRAM

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

Sessions are held one to several times a week, individually or in small groups, depending on the child's needs. Consultation with the classroom teacher and parents is critical to integrating therapeutic and curriculum goals into a meaningful and natural environment. Parental support and supervision is essential to the success of this program.

FERPA

Canton Schools Notification of Rights under FERPA For Elementary and Secondary Institutions: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") 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 45 days of the day the District receives a request for access.
- 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask Canton District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legislator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with the whom the District has contracted to perform a special task (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 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 education records without consent to officials of another school district in which a student seeks or intends to enroll.

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 600 Independence Avenue, SW Washington, DC 20202-4605

[Note: In addition, a school may want to include its directory information public notice, as required by S99.37 of the regulations, with its annual notification of rights under FERPA.]

Policy Adopted: October 14, 2008

CANTON BOARD OF EDUCATION

Homework

The Canton Public Schools defines homework as any school work that students spend time on outside of class. This includes completing nightly assignments, studying for assessments, and working on long-term projects.

Purpose of Homework:

The Canton Public Schools' Community believes that meaningful homework provides students time for independent learning that:

- prepares them for and reinforces the learning, activities, and discussions that take place in the classroom;
- gives them an opportunity to demonstrate mastery of skills taught in class;
- informs families and involves them in curricular activities and keeps families aware of the topics that are taught, how their child is progressing, and how to support their child's work at home;
- informs teachers about students' levels of understanding so that they can adjust instruction;
- builds students' responsibility, independence, perseverance, and time management skills;
- assists students in improving their work habits and organizational skills;
- fosters students' love of learning;
- gives students the opportunity to understand their own learning styles.

21st Century Skills:

Today's students must learn to locate, analyze, collaborate, interpret, and communicate information and solve problems logically. To succeed in the 21st Century, everyone will need to be proficient in all of these skills and will have to use technology to demonstrate proficiency. Colleges, universities, and the business community are clear that these skills are truly "essential" to the success of all students as they pursue post-secondary education and careers. These skills are strengthened through homework/independent learning. The 21st Century skills are defined as the following:

- 1. Use real-world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility, and adaptability in thinking patterns, work habits, and work/learning conditions.
- 5. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem-solving.

Homework (continued)

6. Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.

Amount of Homework:

- Homework should not be busy work, and assignments should not be given to merely address the amount of time indicated for homework assignments, but should be purposeful and tied directly to the curriculum. It should help to determine mastery of the objectives needed per grade level based on the Canton Community Expectations for Learning.
- Homework may only be assigned on Monday, Tuesday, Wednesday, and Thursday, (with the exception of Honors, UCONN Early College Experience, and AP Courses) excluding long-term assignments.
- With the exception of summer vacation assignments, teachers may not use scheduled vacation time during the school year to assign homework and projects.
- Any summer assignments given K-12 will be approved by the department chair, principal, and assistant superintendent.
- All students are strongly encouraged to read either with family support or independently.
- The following homework assignment schedule necessitates a teacher recognizing each individual student's ability, needs and interests:

Homework Assignment Schedule

K-3	Homework is not to exceed twenty (20) minutes of Reading/Math literacy skills per night.
Grade 4	Homework is not to exceed thirty (30) minutes per night.
Grade 5	Homework is not to exceed forty-five (45) per night.
Grade 6	Homework is not to exceed one (1) hour per night.
Grades 7-8	Homework is not to exceed twenty (20) minutes per class per night. (Not to exceed 80 minutes per class per week). High School Equivalent courses may not exceed thirty (30) minutes per night. (Not to exceed 120 minutes per week for these classes).
Grades 9-12 UCONN Early College Experience and AP	Homework is not to exceed thirty (30) minutes per class per night. (Not to exceed 120 minutes per class per week). UCONN and Advanced Placement may require up to forty (40) minutes per night per class. (Not to exceed 220 minutes per class per week).

6154(c)

Instruction

Homework (continued)

In addition:

- Projects, essays, and other long-term assignments (2 weeks or longer) should have progress checkpoints. Fewer checkpoints should occur as students advance to prepare them for independence by senior year.
- Whenever possible, all teachers should collaboratively plan for homework assignments, including studying for assessments and working on long-term projects, to avoid conflicts with tests and quizzes and to prevent excessive amounts of homework across subject areas.
- If a student is absent, either because of illness or bereavement, the school must provide additional time for homework completion. Students should contact their school counselor to coordinate assignment completion.
- In the case of unexcused absences, make-up work is not permitted for credit. The student, however, should make up such assignments to help him/her with later school assignments. Excused absences are defined as:
- 1. Illness
- 2. Death in the family
- 3. Observance of a religious holiday
- 4. Family emergencies or other circumstances beyond the student's control
- 5. School-sponsored field trip
- 6. Other reasons, such as medical appointments, approved athletic events, college visits.
- 7. While the district does not condone students missing school due to vacations, it does recognize that there are rare instances when a student must be absent due to parental vacation or travel requirements. In these cases, the student must notify the school administrator in advance of the absence(s).
- 8. The time to make up this work may exceed the guidelines specified in this policy. Students are expected to devote this additional time to complete the make-up assignments.
- Teachers should provide feedback when returning homework assignments whenever possible to give instructional guidance to achieve mastery of skills and objectives.

