

2011-12

Parent Student Handbook



**Milford
Public
Schools**

**Elementary
Edition**

Board of Education

The Board of Education is comprised of 10 elected members, two from each of the five districts throughout our city. The two year term for the current board members ends in November, 2011. The Board conducts its regular business meeting on the second Monday of each month at 7:00 p.m. Members of the public are always welcome to attend and see progress being made, first-hand. A second meeting is held on the fourth Monday of the month at 7:00 p.m. called the Committee of the Whole meeting. These meetings are conducted as work sessions, to which the public is also welcome. Meetings are held in the Board of Education Meeting Room in the Parsons Building.

1st District

Dr. Mark Stapleton (Board Chair)	20 Juniper Drive (06461)	877-9304	mstapleton@milforded.org
James Tranquilli, Jr.	105 Red Bush Lane (06461)	283-4402	jtranquilli@milforded.org

2nd District

Tracy Casey	4 Amber Lane (06460)	882-1007	tcasey@milforded.org
Gregory Oliver	49 Lafayette Street (06460)	283-9332	goliver@milforded.org

3rd District

Jack O'Connell	283 ½ 1 st Avenue (06460)	783-9554	joconnell@milforded.org
Robert White (Majority Leader)	27 Orient Avenue (06460)	878-5558	rwhite@milforded.org

4th District

David Amendola (Minority Leader)	31 Hilltop Circle (06460)	878-2501	damendola@milforded.org
Diane Kruger-Carroll	5 Snowapple Lane (06460)	877-8308	dkruger@milforded.org

5th District

Suzanne DiBiase	77 Lindy Street (06460)	878-1049	sdibiase@milforded.org
Josip Jukic	270 Welchs Point Road (06460)	878-7326	jjukic@milforded.org

Board of Education Meeting Schedule, 2011

* indicates a Tuesday meeting, due to a holiday or Monday conflict. All meetings begin at 7:00 p.m. Regular meetings are held in the BOE Meeting Room at the Parsons Complex. The 2012 dates will be determined at a future Board of Education meeting and announced on the Milford Board of Education website (www.milforded.org) when confirmed.

2011 Dates (Remaining)

September 12, September 26, October 11*, October 24, November 14, November 28, December 12

Statement of Compliance

In compliance with Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, the Milford Public School system does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status, sexual orientation, or disability in establishing and implementing hiring and employment practices and establishing and providing school activities and educational programs.

The Title VI and Title IX Coordinator and Compliance Officer is Clifford Bugyi. The Section 504 Compliance Officer is Susan Kelleher. They may be contacted by mail at the Milford Public Schools, 70 West River Street, Milford, CT 06460 or by phone at (203) 783-3400. Questions, concerns or comments regarding possible discrimination under the Americans with Disabilities Act (ADA) should be made in person or in writing to the following:

Regarding Facilities: Philip G. Russell/Deputy Superintendent of Operations

Regarding Employment: Wendy Kopazna/Director of Human Resources

Regarding Programs: Susan Kelleher/Director of Pupil Personnel Services

Notice of Video Monitoring

In accordance with Connecticut General Statute, notice is hereby given to all employees, parents and students that the Milford Public Schools conducts electronic monitoring in all school buildings. VCR and DVD cameras are set up in common areas throughout the school and are monitored regularly.

table of contents

Please note: the numbers within parentheses next to these listings indicate the formal Milford Board of Education Policy, also included in that section of the handbook. The policies included in this handbook are the most frequently requested ones by the public. If you would like to review the entire collection of policies in place for the Board of Education, please visit the Milford Public Schools website at www.milforded.org.

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Mission Statement

Before any organization can move forward, a mission statement must illustrate our expectations for the final outcome; in other words, the goal. Our mission goes to the very core of what we believe our students must have as a result of their education in Milford:

Students who graduate from the Milford Public Schools will:

- *demonstrate mastery of reading, writing, and numeracy;*
- *comprehend, organize, and analyze information in order to independently solve problems and articulate solutions; and*
- *demonstrate the attributes of good citizenship and community/school engagement.*

Learning Principles

Learning principles are **common understandings** or beliefs that form the vision of a school system. We must have a common understanding of what we should see in the classroom, in the school, and in the district's policies if these principles are to be honored. This concept frames the term *learning for understanding*.

1. The outcome of all learning is the powerful use and application of knowledge in a variety of contexts.
2. Accomplishments are defined by clearly communicated and appropriate standards that guide the work, achievement, and plans for future growth.
3. To reflect upon and improve performance, learners need regular and timely feedback on progress as it relates to standards.
4. When the right learning conditions exist, all learners are capable of excellence.
 - ◆ Learners need to understand the value of what they are learning and how it relates to past and future learning.
 - ◆ Learning is an active and reflective process in which learners are engaged in higher order thinking.
 - ◆ Learners' diverse needs are met through appropriate instructional strategies and materials.
 - ◆ Motivation is essential to inspire learning.
 - ◆ A supportive environment is necessary for learning.

How Will We Get There?

Our key focus area will continue to be the Instructional Plan. We will also continue to use Academic Improvement Plans (AIPs) in our work ahead. This work will include the *analysis of student performance, common assessments, and differentiation*.

In addition, the following areas of work are being considered for continued progress:

- Curriculum writing
- Evaluation plans
- Professional development initiatives
- Vertical alignment
- Consistent application districtwide
- Common assessments, PK-12

Academic Calendar 11-12

Milford Public Schools



AUG 2011						
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JULY 2012						
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22	23	24	25	26	27	28
29	30	31				

- August 2011** (0)
- September 2011** (18)
- 1, 2 Professional Learning Day
- 5 Labor Day (closed)
- 6 Opening Day (full day)
- 21, 28 Early Dismissal For All Students
- 22, 23 Middle School Early Dismissal For Parent/Teacher Conferences
- 29 Rosh Hashanah (closed)
- October 2011** (20)
- 6, 7 High School Early Dismissal For Parent/Teacher Conferences
- 10 Columbus Day (closed)
- 19-21 Elementary School Early Dismissal For Parent/Teacher Conferences
- November 2011** (18)
- 8 Professional Learning Day/ Election Day (no classes for students)
- 11 Veterans Day (closed)
- 23 Holiday Early Dismissal
- 24-25 Thanksgiving Recess (closed)
- December 2011** (17)
- 23 Early Dismissal For All Students
- 24-31 Holiday Recess (closed)
- January 2012** (20)
- 2 Holiday Recess continued
- 16 Martin Luther King, Jr. Day
- 25 Early Dismissal For All Students
- February 2012** (16)
- 1 Early Dismissal For All Students
- 20-24 Winter Recess (includes Pres.' Day)
- March 2012** (22)
- April 2012** (15)
- 3-5 Elementary School Early Dismissal For Parent/Teacher Conferences
- 6 Good Friday (closed)
- 16-20 Spring Recess
- May 2012** (22)
- 10, 11 Middle School Early Dismissal For Parent/Teacher Conferences
- 17, 18 High School Early Dismissal For Parent/Teacher Conferences
- 28 Memorial Day (closed)
- 30 Early Dismissal For All Students
- June 2012** (13)
- 6 & 18 Early Dismissal For All Students
- 19 Early Dismissal For All Students
- Last Day of School (tentative)*
- 20 Professional Learning Day

- Key:**
- < Professional Development
 - Early Dismissal
 - Holidays/Vacation
 - ▽ Elementary Only
 - Middle School Only
 - △ High School Only

* The last day of school has been scheduled for June 19, 2012. A reserve of 3 emergency/snow days have been added to the end of our calendar, not to go beyond June 22, 2012. If more than 3 days are required for emergency/snow closures, those additional days will be deducted from the February 2012 vacation, beginning Feb. 21, 2012 and working forward. If additional emergency/snow days are needed and the February vacation has already passed, those additional days will be deducted from the April 2012 vacation, beginning April 20, 2012 and working backward.

Calendar Based on 185 Teacher Days and 181 Instructional Days

Board approved: 2/28/11

Board revised: 8/22/11

Weather related revision: 9/2/11

Daily Operation (for 2011-12)

Normal Hours, Early Dismissal Times, Delayed Openings and Notification Process

Start times and end times for our schools differ across the district. The chart below describes all operating times for all schools in Milford. Students should not arrive to school more than 20 minutes before the school day begins.

School	Regular Start Time	Regular End Time	Delayed Opening Time	Early Dismissal Time
Grade PK				
AM PK Orange Avenue	8:15 a.m.	11:00 a.m.	9:45 a.m.	Planned: 10:15 a.m. Weather-related: 11:00 a.m.
PM PK Orange Avenue	12:00 noon	3:00 p.m.	12:00 noon	Planned: Start @ 10:45 a.m. Dismiss @ 1:00 p.m. Weather-related: PK cancelled
Grade K-2 Schools				
John F. Kennedy	8:50 a.m.	3:35 p.m.	10:20 a.m.	1:35 p.m.
Live Oaks	8:50 a.m.	3:35 p.m.	10:20 a.m.	1:35 p.m.
Mathewson	8:50 a.m.	3:35 p.m.	10:20 a.m.	1:35 p.m.
Orange Avenue	8:50 a.m.	3:35 p.m.	10:20 a.m.	1:35 p.m.
Grade 3-5 Schools				
Calf Pen Meadow	8:20 a.m.	3:05 p.m.	9:50 a.m.	1:05 p.m.
Meadowside	8:20 a.m.	3:05 p.m.	9:50 a.m.	1:05 p.m.
Orchard Hills	8:20 a.m.	3:05 p.m.	9:50 a.m.	1:05 p.m.
Pumpkin Delight	8:20 a.m.	3:05 p.m.	9:50 a.m.	1:05 p.m.
Grade 6-8 Schools				
East Shore Middle	7:50 a.m.	2:35 p.m.	9:20 a.m.	12:35 p.m.
Harborside Middle	7:50 a.m.	2:35 p.m.	9:20 a.m.	12:35 p.m.
West Shore Middle	7:50 a.m.	2:35 p.m.	9:20 a.m.	12:35 p.m.
Grade 9-12 Schools				
Jonathan Law HS	7:20 a.m.	1:58 p.m.	8:50 a.m.	12:05 p.m.
Joseph A. Foran HS	7:20 a.m.	1:58 p.m.	8:50 a.m.	12:05 p.m.
The Academy	7:30 a.m.	12:30 p.m.	9:00 a.m.	11:30 a.m.

How to Find Out About School Cancellations/Delayed Openings/Early Dismissals

The decision to alter/cancel the school day is made when the health and/or safety of students is in jeopardy. In the event of serious inclement weather, information is provided to us by the Milford Police Dept. and the Dept. of Public Works and a decision is made no later than 6:15 a.m.

Announcement Times

- 6:15 a.m. Decision is made to delay opening or to cancel school.
- 8:10 a.m. If weather conditions have worsened during this early morning period, an originally reported delay might be changed to a cancellation. Continue to monitor broadcasts and websites until 8:30 a.m.
- 11:00 a.m. If an early dismissal has been called for, the announcement will be made on the stations by 11:00 a.m. Please note: schools are notified of the early dismissal decision at the same time as parents.

Bus Pick-Up Times During Delays

In the case of a delay, buses will pick up students 1.5 hours later than their regular pick up times. Dismissal is as normal.

Media Announcement Sources

- Website: (First Choice): www.milforded.org; www.ctweather.com
- Radio: WELI (960AM); WNHC (1340AM); WPLR (99.1 FM); WEBE (108 FM); KISS (95.7 FM); WICC (60 AM); WEZN (99.9 FM); WAVZ/WKCI (101 FM)
- Television: WTNH-TV (Ch. 8); WVIT-TV (Ch. 30); Channel 12 (Cablevision)
- District Office: 203-783-3400 (to hear a recorded message)

Communication

A vital part of student achievement

Plain and simple: authentic two-way communication between parents and schools is essential to building an effective partnership and, ultimately, student achievement. Significant changes in your child's life (e.g. divorce, major illness or death in the family, etc.), should be shared with his/her teacher in order to receive the appropriate support during difficult periods. There are many benefits that result from two-way dialogue:

- ◆ Continuity is created across the home and school settings.
- ◆ Parents can support/enhance what the teacher is trying to accomplish in class.
- ◆ Teachers can assist the parent(s) on issues the family may be facing.
- ◆ Issues can be addressed early on before more significant problems surface.
- ◆ Students are ultimately aware that their teacher and parent(s) are working together toward a unified goal -- student success!

Directory of School Administrators, 2011-12

Elementary School Principals

Calf Pen Meadow	Carrie Keramis	783-3521	ckeramis@milforded.org
John F. Kennedy	Sean Smyth	783-3568	ssmyth@milforded.org
Live Oaks	Rose Lacobelle	783-3564	rlacobelle@milforded.org
Mathewson	Michelle Dixon	783-3527	mdixon@milforded.org
Meadowside	Robert Davis	783-3555	rdavis@milforded.org
Orange Avenue	Carole Swift	783-3537	cswift@milforded.org
Orchard Hills	Clifford Dudley	783-3566	cdudley@milforded.org
Pumpkin Delight	Steve Madancy	783-3531	smadancy@milforded.org

Middle School Principals

East Shore	Catherine Williams, Principal	783-3559	cwilliams@milforded.org
	Amy Fedigan, Asst. Principal	783-3559	afedigan@milforded.org
Harborside	Gordon Beinstein, Principal	783-3523	gbeinstein@milforded.org
	Steven Marchetti, Asst. Principal	783-3527	smarchetti@milforded.org
West Shore	Vince Scarpetti, Principal	783-3553	vscarpetti@milforded.org
	Thomas Finn, Asst. Principal	783-3553	tfinn@milforded.org

High School Principals

Jonathan Law	Francis Thompson, Principal	783-3574, ext. 5005	ftompson@milforded.org
	Ralph Barbiero, Asst. Principal	783-3574, ext. 5002	rbarbiero@milforded.org
	Robert Swan, Asst. Principal	783-3574, ext. 5003	rswan@milforded.org
Joseph A. Foran	John Barile, Principal	783-3502, ext. 5001	jbarile@milforded.org
	Christina Magnuson, Asst. Principal	783-3502, ext. 5002	cmagnuson@milforded.org
	tba	--	--
The Academy	Annaliese Spaziano, Director	783-3652	aspaziano@milforded.org

Select Central Office Staff, 2011-12

DISTRICT LEADERSHIP			
Dr. Elizabeth Feser	Superintendent	783-3433	efeser@milforded.org
CURRICULUM ISSUES			
Michael Cummings	Assistant Superintendent	783-3422	mcummings@milforded.org
Carol Scaramella	Supervisor for Reading/Curriculum	783-3480	cscaramella@milforded.org
Lori Hart	Supervisor for Adult/Support Svcs	783-3461	lhart@milforded.org
Gail Krois	Supervisor for Curriculum/Prof. Dev.	783-3450	gkrois@milforded.org
PHYSICAL PLANT/OPERATIONS SERVICES			
Philip Russell	Deputy Superintendent/Operations	783-3405	prussell@milforded.org
Patrick Bradbury	Director of Facilities	783-3432	pbradbury@milforded.org
Judy Messologitis	Transportation Coordinator	783-3405	jmessologitis@milforded.org
Mary Zikaras	Director of Technology Services	783-3446	mzikaras@milforded.org
Eileen Faustich	Director of Foodservices	783-3490	efaustich@milforded.org
SPECIAL EDUCATION SERVICES			
Susan Kelleher	Director, Pupil Personnel Services	783-3491	skelleher@milforded.org
Christine Kennedy	Supervisor for Special Ed. (PK-Elem)	783-3493	ckennedy@milforded.org
Sharon Kluchnick	Supervisor for Special Ed. (middle)	783-3467	skluchnick@milforded.org
Kim Planas	Supervisor for Special Ed. (high sch)	783-3411	kplanas@milforded.org
HUMAN RESOURCES			
Wendy Kopazna	Director of Human Resources	783-3403	wkopazna@milforded.org

Communication From School to Home

There are many ways your school may communicate with you. It is your responsibility to read or review any materials or events created for your benefit. The purpose of these items is to make sure you are aware of upcoming programs and activities, understand new policies, and are knowledgeable of expectations for the coming year. Here are some of the ways your school may communicate with you:

Flyers	Open House
Newsletters	Progress Reports/Report Cards
Parent Bulletin Boards	Automated phone messages
Resource Libraries	Parent-Teacher Conferences
Standardized Test Reports	E-mail messages/PowerSchool reports

School Messenger

An automated phone messaging system

The Milford Public School system is using an automated phone messaging system called **School Messenger**. This system gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated.

Administrators have the ability to send personally pre-recorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed (for example, if a particular bus route is delayed, the School Messenger system could be deployed to contact parents from that specific school bus route only).

The School Messenger system allows us to program up to three numbers for each parent/guardian of a Milford Public Schools student. For example, in a two-parent household, we conceivably could have 6 numbers the School Messenger system would try calling in order to send an important school-related message -- a home phone, a work phone, and a cell phone for each parent.

Tips for Parents on Receiving Recorded Messages

There are a few things you can do to ensure you will receive messages from the School Messenger system properly.

1. Provide new phone numbers and e-mail addresses to your school secretary promptly.

It's common practice to provide emergency contact information for your student at the beginning of each school year. **Should your information change throughout the year, it is crucial that you provide the updated information to your school's secretary. This way, when any message is sent, it will reach you.**

2. Add 1-855-788-4867 to your approved call list (i.e. Caller ID or Phone Number Blocker list).

Make sure you add the district's School Messenger number (1-855-788-4867) to your approved list of numbers so the call will not be blocked from your phone. Do the same for your student's school telephone number, as well.

3. Extend your message time to at least 1 minute.

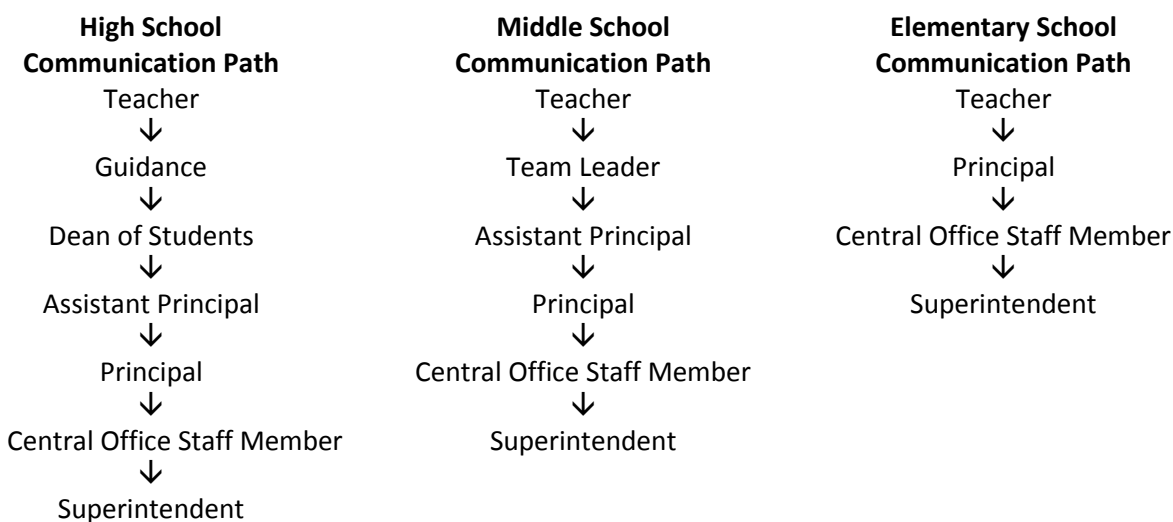
Generally speaking, messages being sent by Central office or your school principal will be one minute or less in length. To make sure you will receive the entire message (should your answering machine be activated), it is best if you extend your message time to at least a minute or more.

4. If you need to hear the message again:

If you missed the message entirely or want to listen to it again, call 1-855-788-4867 using the phone on which the message was left.

Channels of Communication

When you have a question about your child'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. If you do not come to resolution or you need to discuss a matter further, we ask you to use the following information path. Using this path will help you get the information you seek quickly and efficiently.



Emergency Forms

Parents/guardians must complete one emergency form for each child at the beginning of the school year. Two additional emergency contact names and numbers must be given when filling out the forms. This is very important in case of an emergency and a parent or guardian is unavailable. If information changes, it is the parent's/guardian's responsibility to notify the office as quickly as possible. Emergency forms must be signed.

Newsletters

One of the best sources of news from school to home is in the form of the School Newsletter. Each school individually writes and publishes its own piece, on a regular basis. Newsletters are either distributed via e-mail or paper copies are sent to your home. It is strongly recommended that you read your school newsletter to learn more about what is actively happening in and planned for your school.

Open House

All of our schools offer an Open House at the beginning of the academic year. This is an excellent opportunity for you to learn about school activities planned for the year, policies and procedures and general expectations of you and your child. It is designed as a time to become more familiar with your school and its surroundings. It is not, however, a time to visit with your child's teacher to discuss specific issues about your child. We suggest you reserve your specific questions relating to your child for the Parent-Teacher conference or schedule an appointment with the teacher for another time when you both will be able to concentrate on the issues at hand.

Open House Schedule, 2011-12

Calf Pen Meadow9/20/11	Orange Avenue9/7/11	West Shore Middle ... 9/14/11
JFK9/20/11	Orchard Hills9/8/11	Jonathan Law HS 9/15/11
Live Oaks9/20/11	Pumpkin Delight.....9/8/11	Joseph A. Foran HS.... 9/15/11
Mathewson9/20/11	East Shore Middle9/14/11	The Academy..... 9/15/11
Meadowside.....9/21/11	Harborside Middle9/14/11	

Parent Teacher Conferences

Two parent/teacher conferences are scheduled per year – one at the beginning of the school year and one at the end. Additional conferences between the parent and teacher can be arranged at any time. Addressing academic or behavioral difficulties when they first appear will oftentimes provide easy solutions rather than waiting until the problems become magnified. Please refer to the Academic Calendar for specific dates for each level of conferences.

Parental Notification Under the No Child Left Behind Act

The No Child Left Behind Act (NCLB) requires schools to give parents many different kinds of information and notices in a uniform and understandable format and, to the extent practicable, in a language that the parents can understand. Information will be provided to parents/guardians on an ongoing basis through the Milford web site, school newsletters and personal letters. As federal and state regulations and guidance are clarified, further information will be provided. Based on what the school district knows as of this printing, this is what Milford will provide:

- ◆ At the beginning of each school year, school districts that receive Title I funds must notify parents (of each student attending every school receiving Title I funds) that they may request, and the district will provide parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers. Such a school must also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

- ◆ A school that receives Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. Milford accomplishes this through the parent reports from the Connecticut Mastery Test (CMT) for grades 3- 8 and through the Connecticut Academic Performance Test (CAPT) in Grade 10.
- ◆ A school district that uses federal funds to provide a language instruction education program for children with limited English proficiency must provide information each year about the child’s placement in the program.
- ◆ If a school fails to make Adequate Yearly Progress according to certain statutory timetables, the district must make supplemental educational services available to eligible children in the school.
- ◆ A district receiving Title I funds must distribute to parents a policy on parent involvement. Milford’s policy on parent involvement can be found in this Handbook.
- ◆ A district receiving safe and drug-free school program funds must inform and involve parents about violence and drug prevention efforts. Information will be provided to parents during the school year.
- ◆ Districts receiving federal education funds must notify parents of secondary school students that they have a right to request that their child’s name, address, and telephone number not be released to a military recruiter without their prior consent. Parents can accomplish this by indicating their wishes on the Acknowledgement of Receipt form, distributed to all families.
- ◆ A district must develop and adopt policies regarding the rights of parents to inspect third party surveys before they are distributed to students.
- ◆ Local school districts that receive Title I funds are required to prepare and disseminate an annual school district report card. Milford will distribute annual report cards to all parents.

Title I Schools In Milford

Contact the Student and Support Services office at (203) 783-3498 for the current listing of Title I schools in Milford.

Reporting to Parents/Report Cards (5124)

The Milford Board of Education believes that good communication between parents and the teacher is important in the education process. With this in mind, the Board of Education believes that the reporting contacts between parent and teacher should be varied and frequent. All forms and methods of communication, such as parent-teacher conferences, mail, telephone, and school visitation by parents will be utilized.

Student reports to parents will be made **three** times yearly. Report cards of students with outstanding financial obligations to the school will be withheld until these obligations have been met.

Student reports shall include not only an evaluation of a student’s academic work, but will also include an evaluation of attitudes, conduct and behavior. The evaluation of a student’s work allows for positive as well as negative observations.

Interim Reports

Interim reports shall be made whenever the work, behavior, or attitude of a child is such that a parent or guardian should be notified. As soon as negative behavior patterns or poor grades are evidenced, schools should notify parents that improvement is desired. Schools should not wait until the distribution of report cards to notify parents that student improvement is desired.

It is expected that parents will contact the school upon receipt of a report indicating classroom difficulties and set up an appointment with the teacher or teachers.

Interim reports should also be used to notify parents of successful progress as much as possible.

Reconsideration of a Final Grade

Grades arrived at by a teacher will be considered final and will be changed only under the following conditions:

1. By the teacher, with the consent of the principal after a re-evaluation of the student's work.
2. An appeal may be made to the school principal and then to the Superintendent, or designee.

Reporting to Divorced/Separated Parents

If the parents of a child are separated or divorced, both parents will have the right to be informed of their child's progress in school unless there is an order from the court to the contrary. To receive written reports and notification of conferences, a noncustodial parent will make such request to the school principal.

Legal Reference: Connecticut General Statutes
10 15b Access of parent or guardian to student's records.
46b56 Access to records of minor children by noncustodial parent.
Policy adapted: November 15, 1994

Report Card Procedure

Report cards are issued at the end of each marking period. Parents may keep the actual report card document, since copies are placed in the student's permanent record. Report cards contain a letter grade based on achievement for each subject, as well as attendance and tardy records.

Visitors

The Milford Board of Education and staff of the school district welcome and strongly encourage members of the community and other interested persons to visit the schools.

All doors that open to the outside at any school must be kept locked in order to preserve the safety and security of students and staff.

All visitors must register in the office and are asked to communicate with the principal any concern regarding the visit. Visits to individual classrooms during instructional time are not permitted without prior arrangements being made with the principal. Arrangements for group visits should be made with advance notice. Visits cannot interfere with the educational program of the school nor interrupt teaching activities. At the end of the school day, visitors must also receive the approval of the principal before gaining access to the building.

Unauthorized persons shall not be permitted in the school building or on school grounds. The principal is authorized to take action to prevent such persons from entering the building or loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

The Website: www.milforded.org

The Milford Board of Education Website is an extremely useful resource of information. We enthusiastically urge all residents to visit the website to see what is available there. Immediate news, such as school cancellations or delays, is placed right on the home page for instant access. Some of the items found on the website include *Homework Helpers, Policies, Procedures, Parent Resources, Programs and Services*, and every school's individual website.

ACADEMIC

Policies and Procedures

Academic Help

Teachers are available for extra help. Students who are having subject matter difficulty, or who have makeup work to do, are encouraged to take advantage of this opportunity. The responsibility for making an appointment with a teacher for additional help rests solely with the student.

Elementary-Specific

At the elementary level, the **Reading Recovery Program** offers intensive, individual intervention in reading instruction for selected first graders. The **Compensatory Education/Reading Consultant** works primarily in the classroom, focusing instruction to prevent failure. Instructional support based on need can be given to the whole class, a small group, or individual students. The **Extended Resource Room Program** provides special education services for children in their schools. These services can include support for the regular education curriculum, a modified curriculum or an alternative curriculum. Students who are eligible for this program must be identified as special education students.

Computer Use, (6141.321)

The Internet/Intranet, a global electronic information infrastructure, is a network of networks used by educators, businesses, the government, and numerous organizations. Intranet is a private Internet operating on the school district's internal network. The Board of Education believes that the Internet/Intranet is a valuable tool that should be used in schools to educate and inform students, much like books magazines, video, CD-ROM and other informational sources. The Board endorses student use of the Internet/Intranet for learning and research which enhances information available through other mediums. This includes participation in distance learning activities, asking questions of and consulting with experts, communicating with other students and individuals, and locating material to meet the educational needs of the students of the Milford Public Schools.

While the Internet/Intranet can provide students with a vast array of educational and informational resources, it can also be a window through which students can access information which is neither pertinent to nor appropriate for an educational setting. The availability of such electronic information does not imply endorsement by the Board of Education of its content nor of the use of such information by students and staff. It is important to give student assistance and guidance in accessing information which is beneficial to their education and equally important to recognize that total monitoring of students' access to the Internet/Intranet would be impossible. Therefore, individual users of the Milford Public School Network are responsible for their use of the network and are expected to use it responsibly.

To ensure appropriate usage, the administration will establish guidelines for student exploration and use of electronic information resources. Such guidelines shall address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the network and conditions of usage. The guidelines shall strive to preserve students' rights to examine and use information to meet the educational goals and objectives of the District. In addition, the district shall take steps, such as using filtering programs to block access to objectionable material, access controls and supervision by staff to monitor and/or restrict access to the electronic informational resources.

In recognition of the potential for improper use of the Internet/Intranet in the educational setting, the Board requires that students and staff who use the Internet/Intranet comply with an Acceptable Use Form. Such a form will be updated as necessary by school administration. The form will include, but not be limited to the following factors:

1. The use of the computers is a privilege. As the owner of both the hardware and software that is available, the Milford Public Schools may withhold this privilege. Failure to adhere to the established guidelines may result in the loss of Internet access, disciplinary action and/or referral to legal authorities.
2. Use of the Internet/Intranet must be in support of education and research consistent with the educational goals and objectives of the Milford Public Schools.
3. Users must not reveal personal information about themselves or others including, but not limited to, the following: home address, telephone numbers, password, social security number or credit card number.
4. Users will comply with all state, federal and local laws, including copyright laws and laws prohibiting harassment by computer and any other electronic media. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.
5. Users must not interfere with others' work or with the performance of the computer(s), both hardware and software. Prohibited actions include, but are not limited to, the following: attempting to illicitly obtain or use passwords or screen names, entering closed areas of the network, introducing computer viruses or committing acts of vandalism and/or any attempt to harm or destroy data of another user.
6. Users may not establish any official representation of the school or school district (i.e., Internet home page) without obtaining prior approval of school administration.
7. Each user will abide by the generally accepted rules of etiquette and applicable school policies which include, but are not limited to, the following:
 - ◆ Use appropriate language. Do not write or send abusive messages or those which contain vulgarities.
 - ◆ Chain letters and pyramid schemes (chain letters with money) are illegal.
 - ◆ Bulk posting to individuals or groups to overload the system (i.e., "spamming") is prohibited.
 - ◆ Using the Internet to harass or embarrass someone is prohibited. All blogspaces will be treated as classroom spaces and include appropriate use of language and be created and maintained in accordance with all school rules and Board of Education policies.

The Milford Public Schools forbids cyberbullying. Cyberbullying is the use of computers to bully others. Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, Web site postings, including blogs or other social networking sites.

8. Electronic mail is not guaranteed to be private. People who operate the system have access to all e-mail activity. Inappropriate messages can result in suspension of privileges and may result in other disciplinary or legal actions.
9. Student users must always get permission and follow instructions before accessing the network. Student users must sign in each time they use the network. Student users must be supervised when accessing the network.

To ensure that only authorized staff and students who understand the bounds of permitted use will have access to the Internet/Intranet, Milford Public Schools must obtain the documented permission of a student's parent or legal guardian before the student may access the computers.

*Legal Reference: Connecticut General Statutes
53a-182b Harassment in the first degree: Class D felony. (as amended by PA 95-143)
Policy Proposed: March 13, 2001
Policy Approved: April 10, 2001
Revision Approved: August 18, 2008*

Curriculum

Scientific Research Based Intervention (SRBI)

Definition- SRBI is a way to provide support and instruction to children who are struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and learning support.

Continuum of Support: The SRBI framework has three "tiers". Each tier provides differing kinds and degrees of support.

- Tier I- All children receive high quality curriculum and instruction in the classroom.
- Tier II- The school provides help for children who need more support than they are receiving from the general education curriculum.
- Tier III- The school provides focused intense instruction for children who need more support.

Accountability:

- Universal Common Assessments- are given 3 times per year and are a component of SRBI. The assessments review progress of all children through the use of grade/age tests. They also help schools identify children who may need support or other types of instruction.
- Progress Monitoring- is a way for teachers to better understand a child's needs and demonstrate the growth students are making in specific areas.

Elementary Level

At the elementary level, the mission is to provide each child the opportunity to reach his/her full potential in an environment that emphasizes mutual cooperation. We endeavor to help students become lifelong learners who develop positive attitudes about themselves and others.

Balanced Literacy Curriculum

The Milford Public Schools endorse a literacy curriculum based on scientific literacy research and the Connecticut Standards. It offers a consistent scope and sequence with the flexibility to meet individual student needs in word study, reading and writing.

Mathematics Curriculum

The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and will continue to increase in these times of extraordinary and accelerating change. High quality mathematics education enables all students to increase their mathematical literacy-understanding mathematical principles, cultivating mathematical ways of thinking, and developing fluency with number, symbolic representation, geometry, and data- which is essential for success in the information and technological environment of the 21st century

Science Curriculum

The elementary science curriculum uses children's natural curiosity to learn about the natural world. Scientific inquiry, numeracy, and literacy skills are developed to learn science content based on the Connecticut standards. Students learn to ask good questions, test ideas, and draw conclusions based on reliable evidence.

Social Studies Curriculum

The elementary social studies curriculum in Milford seeks to prepare students to understand and function in a global society. They will value their American heritage but know and respect the diversity and contributions of people in the world community. Students will be literate in geography and become informed citizens.

Special Subjects

In addition to the core curriculum areas, classes are provided in art, media, music and physical education. Grade four and five students receive instruction in instrumental music and may elect to participate in the Strings Program.

In addition to the core curriculum areas, classes are provided in art, music, library, and physical education by certified special subject personnel. Fourth and fifth graders may elect to receive instruction in instrumental music. Fourth and fifth grade students may elect to participate in the Strings program.

Success Maker Enterprise (SME)

The Success Maker Enterprise (SME) is available for students in grades 3, 4, and 5. SME is a mathematics and reading software package which adapts the program to each individual student and provides a powerful “personal assistant” to the teacher. It is flexible and easy to use while providing the most sophisticated capabilities for helping teachers make decisions about a student’s needs. Students spend 15-60 minutes a week on the computer and work progressively throughout the year.

Lexia

Lexia is a reading skills software program to enhance reading proficiency by supporting teacher instruction.

English for Speakers of Other Languages (ESOL)

The challenge of contemporary education is to prepare all students to succeed in life, including those learners who enter school with a language other than English. The number of students from non-English speaking backgrounds in our schools, including those with limited English proficiency, is growing, both nationwide and here, in Milford. Approximately 125 students, speaking 33 different languages, are expected to be enrolled in the ESOL program in the upcoming school year.

The ESOL program uses English as the language of instruction. There is no bilingual education in Milford. Elementary students generally receive one-on-one or small group instruction by an ESOL staff member for 30 minutes each day, while middle and high school ESOL students are scheduled into ESOL for one class period a day.

The ESOL program teaches not only the social language skills necessary for everyday communication, but also seeks to develop the academic language proficiency that is critical for success in school. Two years is the general timeframe for acquiring social language skills in English. The acquisition of academic language proficiency, on the other hand, is more demanding and can take from 6 to 9 years for students to achieve parity with their native English language peers. For more information on the ESOL program, contact Claudia Anderson, ESOL Coordinator K-12 at 783-3724.

Field Trips

Field trips which are an extension of a pupil’s educational program (i.e. visits to museums, zoological parks, historical sites and villages, legislative bodies, state and national capitols, United Nations, concerts, operas and dramas) may be planned and carried out under the direction of a teacher or group of teachers with the consent and approval of the principal.

While on a trip, all students are considered to be ‘in school’ and are expected to meet the same conduct and standards as always (particularly in regard to behavior and dress code standards).

Parents may be invited to chaperone trips. It is not always possible to take every parent who wishes to attend the trip. The selection of chaperones is based on the needs of students and the location of the trip. Parents acting as chaperones will not be allowed to bring other children on the class trip. This policy ensures that chaperones will be able to devote their full attention to monitoring the children in their care. All chaperones must be 21 years of age or older and approved by the building administrator.

Complete details concerning the proposed trip will be presented to the principal for his/her approval, and to the Superintendent of Schools for his/her information. The Superintendent of Schools must approve the trips scheduled outside of the City of Milford. Details must include:

- ◆ Place or places to be visited
- ◆ Reasons why the trip has been selected
- ◆ Name of the bus company transporting the children
- ◆ Proposed time of departure from Milford and expected time of arrival in Milford at the close of the trip.

A delay in the time of departure for home, or any delay en route should be relayed as soon as possible to the Superintendent of Schools and the school principal.

All personnel associated with planning and directing the trip should understand the nature of the liability which they are assuming. Notes from parents granting permission for children to participate in the trip do not absolve the school system and school personnel from liability. No one can sign away a child's right to receive damages for injuries suffered due to another person's negligence.

When there is an expressed concern, the physical status of a student with special needs will be evaluated by the school medical advisor/nurse/administrator and an appropriate recommendation can be made.

If a student's chronic illness or condition is considered unstable (not under control), a parent's/guardian's or other designated person's participation in the activity will be required.

Field Trip Policy, 6153

The Board of Education recognizes the valuable experiences derived from field trips for students when properly planned, executed, and evaluated. To the extent that budgetary resources permit, the Board encourages field trips. Field trips must be directly related to or be an extension of the classroom learning experiences or the extracurricular program. In this respect, field trips may be used as springboards or culminating activities for units presented in the classroom or to provide "hands on" experience for students involved in the study of specific topics. In addition, field trips may introduce students to new learning experience through participation or observation of such activities as exhibits, dramatic presentations and other timely and appropriate events. Activities which are solely recreational in nature are precluded from inclusion as field trips during instructional time. Parent involvement, either individually or through parent organizations, is encouraged in planning recreational trips during non-school hours.

Policy adopted: December 13, 1994

Field Trips: Use of Private Automobiles on School Trips (6153.2)

The Milford 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. The Board also recognizes that, on limited occasions, it may be more cost effective and/or responsive for school employees to transport small numbers of students in private automobiles.

Use of Private Automobiles on School Trips

Private automobiles may be used for school programs to transport students under the following conditions:

1. Trip is approved by principal in advance.
2. If a field trip, proper field trip form is submitted and approved by principal and central administration.
3. Use of private automobile is approved by principal.
4. A limited number of students are involved.
5. The licensed driver completes the "Verification of Liability Insurance" form prior to the trip.

6. The principal will maintain a file of the above noted forms.
7. Parent authorization forms must include notification that a staff member will be driving something other than a school vehicle.
8. If only one student is involved, a second responsible adult must be present on the trip, except in emergencies or with the permission of the principal and/or parents.
9. In an emergency, the principal can authorize the transportation of a student(s) without parental permission.

It is expressly forbidden for any student to drive a vehicle on a school sponsored trip.

Policy adopted: March 9, 1993

Homework, 6154

Amount of Time to be Spent on Homework, on Average			
Grade	Daily Average/Time		Weekly Average
1	10-15 min (1 or 2 times/week)	or	10-30 minutes
2	15-20 min (1 or 2 times/week)	or	30-60 minutes
3	30-45 min (2 or 3 times/week)	or	1.5 – 2.25 hours
4	30-45	or	2 – 3.5 hours
5	30 – 60 min	or	2 – 5 hours
6	60-75 min	or	4 – 6 hours
7	60-90 min	or	5 – 7 hours
8	75 – 120 min	or	6 – 8 hours
9-12	90-150 min	or	7-12 hours

Homework is an integral part of the instructional program and encourages students to develop a personal commitment to academic work. Since each grade level serves as the foundation for the next, homework should be introduced in the elementary school years to encourage responsibility as well as to teach good work habits and study skills.

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 the parents. Without this partnership in support of learning, students will not achieve their full potential. Homework activities may need to accommodate students with different learning and organization styles or with other special needs.

While it is important that students allot appropriate time for physical activities and social recreation, those who will benefit the most from their formal education will approach it with curiosity, varied interests and a willingness to work hard. It is expected that students will put forth their best efforts to extend their education through constructive attitudes toward homework assignments.

Legal Reference: Connecticut General Statutes

10-221(b) Board of education to prescribe rules, policies and procedures.

Policy adopted: June 14, 1993

Guidelines

This section is intended to provide guidelines for homework assignments to teachers, administrators and parents. The recommended time values for homework represents averages over the course of a marking period. By providing time value guidelines as a range, it is recognized that long range assignments may create variations in daily work.

In order to provide continuity and growth as a student moves through the school system, the noted time values should be regarded as general guidelines for the assignment of homework. Times values are a total for all subjects.

Teacher’s Responsibility

1. Teachers will explain to students at the beginning of the school year and subsequently, if necessary, the homework policy and how it will be carried out in their respective classes.
2. Since teachers have the responsibility to communicate with parents of the children who are falling behind in school, information about the completion of homework assignments should be included in this communication.
3. Consideration should be given to students who may not have adequate time for homework completion due to religious observance, illness and other acceptable reasons.

Guidelines for Students

1. To attend school and class regularly and punctually;
2. To be responsible for finding out about and making up work missed when absent within a reasonable period of time;
3. To understand the purpose and requirement of the assignment;
4. To understand the directions;
5. To understand the means of evaluation;
6. To understand that the content, structure and appearance of all written homework assignments are important elements in the grading process;
7. To understand the suggested time allotment;
8. To budget time realistically;
9. To assume responsibility for obtaining the proper homework resources and materials;
10. To establish a time for a regular pattern of review;
11. To demonstrate integrity and not to give or receive so much help that the value of the homework will be destroyed;
12. To meet deadlines and understand the penalties;
13. To understand that there is never a time when a student does not have homework. Students may review, preview or improve their present assignments;
14. To read regularly and independently is always a homework responsibility even if not specifically noted by classroom teacher.

What Teachers Can Expect From Parents Regarding Homework:

1. Teachers can expect that parents will arrange a quiet, suitable place, with adequate work space, for their children to work.
2. Teachers can expect that parents will cooperate by encouraging their children to complete homework assignments.
3. Teachers can expect parents to understand that there is never a time when a student does not have homework. Students may review, preview or improve their present assignments.
4. Teachers can expect parents to encourage students to read independently every night. For non-readers and early readers, teachers can expect parents to read regularly to their child.
5. Teachers can expect parents not to do their child’s homework.
6. Teachers can expect parents to contact them when a child continually has difficulty doing homework.

Regulation approved: June 14, 1993

Interdistrict Collaboratives

The Milford Public School system has established collaborations with other school districts in order to offer a wider variety of learning environments and specialized curriculum in response to the interest and needs of its students.

Interdistrict Public Schools of Choice (Magnet Schools)

The Interdistrict Magnet Schools are identified schools that have open seats for students in other school districts. The Connecticut State Department of Education approves and funds this program. As a result, there are no tuition costs to parents or home school districts.

Each of the individual magnet schools is dedicated to academic excellence and human diversity. In addition, each school has a specialized curriculum “theme” or approach to teaching. Informational brochures can be obtained through your school office as soon as they become available. Schools that are available to our students in Milford in grades PK – 5 include the Interdistrict Discovery Magnet School (Bridgeport); Environmental Studies Magnet School (New Haven); Jepson Nongraded Interdistrict Magnet Elementary School (New Haven); Betsy Ross Arts Magnet Middle School (New Haven); Davis Street Arts & Academics Interdistrict Magnet School (New Haven); John C. Daniels School of International Communication (New Haven); King/Robinson IB Magnet School (New Haven); L.W. Beecher Museum Magnet School of Arts and Sciences (New Haven); Mauro-Sheridan Science Technology & Communications Interdistrict Magnet School (New Haven); Microsociety Interdistrict Magnet School (New Haven); and Ross-Woodward Magnet School of Classical Studies (New Haven).

For an overview of the participating interdistrict schools, visit their websites at www.sde.ct.gov.

Kindergarten

Milford offers full day kindergarten for students. Registration for kindergarten is held in the early spring. Dates are published in March in the area newspapers and parents are directed to pick up registration packages at their assigned school. At the time, parents will make an appointment for their child’s kindergarten screening.

Parents must bring the child’s original birth certificate (or a certified copy with a raised seal) and two proofs of residency, (not a driver’s license). Acceptable examples of proof of residency include a mortgage bill or a utility bill.

The child must be age 5 before December 31st of the year in which he/she will enter school.

Incoming kindergartners and their parents will be invited to a special orientation in June to meet their teachers and classmates. A bus safety program is also presented before the start of school.

Make Up Work

If a student is absent for legitimate reasons, he/she is allowed to make up the work within a reasonable time period as designated by the teacher. It is the student’s responsibility to make up missed work.

Elementary Level

At the elementary level, when parents call the school office to report an unplanned absence (due to illness or other unexpected reason), they may request assignments at that time. Assignments may be picked up in the office at the close of the day or carried home by a sibling or friend.

For planned absences, (i.e. vacations planned during the school year other than those appearing on the Milford Public Schools Calendar), teachers will not provide students or parents with advance work or assignments. It is the student’s and/or parent’s responsibility to get the work upon their return.

Promotion/Retention, (5123)

The basic philosophy of the Milford Board of Education is that academic progress proceeds at a rate commensurate to the student’s academic level. Students shall be placed by the certified staff at the grade level best suited to their age and their academic, social and emotional development. Students will normally progress annually from grade to grade or level to level. Retention will only be used in rare circumstances.

The Milford Board of Education’s objectives seek:

1. To provide an atmosphere which aids each student in developing intellectually, physically, emotionally and socially.
2. To help each student develop a healthy self-concept.

3. To provide a continuum of experiences within which each student can not only achieve full potential, but also discover and develop social talents and abilities.
4. To provide programs and curricula which allow for the change, expansion and individualization of instruction.
5. To develop in each student the skills, knowledge, and values necessary for responsible citizenship in a world of rapid change.

Promotion/Retention

Schools shall identify students in danger of failing and being at risk of retention. The identification shall also include those students who fail to meet the remedial standards of the Connecticut Mastery Test (CMT) statewide assessment program or off year CMT in grades 3-8. Prior to deciding on a retention for a student not mastering the appropriate skills, the district shall provide and may require a student to attend one or more alternatives for remedial assistance. Opportunities provided for supplemental or remedial instruction to assist the student in overcoming his/her academic deficiencies may include but are not limited to afterschool tutorial programs, Saturday tutorial programs, summer school, instruction during school vacations, cross-tutoring or student mentoring.

Parents of students being considered for retention will be notified no later than the issuing date of the third marking period report card.

Prior to the end of the school year, agreement shall be reached by the teacher and principal involved concerning the promotion or retention of individual students. If agreement of promotion, retention, or placement is not reached by parents, teachers, and administration, an appeal may be made to the office of the Superintendent of Schools for a final decision.

Legal Reference: Connecticut General Statutes
10-221(b) Boards of education to prescribe rules.
(cf. 6146 – Graduation Requirements)
Policy adopted: June 9, 1993
2nd Revision Approved: April 10, 2001

Student Regulations

In carrying out the policy of the Milford Board of Education, the Milford School System seeks to foster the continuous academic, emotional and social development of students. Generally, students will require six years to complete elementary school (K-5), three years to complete middle school (6-8) and four years to complete high school (9-12); however, provisions are available for those students who would benefit from an accelerated or remedial program. Promotion or retention of a student is based on the evaluations and recommendations of the certified staff.

Retention in Elementary Schools (K-5)

In the Milford Elementary Schools, the school principal decides upon the need for retention based on teacher recommendations with input from the parent or guardian and other certified staff.

In the elementary schools, academic criteria shall include progress on grade level curriculum, universal screening and progress monitoring data, the Connecticut Mastery Tests grades 3-8, Degree of Reading Power (DRP) test, graded reading assessments, Success Maker Enterprises (SME) assessments, and teacher assessments.

Elementary school students shall not have their original class placements extended by more than a one year total. An alternative educational approach, method or program should be employed if a student is retained.

Each student recommended for retention shall have an education improvement plan developed by the school and parents designed to bring the student to grade level performance in a year. The plan may include, but is not limited to, in school support services, after school tutorial programs, Saturday tutorial programs, summer school and cross age tutoring. It is strongly recommended that all plans have additional instructional time beyond the school day.

Research Papers

In the Milford Public Schools, all research papers are prepared using the MLA Research Handbook and Style Manual. The MLA format was chosen by Milford because it is commonly used in high schools and colleges. The MLA format covers research and writing, as well as principles and mechanics of documenting research from both print and non-print sources. Each student should refer to an MLA guide prior to preparing papers. MLA guides are available from the Media Specialist, or the teacher making the assignment of the paper.

Summer Reading/Summer Math Assignments

It is important for students to maintain growth made during the school year over the summer months. Therefore, a summer reading list is published at the close of each school year to further enrich the child's enjoyment of reading. Students are asked to keep a record of their summer reading. This will help them to prepare for classroom reading activities in September.

During the summer prior to a student's 3rd/4th/5th grade academic year, your child will receive additional assignments in Math. Further direction will accompany this assignment when it is released at the end of the school year.

Summer Reading Lists and Summer Math Packets can all be found online at www.milforded.org.

Textbooks and Materials

Textbooks are the property of the Milford Board of Education. All books issued to students are to be covered immediately and kept covered all year long. A record of the condition of each book is made by the teacher when the book is issued. It is the student's responsibility to maintain textbooks in the condition they were in at the date of issue. All students must return their book(s) directly to the teacher. According to Connecticut General Statute 10-221(c), the school may withhold records of transcripts and/or report cards until all educational materials are paid for or returned.

Equipment/Library Books and Materials

Equipment (i.e. cameras, calculators, etc.) and library books are also the property of the Milford Board of Education and must be returned in the same condition as received. A student must pay the replacement value for any equipment or library materials lost, stolen or damaged before records of transcripts and/or report cards will be released.

ATTENDANCE

Policies and Procedures

Attendance, 5113

Regular attendance is an integral part of the overall learning experience, involving all members of the home, school and community. The Milford Board of Education recognizes that daily classroom participation is an essential component of the learning process; classroom time directly influences student achievement. Absence tends to disrupt the continuity of the educational process, and the time lost from class is essentially irretrievable in terms of opportunity for intellectual pursuits and opportunity for activities within the classroom, which ultimately lead to learning. Regular attendance is essential to promote a sense of commitment and seriousness of purpose on the part of each student. Regular attendance also reinforces habits which students may carry beyond school to their vocation and avocations.

Regular attendance is both the moral and legal responsibility of the parents. It is expected that parents will see to it that their children attend school and receive the advantage of the educational opportunities that are provided. Parents, students and school personnel must work together cooperatively in the education of our children.

Connecticut State law requires that each parent or other person having control of a child at least five (5) years of age and over and under eighteen (18) years of age shall cause such child to attend school regularly during the hours and terms that school is in session, except as follows:

1. The student has graduated from high school.
2. The student is five (5) or six (6) years old and a parent or person having control of the child has personally appeared at the Board of Education offices and signed an option form setting out his/her election to enroll the student in a given year. Upon such election, the parent or other person having control of the child shall be provided by the District with information on the educational opportunities available in the school system;
3. The student is age seventeen (17) and a parent or person having control of the child has personally appeared at the local School or Board of Education offices and signed a withdrawal form consenting to such child's withdrawal from school. Upon withdrawal, the parent or other person having control of the child shall be provided by the District with information on the educational opportunities available in the school system and in the community. If a child seventeen years of age or older voluntarily terminates enrollment in a school district and subsequently seeks readmission, the local or regional board of education for the school district may deny school accommodations to such child for up to ninety school days from the date of such termination, unless such child seeks readmission to such school district not later than ten school days after such termination in which case such board shall provide school accommodations to such child not later than three school days after such child seeks readmission.
4. The parent or other person having control of a child shows that the student is elsewhere receiving equivalent education and/or has completed the necessary home-schooling paperwork with the Superintendent's office.

Any child, even under age seven or between ages eighteen and twenty-one, who is attending the Milford Public Schools will be subject to the school district's attendance policy.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

Attendance Definition

On January 2, 2008 the State Board of Education approved the following definition of attendance for public school districts: "A student is considered *in attendance* if present at his/her assigned school or an activity sponsored by the school (e.g. field trip) for at least half of the regular school day. A student who is serving an out of school suspension or expulsion should always be considered absent."

Excused Absence Definition

The Milford Board of Education defines the following situations to be excused absences:

- Illness or injury— Parents may excuse their child from school due to illness on no more than 4 days in a month up to 10 days in a school year. Written or electronic documentation must be received upon the students return to school;
- Illness or injury— All absence days beyond 4 in a month and over 10 days in a school year must be accompanied by a note from a Doctor or Treatment Facility excusing the child from school. This documentation must be received upon the students return to school. The Doctor/Treatment Facility note must contain a doctor's signature and/or stamp, faxed notes and photocopies will not be accepted.
- Death in the family – administrative discretion;
- School Nurse Dismissal;
- Religious observance – with documentation from parent/clergy;
- School-sponsored activities – with documentation from school staff;
- Court appearance – with corresponding documentation;
- Out of School Suspension – with administrative documentation
- High School, college visits or orientations – with documentation from the college(s) visited.

Truancy Definitions

In accordance with Connecticut General Statutes, Section 10-198 a student is **truant** when he/she has (4) unexcused absences from school in one month or ten (10) unexcused absences from school in any school year. A student will be considered truant when he/she is absent from school and there has been no attempt to communicate a reason for the absence, the reason communicated fails to establish an excused absence or when absences are recurrent and patterned.

Because parents and guardians are fully responsible for ensuring the education of their children, public schools are statutorily mandated to file a Family with Service Needs (FWSN) or Youth in Crisis (YIC) referral for all children defined as truant and whose parents fail to attend a required meeting scheduled to address the truancy or otherwise fail to cooperate with the school to resolve the issue. The filing of these referrals does not preclude the Department of Children and Families (DCF) from also accepting a report of educational neglect.

Procedure for Monitoring Attendance

1. School attendance is the responsibility of all school personnel K – 12 that utilizes three tiers of intervention. These include: Tier I, accurate attendance maintenance, overall school climate, social emotional learning and behavioral supports for all students; Tier II, short term interventions for students experiencing temporary or situational attendance difficulties that have not responded to general curriculums and instruction and Tier III, intensive or individualized family, school, community and state agency interventions for those students who fail to respond with improved attendance to Tier I and Tier II.
2. All parents of students in the Milford Public Schools will be notified annually at the beginning of the school year (or upon registration) of their obligation to assure the child's attendance at school. Use standardized district form.
3. Schools will make a reasonable effort to notify parents or persons having control of the child when a child does not arrive at school and there has been no previous approval or other notification which indicates parents are aware of this absence.

4. In order for an absence to be excused, a parent or guardian must send written or electronic mail documentation to the school's central office stating the reason for the absence, and if the reason for the absence meets the definition for an excused absence as defined above, the absence will be excused.
5. All documentation for excused absences should be submitted to a school official upon the child's return in attendance, and maintained and filed securely in a central location.
6. Schools will identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year and communicate this information to a parent or person having control over the student. Use standardized district form.
7. The guidance counselor/social worker/school nurse will schedule a meeting with the students and parents after the child's 4th unexcused absence in a month or after the 10th unexcused absence in a school year. At that meeting, the parent, the counselor/social worker/school nurse and/or other appropriate staff will review and evaluate the reason for the child's absence and where appropriate offer support or interventions. If it is determined that the child is truant, strategies will be developed which will include documented attempts to improve attendance, referral to Child Study Team or Student Assistance Team, HIPAA-Compliant Authorization for Exchange of Health and Educational Information and review of community services available to the family. Parents are required to attend this meeting and the failure to attend or otherwise cooperate to resolve the truancy issue will require that the school administrator notify the Central Office Truancy Team and file a FWSN/YIC referral and may also include notifying the Department of Children and Families.
8. The Central Office Truancy Team which is comprised of: School Official and representatives from Department of Children and Families, Milford Police Department, a Supervisor from Juvenile Probation and Community Mental Health Agencies. This team will discuss students identified as truant, review and submit FWSN/YIC referrals and provide interventions to families and schools.

Student Responsibilities

- Attend school every day.
- Request make-up work when absent on the first day back from an absence. Complete and submit all make up work to teachers within a reasonable time period.

Parent Responsibilities

- Emphasize the importance of regular school attendance with your child.
- Notify the Attendance Officer/Secretary when your child will be absent and supply written documentation of absence.
- Schedule appointments, **vacations** and other activities during non school days and hours.
- Attend meetings scheduled to address their child's attendance and/or truancy issues and work cooperatively with school staff to resolve these issues.

Teacher Responsibilities

- Keep an accurate record of student attendance.
- Notify Guidance Department/Social Worker and Attendance Officer/Secretary in writing when a student has 4 absences in any given month or 10 absences in a school year.

Principal/Asst. Principal/Designee Responsibilities

- Confer with student, parent, school personnel to evaluate school attendance and adherence to a multi-tiered approach to intervention.
- Serve as a liaison between teachers and central office administrators at the Truancy Board in an effort to make additional school and/or family resources available.
- Determine when a child's unexcused absences from school warrant a referral to the Central Office Truancy Team.

- If documented interventions fail to resolve truancy or a student's parents fail to attend a statutorily mandated meeting scheduled to address their child's truancy or otherwise fail to cooperate with the school to resolve the issue, coordinate and submit a Family with Service Needs (FWSN), Youth in Crisis (YIC) referral pursuant to Connecticut statutes to the Central Truancy Team. The filing of these referrals does not preclude the Department of Children and Families (DCF) from also accepting a report of educational neglect.

Counselor/Support Personnel Responsibilities

- After four (4) unexcused absence days in a month or after ten (10) unexcused absence days in a year, schedule a meeting with the student and the student's parents and appropriate school personnel, and document plans developed during such meetings detailing the reasons for absences, and attempts and response to school and community interventions. Use standardized district forms to document this meeting.
- Make a referral to the Student Assistance or Child Study Team.
- Assist with the documentation required for a Family with Service Needs (FWSN), Youth in Crisis (YIC) petitions and when appropriate Department of Children and Families (DCF) referral.

Attendance Officer/Secretary

- Attendance Report listing specific days of absence.
- Connect Ed Report and/or other efforts to notify the parent/guardian of student absent by phone or electronic communication.
- Any additional documentation related to the child's school attendance
- Notify Guidance Department/Social Worker/ Nurse in writing when a student has 4 unexcused absence days in any given month or 10 unexcused absence days in a school year.

Director of Pupil Personnel Responsibilities/Designee

- Serve as a liaison between teachers and building administrators and his/her designee at the Central Office Truancy Team in an effort to make additional district, school and/or family resources available.

Central Office Truancy Team

- Invite parent/guardian to Central Office Truancy Team meeting.
- Review and submit a Family with Service Needs (FWSN) petition and/or Youth in Crisis (YIC) pursuant to Connecticut statutes to the Superintendent of Schools for submission to the appropriate judicial agency.
- Coordination of referrals and services with the Department of Children and Families (DCF).
- Coordinate and communicate interventions with community agencies.

Legal Reference: *Connecticut General Statutes*
Policy adopted: *April, 1985*
4th Revision adopted: *December 13, 2010*

Elementary School – Tardy Procedure

Students who arrive after one and a half hours of the school day must be accompanied by a parent/guardian and a note explaining their delay in order to have an excused tardy. Students who request an early dismissal prior to the last one and a half hours must be signed out by a parent/guardian and provide verification for the early dismissal.

Students arriving after the start of the school day, but within the first one and a half hours of the start of the school day will be considered tardy. After six (6) unexcused tardy arrivals, a phone call will be made to the child’s home. After 12 tardies, an official letter will be sent to the student’s home and after 18 tardies, a conference with the parents/guardians will be requested.

Tardy Procedure

If a student arrives after the start of the official starting time, the student is to report directly to the office for check-in. All tardy arrivals will be considered unexcused. Tardy arrivals must have a doctor’s note for illness upon arrival and be signed by a parent to be converted to an excused tardy. Failure to have the note at the time of arrival will result in an unexcused tardy. All unexcused tardy arrivals are subjected to disciplinary consequences as determined by the school.

Resident and Non-Resident Students, (5118)

I. Resident Students

- A. Children of school age who are bona fide residents of Milford are entitled to school accommodations provided by the Milford Board of Education without payment of tuition.
- B. A bona fide resident for purpose of this policy is defined as:
 - 1. Any child who is residing with his or her parents or parent who is a bona fide resident of Milford, or
 - 2. Any child who is residing with a legally appointed guardian who is a bona fide resident of Milford,
or
 - 3. A legally emancipated minor or a child eighteen years of age or older who is residing in Milford with the intent to reside on a permanent basis.

II. Non-Resident Students

- A. Children of school age who are not residents of Milford but who are residing with adult relatives or non-relatives who are bona fide residents of Milford may be entitled to school accommodations provided by the Milford Board of Education without payment of tuition, provided that the child’s residence in Milford, according to Connecticut General Statutes Law Section 10-253:
 - 1. is to be permanent. For the purpose of this policy, the term “permanent” shall be defined as the intent by the non-resident student, the Milford relative or non-relative, and the student’s parent or guardian that said student intends to reside in Milford indefinitely;
 - 2. is provided by the Milford relative or non-relative without payment or compensation by the child’s parent or legal guardian, and
 - 3. not for the sole purpose of attending Milford public schools.

The Superintendent shall require that affidavits shall be executed by both the child’s parent or legal guardian and the Milford relative or non-relative attesting to the child’s residence in Milford. The Superintendent may also require any other supporting documentation as she/he deems necessary.

- B. Except as provided above, children who are not bona fide residents of Milford may be permitted to attend Milford public schools at the discretion of the Milford Board of Education, or the Superintendent, or their designees, upon

such terms as said Board shall establish on a space available basis. Said terms may include the payment of appropriate tuition as determined by the Milford Board of Education. Non-resident students who are permitted to attend Milford schools shall be responsible to provide their own transportation to and from school.

- C. When a family moves from Milford during the school year, a child may continue to attend the Milford school he/she was attending for the remainder of the school year under the following terms and conditions:
1. The family will be required to pay tuition on a pro-rated basis for the balance of the school year if the family moves from Milford prior to May 1st of any school year. Seniors who have attended the Milford Public Schools since grade 9 may be allowed to complete their senior year without payment of tuition if the family moves during or after the second semester. Exceptions for hardship cases may be made at the discretion of the Superintendent.
 2. The family will not be required to pay tuition for the balance of the school year if the family moves from Milford on or after May 1st of any school year.
 3. In all cases where a student continues in attendance in the Milford public schools after his/her family moves from Milford, responsibility for transportation to and from Milford must be provided by the family.
- D. Children who are citizens of a foreign country may be permitted to attend the Milford public schools without payment of tuition, if they are participants in a foreign student exchange program, reside in Milford and are approved by the Superintendent.
- E. The decision regarding the residency status of any child shall be made by the Superintendent. At the end of each school year, the Superintendent will review the status of each non-resident child enrolled pursuant to this policy for approval or denial for the ensuing school year.
- F. The Superintendent shall require that parents or guardians of a child provide appropriate proof of residency in Milford prior to enrollment of their child in the Milford Public Schools. The Superintendent shall also require that parents or guardians of a child already enrolled in the Milford Public Schools provide appropriate proof of residency in Milford when there is:
1. Change of residence; address
 2. Return of school mailing by the U.S. Postal Services because addressee unknown at the address provided
 3. Report of non-resident status of student enrolled in Milford
 4. Other indications of non-residency

Upon the suspicion of non-residency, an investigation which may include:

1. Study of documentation previously submitted by parent/guardian;
 2. Requirement to submit documents verifying a residency;
 3. An investigation of tax records to determine residency;
 4. Additional investigation if deemed necessary.
- G. In the event it is determined by the Superintendent of Schools that a child is not a legal resident of Milford and is not entitled to be provided free school accommodations by the Milford Board of Education, the parent or guardian of the child or the legally emancipated minor or child over the age of eighteen (18) shall be notified in writing pursuant to General Statute Section S10-186 that they have a right to request a hearing before the Milford Board of Education, or a committee of the Board, regarding this issue. The Board may appoint an impartial hearing board of one or more persons to conduct this hearing on behalf of the Board, in accordance with Connecticut General Statutes Section 10-186(b)(1). The Superintendent shall have the discretion to appoint an impartial hearing officer as directed from time to time by the Board.

H. In the event it is determined that a child is not legally entitled to be provided school accommodation by the Milford Board of Education without the payment of tuition, the Milford Board of Education may, pursuant to Connecticut General Statute S10-186 assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend the Milford Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

Legal Authority: Conn. General Statute 10-253, 10-186
Policy Adopted: June 14, 1993
2nd Revision Approved: July 9, 2002

School Attendance Areas, (5117)

Pupils will attend the school designated within the school boundary in which the pupil resides, except that in the best interests of the child the Superintendent of Schools, within his/her sole discretion, may approve a pupil's attending a school in another boundary. In assessing the best interest of the child, the Superintendent shall consider substantive education reasons provided by the parent(s)/guardian(s) and information provided by school staff including the pupil's ability to maintain acceptable behavior, to remain in good standing academically, and to have an attendance record free from excessive tardiness and/or absenteeism.

The parent(s)/guardian(s) of each child attending a school out of regular boundary must re-apply to the Superintendent by June 1st each year, requesting extension of permission for the next school year. No transfer will be made that would cause an overcrowded classroom, program, or the need for an additional teacher or extra staff. Transportation shall be the responsibility of the parent(s)/guardian(s).

The Superintendent shall consider each request individually and base a decision on the particular facts of each situation.

Legal Reference: Connecticut General Statutes
Policy adopted: February 14, 1995

Truancy, 5113.2

The Milford Board of Education recognizes that good attendance has a positive impact on the student's adult life. Students who developed the habit of good attendance will more likely be employed, have a wholesome respect for social institutions, and make positive contributions to the community.

The Board is aware that students who are truant (habitually miss school or class time) develop a pattern which has a long term negative impact on their lives. These students deprive themselves of learning the skills necessary for success in school and in life. They are a lot less likely to be gainfully employed. When students are habitually absent from school, they divert school personnel resources from other more worthy behavior which causes problems for the individual and the community.

Board policy with respect to unexcused absences stresses early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students exhibiting truancy behavior. Only when all local resources are exhausted is referral to legal authorities recommended. School personnel, wherever possible and as much as possible, will seek cooperation from parents and assist parents in remedying and preventing truancy.

Definitions

"Truant" in accordance with Connecticut General Statutes, Public Act 91-303, a student enrolled in grades K-12 (**through age 17**) is truant when he/she has from (4) unexcused absences in one month or ten (10) unexcused absences in any school year. A student will be considered truant when he/she is absent from school and there has been no attempt to communicate a reason for the absence or when absences are recurrent and patterned.

"Habitual Truant" is any child who has twenty (20) unexcused absences within a school year.

“Youth In Crisis” is any student over sixteen and through seventeen years old who has run away from the parent’s home without cause, is beyond control of the parents or guardians, or has four unexcused absences in any one month or ten unexcused absences in any school year. The court is permitted to enter orders prohibiting the youth from driving, requiring work or community services, mandating attendance at an educational program and requiring mental health services.

The mandatory school age has been increased to age 18, while allowing students to drop out of school at age 17 as of July 1, 2011 with written parental permission.

"Unexcused Absence" for the purpose of determining truancy, an unexcused absence shall be one in which there has been no communication from the parent or guardian as to the reason for the absence, or there has been no reasonable explanation provided by the parent or guardian for the absence as excused absence is defined in Board policy 5113.

The following will be considered a reasonable explanation for an absence:

- Illness (confirmed by parent's note or, if requested or required, doctor's note);
- Death in the family;
- Visit to nurse with administrative/nurse discretion;
- Religious observation;
- School-sponsored activities;
- Court appearance;
- School suspension;
- Family emergency
- High School, college visits or orientation – with documentation from the college(s) visited.

Truancy Regulations

In an effort to monitor attendance and reduce truancy, these procedures will outline the process to be followed when a student begins to exhibit behavior which could lead to truancy. For this regulation "truant" means a student who has four unexcused absences in one month, or ten unexcused absences in one year. A "habitual truant" means any such child who has 20 unexcused absences within a school year.

The school administration will make a concentrated effort to prevent and remediate truancy in its early stages for students who are found to be truant.

I. Procedures for Monitoring Truancy to Age 17

1. All parents of students must be notified annually at the beginning of the school year (or upon registration) of their obligation to assure the child's attendance at school.
2. