

Hampton Elementary School

Parent/Guardian Handbook

2024-2025



380 Main Street
Hampton, CT 06247
Telephone 860-455-9409
Fax 860-455-9397

Introduction:

Mission: At Hampton Elementary School, it is our mission to nurture a vibrant and inclusive learning community that empowers each child to reach their full potential. We are committed to fostering a love for learning, promoting academic excellence, and instilling values that shape responsible and compassionate citizens. Through personalized instruction, innovative teaching, and a focus on our core values, we strive to equip our students with the knowledge, skills, and values necessary to navigate an ever-changing world.

Beliefs About Learning

At HES, we hold a set of fundamental beliefs about learning that shape our educational philosophy and guide our practice. They include the following:

- **Respect** for Learning:
We believe that learning thrives in an atmosphere of mutual respect. Every member of our school community, from students to teachers, staff, and parents, contributes to an environment where diverse perspectives are valued, and everyone is treated with courtesy and consideration.
- **Responsibility** in Learning:
Learning is a shared responsibility that extends beyond the classroom walls. We believe that each individual has a responsibility to actively engage in the learning process, take ownership of their educational journey, and contribute positively to the learning community.
- **Perseverance** as a Learner:
In our educational philosophy, perseverance is regarded as a key component in the learning journey. We understand that learning involves facing challenges and overcoming obstacles. Through a commitment to perseverance, we cultivate resilience, develop a growth mindset, and encourage students to view setbacks as opportunities for growth.
- **Pride** in Academic Achievements:
We celebrate the accomplishments of each learner, recognizing that pride in academic achievements is a powerful motivator. We believe in creating an environment where students can take pride in their efforts, progress, and accomplishments, fostering a positive attitude towards learning.

Preface:

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

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

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

Equal Opportunity:

Each student is encouraged to develop and achieve individual educational goals. HES will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, or disability. No student will be excluded on such a basis from participating in or having access to any course offerings, student athletics, counseling services, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. The Principal is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

HES recognizes and accepts the need to prepare students to live and work productively in an increasingly diverse society. This is an integral part of the school system's commitment to offer an educational program of excellence, which includes teaching students awareness and understanding of the diverse cultures and heritages that form our society. The school will not tolerate student behavior which insults, degrades or stereotypes any race, religion, gender, sexual orientation, disability, physical or mental condition or ethnic group.

Faculty and Staff:

Name and Role:	Contact Information:
Superintendent, Andrew Skarzynski	860-455-9409 Ext. 139
Business Coordinator, Sally Lehoux	Ext. 141
Principal, Victoria Smith	Ext 113
Special Education Director	
Executive Assistant, Kellie Schimmelpfennig	Ext 110
Nurse, Beverly Danielson	Ext 114
School Counselor, Laura Sorel	Ext. 112
School Readiness/PreK, Chrissy Stone	Ext. 132
Kindergarten, Julia Cackowski	Ext. 131
Team A (Grades 1 and 2), Melissa O'Donovan	Ext. 135
Team B (Grades 3 and 4), Christina Milton	Ext. 137
Team C (Grades 5 and 6), Jill Paterson	Ext. 121
Special Education, Melissa Lynch	Ext. 129
Interventionist, Mariann Lapointe	Ext. 117
Speech and Language, Diane Holmes	Ext. 133
Art, Rebecca Stewart	Ext. 118
Health, Physical Education, Kyra-Faye Garrison	Ext. 127
General/Instrumental Music, Lark Peck	Ext. 126
Paraeducators: Lee Fayne, Meaghan McKinnon, Cheryl Penrod, Nicole Sayles, Casey Toth	
Custodian(s): Tommy Lehoux, Edwin Andino, Gary Salois	Ext. 138
Kitchen (EASTConn), Robin Salois	Ext. 124

Admission/Placement

Parents/guardians of preschool students who will be five (5) years of age by September 1, 2024 or earlier are expected to register their child for kindergarten. Parents/guardians of kindergarten aged children who plan on holding their child back from entering kindergarten must contact their school's principal to complete a "Kindergarten Opt-Out Form". A student seeking enrollment in at Hampton Elementary School for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the Main Office. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child.

In order to determine a child's eligibility for ESL or bilingual programs, parents/guardians of all new students enrolling for the first term and all re-enrolling students who have not previously attended public school in Connecticut must complete a Home Language Survey. The student, after enrollment, may also take a screening exam.

Advertising

The public schools maintain careful controls on the way in which students are exposed to materials and announcements, other than those directly related to school sponsored programs and activities. Caution is exercised to prevent exploitation of the system and its students. District-prescribed standards shall be met.

American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

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

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

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity.

Districts may not discriminate against any person with a disability, regardless of whether the program or activity after enrollment, may also take a screening exam.

All individuals who are disabled or “handicapped” are protected under Section 504. However, individuals who have been determined to be “handicapped” under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized Education Program (IEP) teams. Under Section 504, students with “handicaps” are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each student according to individual needs.

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

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

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

Should you have any questions regarding Section 504, please call either your child’s school principal, Patrice Merendina.

Anti-Idling Policy for Cars/Service Vehicles

Hampton Elementary School has an anti-idling policy pertaining to cars. Drivers are requested to turn off their engines while waiting in their cars. In order to pick up students, drivers must pull safely into a designated parking area.

Anti-Racism

Hampton Elementary School rejects all forms of racism as destructive to the mission, vision, values and goals of this school system. All forms of racism must be eliminated from the school. Children must find school a safe and welcoming place, where they are able to achieve success, irrespective of their racial or ethnic background. Racism will not be tolerated in any form. The goal is to enable all students to thrive in a socially cohesive community within a positive, multi-cultural society. To support this work, HES is dedicated to:

1. Providing inclusive lessons, diverse literature, and creating an environment for critical thinking to students.
2. Fostering an inclusive school culture by training staff, celebrating diversity, and adhering to inclusive policies.
3. Engaging with families and the community through events, partnerships, and transparent communication.

Asbestos

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office. **Per site architect and engineer, no asbestos is present in the building.**

Assemblies

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom.

Attendance

Connecticut state law requires parents to make sure that their children attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an

educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

Absence means an excused absence or an unexcused absence. A student is considered to be “in attendance” if present at his/her assigned school for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent. The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices. A child whose total number of absences at any time during a school year is equal to or greater than 10 percent of the total number of days that the student has been enrolled at the school during the school year is considered a “chronically absent child.” The child will be subject to review by the district and/or the school attendance team.

Absence:

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school between 8:00 A.M. and 9:00 A.M. on the day of the absence by telephoning the school.

If it is not possible to telephone the school on the day of absence, the parent is requested to send a written excuse to the school on the date of the student’s return. The student should submit the excuse directly to the office. Parents should contact the principal in order to take advantage of special services such as the collection of homework assignments for the student who must be out several days.

Excused Absence:

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

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials. Written documentation is preferred by the school. (Email or otherwise)
- B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
 1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Student observance of a religious holiday.

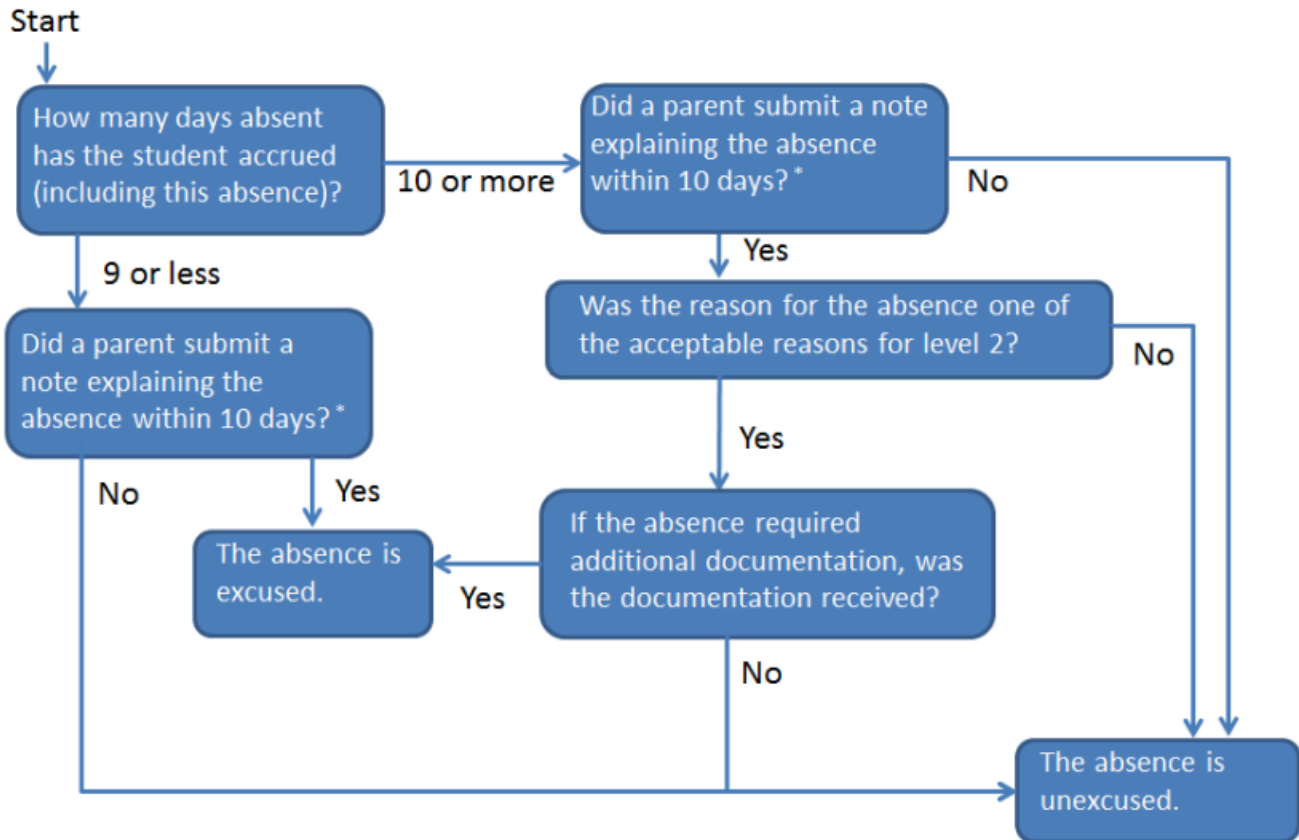
3. Death in the student's family or other emergency beyond the control of the student's family.
4. Court appearance which are mandated. (Documentation required)
5. The lack of transportation that is normally provided by the district other than the one the student attends.
6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.
7. Additional 10 days for children of military service members.

A phone call with no written follow-up will automatically be coded as an unexcused absence. The responsibility for makeup of work lies with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within 5 days after the student returns to school.

Unexcused Absence:

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges. Absences which are the result of school or district disciplinary action are excluded from the definitions.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards when issued. Parents are also encouraged to contact the teachers, guidance Counselors, the nurse and administrators to get help in verifying attendance and attendance records at any time during the year.

EXCUSED VS. UNEXCUSED FLOW CHART:**Tardiness:**

Students who are not in their classroom by 8:55 A.M. are considered tardy and must report to the main office for a tardy slip. A student who is repeatedly tardy may be considered truant. Families will receive written communication from the Principal if tardies exceed 3 in a trimester.

Truancy:

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

Parents have the responsibility to assist school officials in remedying and preventing truancy.

School staff are mandated by the state to report excessive absences or patterns of concern.

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

Automated Messaging System

Hampton Elementary School uses an automated phone messaging system (School Messenger) which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. The system allows the District to program up to three numbers for each parent/guardian of a District student. (home phone, work phone, cell). Such calls are permitted without prior consent if limited to notice of emergency items, such as weather-related closures, issues of student safety and health, and threats of imminent danger. Parental consent will be sought when the messaging system will be used for other informational items.

Bicycles

Students riding a bicycle to school are responsible to park and secure it properly. BOE Policy 5142.21 states: *The Hampton Board of Education recognizes the risks and dangers associated with student bike riding to and from school. The Board acknowledges that certain parents/guardians would like to allow their child/ward to ride a bike to school. The Board is not in a position to ensure a safe bike route to and from school and thus parents/guardians who do allow their child/ward to ride bikes to school are assuming the risks involved with bike use.*

Hampton Elementary School expects that parents/guardians provide written communication to the Principal if they are allowing their child to ride their bike to school. All school timelines for tardiness and early arrival are to be upheld. Students are not allowed to enter the building early due to supervision concerns.

Board of Education

Board members are unpaid elected public officials with the responsibility for governance of the school district. The members of the Hampton Board of Education are:

Chairperson: Rose Bisson

Vice-Chairperson: Mark Becker

Secretary: Maryellen Donnelly

Members: Juan Arriola, Diane Gagnon, David Halback, Elizabeth Lindorff, John Russell, Dennis Timberman.

In order to perform its duties in an open and public manner and in accordance with state law, The Hampton Board of Education holds regular business meetings on the fourth Wednesday of each month at 7:00 PM in the HES Library. Parents, students and other community members are encouraged to attend.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda the Board chairperson will recognize individuals who want to make a statement, not more than 3 minutes in length, or to express a viewpoint. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic. The Board's main purpose is policy setting designed to improve student learning.

Bullying/Safe School Climate

Bullying of a student by another student is prohibited. Such behavior is defined as an act that is direct or indirect and severe, persistent or pervasive which:

- A. causes physical or emotional harm to an individual,
- B. places an individual in reasonable fear of physical or emotional harm, or his or her property,
- C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race,

color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

Examples of bullying include, but are not limited to:

1. Physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethically-based or gender-based verbal put-downs
3. Threats and intimidation
4. Extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
7. Targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; mental physical, developmental, or sensory disability.

The Safe School Climate Specialist is responsible for taking a report of “challenging” behaviors and investigating the complaint. Parents/guardians of the alleged perpetrator of the behavior and the parents/guardians of the student against whom such alleged act was directed will receive prompt notification that such investigation has begun. The results of the investigation will be provided not later than 48 hours after its completion, verbally and by electronic mail. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school. Safe School Climate Specialists are required to receive mental health first aid training.

Bullying behavior by any student at Hampton Elementary School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means an act that is direct or indirect and severe, persistent or pervasive which:

- A. Causes physical or emotional harm to an individual,
- B. Places an individual in reasonable fear of physical or emotional harm, or
- C. Infringes on the rights and opportunities of an individual at school.

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

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

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

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent

with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Reference BOE Policy 5131.911 for more information related to students and the Connecticut School Climate Policy.

Bus Conduct

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

Cafeteria (Multipurpose Room)

Communal eating is to be done in the cafeteria. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct.

Hampton Elementary School utilizes food services from EASTConn. From eastconn.org:

EASTCONN Food Services participates in the USDA meal program. If you feel your family qualifies to receive free or reduced-priced meals please fill out an application and submit for processing. You can now fill out an application online at <https://linqconnect.com/>. Please note a new application is required for each school year. We encourage you to use the new online electronic payment system for Breakfast, Lunch and Milk payments. This system allows you to check your balance and your student's daily purchases. If you do not wish to pay online, you may also send in checks with your student to be handed into the cafeteria. Please note all checks should be made out to EASTCONN Food Services and please include Student(s) Name, and School on each check.

The District complies with the professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. It is the intent of the Board of Education that schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages offered to students, whether in the cafeteria, or otherwise, will meet federal and state standards and guidelines. All sodas and sports drinks will not be available. In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur

Calendar

The district calendar shows the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods and other pertinent dates. The calendar can be viewed on the school website. <https://www.hamptonschool.org/>

Channels of Communication

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

Cheating/Plagiarism (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism, including by electronic means, are not acceptable. The misrepresentation by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidents require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

Child Abuse, Neglect and Sexual Assault

All school employees, including teachers, superintendents, administrators, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, paraprofessionals, social workers, psychologists, licensed nurses, physicians, licensed behavior analysts, and substitute teachers are obligated by law (C.G.S. 17a101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive training in their use, as required by state law.

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

Computer Resources

The District utilizes computer technology to broaden instruction and to prepare students for a computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. Students may not access social media sites using District equipment, while on District property, or at a District sponsored activity unless the posting is approved by a teacher.

The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/ her designee.

Conduct

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. They must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

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

1. Attending classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.*
4. Showing respect toward others, engaging in civil discourse.

5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
8. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.\
10. Displaying HES Core Values of respect, responsibility, perseverance, and pride.

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

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.

19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Cheating, plagiarizing, including by electronic means.
25. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
27. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.
28. Damaging in a willful manner school electronic equipment and/or software.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law. Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative practices and working toward building positive relationships with staff and students.

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. If such objects are taken from a student, the parent/guardian will need to come to the school to return it to home. The principal will conduct an investigation to determine the intent behind the weapon coming to school. The item will remain in the principal's office until the parent/guardian claims it. If it is determined that the student brought a weapon to school knowingly they will be subject to the consequences of the Student Discipline Policy.

Dress Code

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode

of dress is unsafe, disruptive to the educational process or contrary to law. Administrators will use reasonableness and discretion when determining the appropriateness of attire. The school staff will enforce the dress code in a consistent manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Enforcement of the dress code will be gender neutral.

Contacting Teachers

Teachers may be contacted either through voicemail or email. A staff directory is available on each school's website. Please allow teachers 24 hours, during the school week, to respond to your email /voicemail. Please be aware that District policy prevents teachers from discussing confidential information in an email correspondence.

Cyberbullying

The District's computer network and the Internet, and the personal electronic devices of students, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyberbullying, are unacceptable, a violation of District policy and of the District's acceptable computer use policy and procedures. Cyberbullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Cyberbullying includes, but is not limited to, such misuses of technology as harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Safe School Climate Specialist, the Principal. All reports of cyberbullying will be investigated by the Safe School Climate Specialist.

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school.

Disciplinary action may include loss of computer privileges, detention, suspension or expulsion.

Students will be provided instruction about appropriate online behavior.

Defibrillators in Schools (AEDs)/Sudden Cardiac Arrest

Hampton Elementary School has one (1) automatic external defibrillator (AED) and two (2) or more staff trained in AED operation and cardiopulmonary resuscitation (CPR). The AED and trained personnel will be available during the school's normal operational hours, at school-sponsored athletic events and practices on school grounds and at school-sponsored events not taking place during normal school operational hours.

Discipline

A student who violates the district's code of conduct shall be subject to disciplinary action. Hampton Elementary Schools's disciplinary actions may include using one or more discipline management techniques, such as a restorative justice model, detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time.

HES believes that exclusionary discipline practices (suspension, expulsion) limit students' access to classroom instruction and fail to improve student outcomes and school climate. These practices will be used as a last resort.

Detention:

A student may be detained for lunch one or more days for violation of the code of conduct. The detention shall not begin, however, until the students' parents have been notified of the reason for the detention(s).

Expulsion:

Hampton Board of Education Policies (Series 5000) reference "Expulsion" for a variety of student conduct violations. Information on expulsion includes:

Prior to an expulsion hearing, parents will be given notice of at least five (5) business days before such hearing. It will contain information about the legal rights of the student and parent and information concerning legal services that are provided free of charge or at a reduced rate

that are available locally and how to access such services shall be provided to the student and his/her parent or guardian. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearings shall be held as soon as possible after the expulsion.

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

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

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

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

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

If students expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of

expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.

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

Suspension:

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

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. Students in preschool through grade 2, inclusive, may only receive in-school suspensions, unless, after an informal hearing, the administration determines that an out-of-school suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

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

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

For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions, which shall not incur an expense to the student or his/her parents.

Distance Learning

Hampton Elementary School plans to provide distance learning options in the event schools must be closed due to an emergency health situation. School will operate remotely while continuing to provide meaningful instruction to students through the use of a variety of instructional resources. To provide equitable instruction to all students, HES will ensure that all students have access to instructional materials and electronic devices.

Distribution of Materials

Printed materials may be distributed to parents by students as a means of communication. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy.

The principal or his/her designee may approve such distribution providing:

1. The material is related to the school, community, local recreational or civic activity.
2. The material does not relate to any religious belief or activity, or promote private gain.
3. The material does not promote any outside governmental political party, candidate or position.
4. Does not promote profit making organizations.
5. Does not advocate a position regarding a referendum question.

Publications prepared by or for the school may be posted or distributed, with prior approval by the principal, sponsor or teacher. Such items include school posters, brochures, school newspapers and yearbooks.

District-Provided Personal Learning Devices

All students will be provided with a DISTRICT DEVICE. Parents and students must sign and agree to the student device sign-out sheet and guidelines provided by their school. Parents are financially responsible for damages, loss or theft of the device. Students leaving Hampton Elementary School must return their devices, with accessories, on the day of departure.

Educational Philosophy

At Hampton Elementary School, it is our mission to nurture a vibrant and inclusive learning community that empowers each child to reach their full potential. We are committed to fostering a love for learning, promoting academic excellence, and instilling values that shape responsible and compassionate citizens. Through personalized instruction, innovative teaching, and a focus

on our core values, we strive to equip our students with the knowledge, skills, and values necessary to navigate an ever-changing world.

BOE Goals and Objectives (5010)

The Hampton Board of Education believes that all students have a right to an education which is based on standards of excellence, which stresses rigorous demands and which serves to expand students' personal horizons. The Board believes that the education of each student is the shared responsibility of students, parents, faculty, administrators and community. The Board also recognizes that students differ in their interests and abilities and therefore the district offers a comprehensive program consisting of a variety of learning experiences.

The Board believes that an important function of the school is to prepare students for participation in our American democratic society. The Board seeks to improve the intellectual, emotional, social and physical capacities of all students. The Board encourages the development of thinking and communication skills, the tolerance of and responsibility for others, and the understanding of varied cultures and lifestyles.

In order to implement this philosophy, recognizing that elementary, middle and high school education are important steps in a lifelong process, the Board of Education establishes the following objectives:

- A. To teach the essential skills traditionally associated with the various disciplines.*
- B. To develop the four communication skills of listening, speaking, reading and writing.*
- C. To extend and refine the student's ability to comprehend, interpret and evaluate printed, visual and aural material.*
- D. To develop critical thinking.*
- E. To further the student's development of self-awareness ,self-discipline, and self-esteem.*
- F. To promote the physical well being of all students.*
- G. To promote creativity and appreciation of the arts, humanities and sciences.*
- H. To encourage students to consider both the alternatives to and the consequences of their actions in the decision making process.*
- I. To present career options and to assist students in setting tentative goals.*
- J. To help the student appreciate that learning is integrated and continuous.*

Electronic Devices and Games (Cellphones)

The school strives to maintain a safe and respectful learning environment while providing students with opportunities for reasonable access to cell phones and other electronic devices.

BOE; Use of Electronic Devices (5131.81)

While on school property, on school transportation or while attending a school sponsored activity on or off school property:

- a) Students shall not possess or use a laser pointer and attachments unless under teacher supervision for instructional purposes.*
- b) Students may possess but not use cell phones during the school day.*
- c) Students will not use electronic devices to access the Internet unless supervised by a teacher or other authorized school staff.*
- d) Administration will update regulations regarding all electronic devices at least on an annual basis.*

Students are solely responsible for any electronic devices brought to school. Do not leave them unattended. Hampton Elementary School is not responsible for lost, damaged or stolen devices.

Mobile devices, such as cell phones, may not be used for information access and/or text-based communication during school hours. No recording, video or audio, or photographs may be taken in school unless it is a part of a lesson and all appropriate privacy protections are honored.

Emergency School Closing Information

In the event school is closed because of bad weather or another emergency, announcements will be made on television (Fox 61, WFSB). Emergency closings will also be posted on the school social media account (Facebook) and announced through the automated system (School Messenger).

English Language Learners

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

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

Equity and Diversity

Students deserve a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The school learning and work environment is enriched and improved by the contributions, perspectives, and the very presence of diverse participants.

Exemption from Instruction

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), Bilingual Education, or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parent or guardian.

Extracurricular Activities

Clubs and Performing Groups

Student clubs, performing groups, and other extracurricular activities may establish rules of conduct for participants that may be stricter than those of students in general. Please note: Sponsors of student clubs and performing groups may establish standards of behavior, including consequences for misbehavior, that are stricter than those for students in general. Participation in these activities is a privilege and student conduct is taken seriously. Students may be removed from groups based on reported conduct.

PTO/Recreation Commission and Social Events

Participating in social events at school provides students with valuable opportunities to build relationships, enhance their social skills, and foster a sense of community. Upholding respectful and responsible conduct during these events ensures a safe and enjoyable environment for all attendees. Participation in these activities is a privilege and student conduct is taken seriously. Students may be removed from groups based on reported conduct.

Facilities

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place. After dismissed and unless involved in a teacher/staff supervised activity, students are expected to leave the campus immediately.

Use of facilities application forms can be found on the school website. (hamptonschool.org)

Fees

Materials that are part of the basic educational program are provided without charge to students. The student may be required to pay certain other fees or deposits, including:

1. The materials for a class project that the student will keep.
2. Voluntary purchases of pictures, publications, yearbooks, etc.
3. Fees for damaged library books and school-owned equipment.
4. Costs related to field trips (entry and transportation).

Field Trips

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity. The Board of Education strongly encourages all transportation of students to be on buses or other transportation vehicles which conform to the requirements of law and regulations of the State Department of Education.

Financial Assistance

Students will not be denied the opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact a guidance counselor or administrator to request confidential help.

Fire Drills and Emergency Preparedness

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such crisis response drill will be planned and conducted with the local law enforcement agency. Such crisis response drills will incorporate the basic protocols of lockdown, evacuation, and shelter-in-place responses.

Students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

First Amendment Rights

Hampton Elementary School recognizes that students have a right to bring into our schools, in a judicious manner governed by regulations, items for posting that are not considered obscene, libelous, disruptive, vulgar, and are deemed by the Administration to be consistent with community standards. Further, no expressed idea will be suppressed because it is not shared by the majority. However, expressions which involve false statements, disruptive or potentially dangerous content, the use of obscenities, and advocacy of violation of law or school regulations are unacceptable.

See Hampton BOE Policy: Freedom of Speech/Expression (5145.2)

Food Allergies

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

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

Fundraising

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Superintendent.

See Hampton BOE Policy: Gifts, Grants, and Bequests (3280)

Grading System

BOE; Examination/Grading/Rating (5121)

Through instructional performance objectives, the district shall establish student standards which promote educational achievement and excellence. Issuance of regular student grades

promotes continuous student evaluation and informs students, parents, and counselors of student progress and encourages improvement in student performance, if improvement is needed.

Report cards are issued to students 3 times a year. Students are expected to deliver report cards to their parents. Report card envelopes must be signed by the parents and returned to the school within 10 days.

Grades arrived at by a teacher will be considered final and will be changed only (1) by the teacher, with the consent of the principal after a re-evaluation of the student's work or (2) by an appeal made to the school principal and then to the superintendent or designee.

Green Cleaning Programs

A green cleaning program to clean and maintain the school is established at Hampton Elementary School. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment.

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

Harassment Statement

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

See Hampton BOE Policy: Racial Harassment of Students (5145.42)

Health Services

The Health Office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information.

Any vision, hearing, or postural screenings will have advanced notification to parents/guardians. The results are provided to the parents.

Administration of Medication

Hampton Elementary School believes that prescribed medications should be administered at home whenever possible. Parents of students requiring medication during school should contact the Nurse. Special forms are required to permit the administration of medicine in school. They are available from the Nurse and Main Office. All medication must be in the original container with proper labels.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an EpiPen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or EpiPen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A school nurse, or in the absence of the nurse, a “qualified/school employee” may administer anti-epileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student’s individual seizure action plan. Written parental permission and written order from a physician is required.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.

School bus drivers are trained to administer epinephrine in a life-threatening anaphylactic reaction to a student who is in need of emergency care due to a medically diagnosed allergic reaction.

See Hampton BOE Policy: Administering Medications (5141.21)

Communicable/Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such a condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Disabilities

Hampton Elementary School will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

Health Records

School nurses maintain health records using the Connecticut “Health Assessment and Record Form.” These records are accessible to certified staff working with the child and to school health

aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent when a student transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) to maintain the privacy of protected health information.

Homeless Students

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

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

See Hampton BOE Policy: Homeless Students (5118.1)

Immunizations

Students should be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis A, Hepatitis B, Varicella (Chickenpox), Meningococcal, Pneumococcal, Rubella, Influenza and Haemophilus Influenza Type B.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) Health assessment shall also be required in grade 6 (or 7). All students in grades K and grades 1, 3, 4, 5 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K, 1, 3, 4, and 5. Postural screening will be conducted for all female students in grades 5. If a homeless student, as defined

by federal statute, lacks immunization/ medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

Homework

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

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

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

Indoor Air Quality

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

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

Instructional Program

BOE; Objectives/Priorities of the Instructional Program (6120)

The ultimate aim of the instructional program of the District shall be the development of proficiency in each student's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully,

solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development.

The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board also believes that the improvement of specific reading skills of children attending the schools in this district should be continuous.

Therefore, the first priority of the instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program and extending through grade ~~12~~ 6.

The second priority of the instructional program will be mastery of the fundamentals of mathematics--number operations, informal algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program and continuing through grade ~~12~~ 6.

Lockdown Procedure

In the event of a critical emergency, all school personnel, including students, will follow the "Lock Down Procedures". Students will be informed of specific actions they should take when a Lock Down Procedure is put into effect. Lock down drills, like fire drills, will occur periodically during the school year.

Magnet Schools

District students may enroll directly into a magnet school, with which the District does not have a participation agreement, on a space available basis. The District will be responsible for any tuition for such enrollment, but not for transportation, unless the magnet school is within the boundaries of the school district. Tuition will not be paid by the district for students placed by their parents/guardians in a pre-school (PK) magnet program. Parents/Guardians are required, not later than two weeks following an enrollment lottery for a magnet school, to notify the district of their child's enrollment or placement on a waiting list for enrollment in the coming school year.

Make-up Work

A student will be permitted to make-up tests and to turn in projects due in any class missed because of absence.

For any class missed, students may be assigned make-up work based on the instructional objectives of the subject or course and the needs of the student. The student is responsible for obtaining and completing make-up work within the time specified by the teacher. Teachers are not expected to provide students with work ahead of extended absences. Students can complete missing assignments upon their return to school from an extended absence and will have a designated time to complete work that is similar to the length of their absence.

Medicaid Billing for Health Related Services

The Individuals with Disabilities Education Act (IDEA) allows certain health-related services provided under an Individualized Education Plan (IEP) to be covered by Medicaid. Such services could include audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and/or social work services. Recent Connecticut legislation requires the Board of Education to determine a child's Medicaid Services. The District is required to provide all IEP services, at no cost to parents, even if parent/guardians deny permission to bill Medicare.

Menstrual Products Available in Student Bathrooms

The district will provide free menstrual products. The provision of these products will be done in a manner that does not stigmatize any student seeking menstrual products, pursuant to guidelines that need to be established by the Commissioner of Public Health and posted on the DPH's website. The Board may accept donations of menstrual products and grants from any source for the purpose of purchasing such products, and may partner with a nonprofit or community-based organization.

Migrant Students

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

Out of School Conduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

Parent Conferences

Parents are encouraged to partner with the school to ensure their child's educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules.

Parent Involvement/Communications

BOE; Community Relations (1110)

The Hampton Board of Education believes that parent involvement is vital to a student's success. In order to achieve the desired level of parent involvement, this policy guides the development of the school's plan to foster a cooperative effort among the parents, school and community.

Education succeeds best when there is a strong partnership between home and school based on communications, interactions and engagement. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, attendance at board of education meetings and being a school volunteer are strongly encouraged.

Parent-Teacher Organization

PTA/PTO is a vital link between the school, community and the parents it serves. Its aim is to support the school and coordinate efforts of parents/guardians to develop a closer relationship between home and school. Thus, parents are urged to join and take an active part in the PTA/PTO.

Pesticide Application

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law (Schools without an integrated pest -management plan must send prior notice by mail.).

Photographs

From time-to-time during the school year, school personnel and/or the media take photographs. If a parent/guardian does not want their child to be photographed for school use, school website use or for social media purposes, the school office must be alerted in writing. Photos of individual and classroom groups are taken annually, which may be purchased by parents/guardians, but they are not obligated to do so.

Physical Activity

All students in elementary school shall have in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment.

In addition, students in all grades cannot be assigned physical activity as a form of punishment. School employees may not prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline.

See Hampton BOE Policy: Physical Exercise and Discipline of Students (5144.4)

Promotion, Retention, and Placement

BOE; Promotion/Acceleration/Retention (5123)

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest

standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance and/or progress on Individualized Education Plans (I.E.P.'s) . Any necessary retention should take place as early in a student's educational career as possible.

Policy Continued on hamptonschool.org

Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade. Students who master objectives at an exceptional rate may be considered for acceleration to another grade or class. Students who fail to master basic learning objectives at a normal rate will be considered for retention. Retention and acceleration decisions are the responsibility of the teaching staff and principal, after prior notification and discussion with parents. The final decision rests with the school principal.

Psychotropic Drug Use

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

Public Complaints

The right of community members to register individual or group concerns about district instruction, programs, materials, operations and/or staff members is recognized. Complaints and grievances will be handled and resolved as close to their origin as possible. Complaints will be referred back through the proper administrative channels before investigation or action by the Board unless the complaint concerns Board actions or operations only. A procedure also exists for the placing and response to criticism or approval of instructional materials. Specialized complaint procedures exist regarding identification, evaluation or educational placement of a student with a disability; loss of credit due to absences; discrimination on the basis of sex; harassment; sexual abuse or harassment; and instructional materials.

BOE; Public Complaints (1312)

The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by a sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaints. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. Follow-up shall be in the form of a written memorandum to the Board members.

School Climate

School climate means the quality and character of school life based on patterns of students' parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

In order for teaching and learning to occur there must be a positive climate in which students are appreciative and accepting of individual differences and behave responsibly toward others. Students are encouraged to report bullying, discrimination or harassment to any faculty member or administrator and may request anonymity.

School Closure or Cancellation of Classes in Emergency Situations

In the event of the need to close schools and cancel classes for an extended period of time, as a result of a directive from the Governor's office and/or the federal government, the District will implement a program of instruction using computers and distance learning. Transportation to schools and school after-school activities will not be available. In addition, students receiving free breakfast and/or lunch programs will continue to receive them. Pickup points or a means of delivery will be announced via the district's emergency notification system and through information posted on district and school websites.

In an extended period of school closure and cancellation of classes, many other items of importance will be brought to the attention of students and parents electronically and mainly through links provided on district and school websites.

Student Records

Interested persons may inspect “public district records” which are maintained at the office of the Superintendent of Schools, during normal hours of business. Copies of records, permitted by law to be disclosed, may also be attained.

Copies of student records are available at the parent/guardian’s request. The cost will be \$.50 per page. Requests will be filled within a reasonable amount of time, not immediately.

School Parties

Hampton Elementary School encourages the use of nutrient-dense food for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories. At any function (parties, celebrations, feasts, etc.) healthy food choices should be made available.

School Security and Safety

Hampton Elementary School will implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. HES shall establish a school security and safety committee which will assist in the development and administration of the school’s security and safety plan. HES will conduct a security and vulnerability assessment every two years and develop a school security and safety plan based upon the standards developed by DESPP. HES has developed and maintains an emergency disaster preparedness and response plan for implementation as needed (“School Security and Safety Plan”). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery. If the school utilizes school resource officers, include here language pertaining to their role, also stressing the use of a graduate/response model in student disciplinary situations.

Search and Seizure

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

See Hampton BOE Policy: Search and Seizure (5145.12)

Seclusion/Restraint/Exclusionary Time Out, Use of

BOE; Physical Restraint/Seclusion (5144.1)

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

Policy Continued on hamptonschool.org

The use of restraint or seclusion will be used only by trained school staff as an emergency intervention only to prevent immediate or imminent injury to a student or others. Restraint or seclusion will not be used to discipline a student or because it is convenient or instead of a less restrictive alternative. Such use will also be constantly monitored by a school employee. When

used, parents will be notified within 24 hours, but a reasonable attempt will be made to notify parents/guardians immediately after restraint or seclusion is initiated.

Seclusion will not be used as a planned intervention in a student's behavioral intervention plan, IEP or 504 plan. Seclusion involves the involuntary confinement of a student in a room from which he/she is physically prevented from leaving. Physical restraint includes, among other things, carrying or forcibly moving a person from one location to another. Exclusionary time out is a temporary, continuously monitored separation of a student from an ongoing activity in an unlocked setting, for the purpose of calming such student or deescalating such student's behavior. It may be used as a planned intervention. However, exclusionary time out may not be used as a form of discipline.

Sexual Abuse Prevention and Education Program

BOE; Sexual Abuse Prevention and Education Program (5145.511)

The Hampton Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with P.A. 14-196, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than July 1, 2016. The program shall include, but not be limited to:

1. *Providing mandatory training to all District staff to ensure they are fully informed on:*
 - a. *The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,*
 - b. *Mandatory reporting requirements,*
 - c. *School District policies pertaining to sexual abuse and sexual misconduct,*
 - d. *Establishing and maintaining professional relationships with students,*
 - e. *Available resources for children affected by sexual abuse or misconduct, and*
 - f. *Appropriate follow-up and care for abused students as they return to the classroom setting.*
2. *Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:*
 - a. *The skills to recognize:*
 - i. *Child sexual abuse and assault,*
 - ii. *Boundary violations and unwanted forms of touching and contact, and*
 - iii. *Ways offenders groom or desensitize victims.*
 - b. *Strategies to promote disclosure, reduce self-blame and mobilize bystanders.*

c. Actions that child victims of sexual abuse and assault may take to obtain assistance.

d. Intervention and counseling options for child victims of sexual abuse and assault.

e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.

f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

Policy Continued on hamptonschool.org

Students will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it.

Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

Sexual Harassment

Hampton Elementary School wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Sexual harassment, whether verbal or physical, includes, but is not limited to the following: (Give examples which are age appropriate.) Any student who believes they have been subjected to sexual harassment should report the alleged misconduct immediately to the Title IX Coordinator, Nondiscrimination Coordinator, his/her teacher, social worker, guidance counselor, administrator, school nurse, or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint. The administration will take action to investigate the allegations.

The district will notify the parents of all students involved in sexual harassment by student(s) and will notify parents of any incident of sexual harassment or sexual abuse by an employee. A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator, the Principal.

See Hampton BOE Policy: Exploitation/Sexual Harassment (5145.5)

Social Networking Sites

Students may not access social media sites using District equipment, while on District property or at District-sponsored activities unless the posting is approved by a District representative/ teacher/staff member. Social media websites are websites such as, but not limited to, Facebook, Instagram, YouTube, and TikTok.

Hampton Elementary School will not be liable for information/comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment.

For safety purposes, the district employs both Internet filters and firewalls.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Student Complaints/Grievances: Due Process

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy.

See Hampton BOE Policy: Student Grievance Procedures (5145.6)

Student Publications

BOE; Student Publications (6145.3)

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school newspapers, annuals, and magazines.

Freedom of speech and expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

All student publications must comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, also statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted.

Expressions of personal opinion must be clearly identified as such and must bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided. In addition, student newspapers and/or publications which are paid for by the school district and/ or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board of Education reserves the right to edit or delete such student speech which it feels is inconsistent with the district's basic educational mission.

Distribution of Literature

BOE; Distribution of Materials by Students (1140)

Printed materials may be distributed to parents by students as an inexpensive means of mass communications providing:

- 1. The materials relate to the school, community, local recreational or civic activities.*
- 2. The materials do not relate to any religious belief or activity, or promote private gain, or political position.*
- 3. The materials do not promote any political party or candidate.*

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the Superintendent of Schools and/or the Building Principal.

Student Records

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

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

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated.

Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records. Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

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

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

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

See Hampton BOE Policy: Student Records; Confidentiality (5125)

Surveys/Student Privacy

BOE; Survey of Students (6162.51)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

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

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex attitudes or behaviors;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individual with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income; or
8. religious practices, affiliations, or beliefs of the student or the student's parents.

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

Teacher and Paraprofessional Qualifications

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

Title I Comparability of Services

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

See Hampton BOE Policy: Comparability of Services (6161.3)

Title I Parent and Family Engagement

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

Transportation

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

Students will be notified of their bus stop and times for pick-up and drop-off via the Main Office prior to the start of school. Students and parents are asked to wait safely at their bus stop.

Parents who pick up their students should park in designated areas at the school. Cars should not be parked in undesignated areas which include on the grass, in fire lanes, on the curb, etc. at any time.

The following rules shall apply to student conduct on school transportation:

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at the designated bus stop.
3. Passengers shall not stand while the bus is in motion.
4. Passengers shall keep books, instrument cases, feet, and other objects out of the aisle of the bus.
5. Passengers shall not deface the bus and/or its equipment.
6. Passengers shall not extend head, hands, arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.
7. Passengers shall not smoke or use any form of tobacco.
8. Passengers shall not eat on the bus.
9. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
10. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
11. Students must ride the bus to which they are assigned.

BOE; Bus Conduct (5131.1)

School transportation is a student privilege conditional upon satisfactory behavior on buses and at bus stops. Students will be advised that, while awaiting or receiving transportation to and from school, they may be suspended from transportation services for unsatisfactory conduct which endangers persons or property or violates a Board policy or administrative regulation. Principals shall follow procedures in Policy 5114 Suspension/Expulsion/Exclusion/Removal when suspending student bus privileges.

Transportation Safety Complaints/Procedures

All complaints concerning school transportation safety are to be made to the Transportation Director, EASTConn and/or the Principal. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Trauma Informed Schools

Hampton Elementary School believes when students are healthy, safe, supported, engaged and challenged, they are then able to learn to the best of their ability. Schools are trauma-sensitive in the implementation of policies to help children feel safe in order for them to learn. Policies, practices and the school culture will be sensitive to the needs of traumatized individuals. A flexible framework provides universal supports, is sensitive to students' unique needs. Emphasis will be placed on building supporting relationships.

Vacations

Hampton Elementary School strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session may be considered "unexcused absences," in light of SBE (State Board of Education) guidelines.

Video Surveillance

Video equipment is used to enhance the safety and security of all individuals. It is also used to monitor student behavior in common areas or campus. Video surveillance cameras are used in public areas and school buses for security and to assist in maintaining student safety. The principal or his/her designee will review the tapes routinely and document students' misconduct. Discipline will be in accordance with the District's discipline policy. Any student, staff member, or visitor to the school is prohibited from tampering with or damaging the school's video surveillance equipment.

See Hampton BOE Policy: Video Surveillance (5131.111)

Websites

School web pages must contain material that reflects on educational purposes. School web pages are not to be used for personal, commercial or political purposes; and are considered a publication of the Board of Education. The Principal or his/her designee will approve all material

posted on the school's web page. Students maintaining personal web pages may be subject to disciplinary action for the content of such sites under certain conditions. Hampton Elementary School is committed to ensuring accessibility of its website(s) for parents, students and members of the community with disabilities. School website links are listed below:

<https://www.hamptonschool.org/>

Wellness

BOE; Wellness (6122.101)

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

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

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

Goals for Physical Activity

The goals for addressing physical activity include the following:

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

Policy Continued on [hamptonschool.org](https://www.hamptonschool.org/)

Withdrawal from School

If a student needs to withdraw from school during the school year, the student's parent/guardian must complete a withdrawal form and obtain all necessary signatures. All books, materials, and other equipment loaned by the school must be returned or paid for by the student or his/her parents/guardians.