Homework Design:

- Homework, whenever necessary, should be differentiated and provide opportunities for higher-order thinking.
- Homework should be part of the unit of study for each curriculum. A "common core" of embedded tasks and assignments should allow for homework completion to be unique to each student and prevent duplication of answers whenever possible.
- Access to daily assignments should be available by using syllabi or teacher websites.

Homework (continued)

Parent Engagement:

A partnership between homework/independent learning and classroom learning is ideal. To achieve that goal:

Administrators – In enforcing the policy, will:

- Communicate the homework policy to parents, teachers, and students.
- Monitor the effective use of homework given by teachers.
- Support and allow time for collaboration among teachers, students, and parents in the effective implementation of the homework policy.

Teachers – In assigning homework, will:

- Adhere to the stated homework assignment schedule.
- Make the purpose of the homework clear to students and parents. Is it practicing a skill? Is it studying for a test? Is it working on an essay or long-term assignment? Is it checking for understanding to inform the teacher's instruction?
- Homework should be developmentally appropriate, relevant to the curriculum standards and tied to mastery or intellectual challenge.
- Make the evaluation criteria clear. Much homework is simply checked for completion. For longer assignments or projects, the teacher will provide a guide to the weighting of each part or a rubric for the completed work.
- Promote students' feelings of self-worth and competence. Students should have the tools to complete the assignment, e.g., textbooks, worksheet, etc. Students should also have the knowledge necessary to complete the work independently, although it may take effort to complete. Students may need to read the text or supplemental materials, problem solve, create, analyze, and more.
- When possible, customize tasks to fit student learning styles, interests, and needs. This could involve a choice of projects to demonstrate learning: a written report, a PowerPoint presentation, a brochure, etc., or tasks for review: flashcards, Study Island, recitation, or creating a table.
- Review homework and provide timely and appropriate feedback, keeping in mind that the timeliness can be affected by the length and intellectual complexity of the assignment. Teachers should adhere to department/school guidelines for posting grades to the grading portal.
- Collaborate with one another to ensure that students have the necessary time and access to resources.
- Utilize an effective means to communicate assignments and how much time should be spent.

Homework (continued)

Parents – Parents are an integral part of learning support as a student matures and develops independent strategies. Although the parent's role diminishes as students get older and develop personal responsibility, parents may need to increase or decrease their support depending on circumstances. In general, we expect parents to make every effort to:

- Provide a suitable environment for independent learning.
- Remind students that homework is their responsibility to complete independently.
- Encourage students to ask their teacher(s) clarifying questions concerning their homework.
- Communicate with the teacher(s) if homework assigned is not within the homework assignment schedule.
- Monitor activities so that sufficient time is provided for homework.
- Review parent portal, progress reports and report cards.

Parents should have access to their students' homework participation/completion via Parent Portal access, parent conferences, e-mail requests, and parent resource website to enhance at home learning.

Students – In completing the homework, will:

- Understand that independent learning is part of the course requirement.
- Ask questions to clarify homework assignments before leaving class.
- Seek help, when needed, from teachers, parents, family members, or community resources.
- Complete and submit homework assignments by the due date.
- Ensure that their completed work reflects their abilities.
- Communicate with parents and/or teacher(s) if homework assigned is not within the homework assignment schedule.
- Complete all assignments honestly in accordance with the teacher's directions.
- Share results of assignments with parents.

Homework (continued)

Homework

- Nightly assignments should not be worth more than 15% of a marking period's grade (unless it is a requirement of a UCONN Early College Experience class to count homework more than 15%).
- Homework participation should be reflected in the work habits or the comment section of the student progress report.
- All assignments should be connected to in-class learning. This may result in a grade, an assessment at a later date, individual feedback or consultation, etc.
- If the purpose of an independent learning assignment is to check understanding and inform the teacher's instruction, an assignment probably will not receive a grade. That does not devalue the assignment. The assignment's value comes from the next level of instruction provided to individual students, small groups of students, or the whole class.
- Many assignments will be checked for "completion" in order to 1) validate the student's preparedness, 2) evaluate the student's progress on a longer assignment, or 3) check progress of the development of background information and skills over time.
- Some assignments will be graded daily. For example, a math teacher will let students know what errors they have made so they can correct their understanding.
- Assignments, usually projects or writing, may get specific feedback in the form of extensive comments or the use of a rubric. The purpose of this is to help the student improve through the process.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Cherry Brook Primary, Canton Intermediate School, Canton Middle School and Canton High School Handbooks

Policy Adopted:

February 27, 2003

CANTON PUBLIC SCHOOLS

Policy Revised:

November 30, 2010

Canton, Connecticut

June 27, 2017

June 12, 2018

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.

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.

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.

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)

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

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 BOARD OF EDUCATION POLICIES APPROVED BETWEEN 10/25/22 AND 6/20/23

10/25/22

P5141.4 – Reporting of Child Abuse, Neglect and Sexual Assault (Revised)

P5145.511- Sexual Abuse Prevention and Education Programs (New)

P5144.4- Physical Exercise and Discipline of Students (Revised)

P4113.12 – Minimum Duty Free Lunch Periods for Teachers (New)

11/21/2022

P5141.213 – Opioid Overdose Prevention (new policy)

P5141.3 - Revise Current Policy - Health Assessment and Immunizations

2/22/2023

P6146 - Graduation Requirement

P6144.1 – Exemption from Instruction per State Guidance

6/20/2023

P6161 - Educational Material Selection Policy and Regulations

P6161.11 Responding to Public Requests for Reconsideration of Education Materials

P6144 - Controversial Issues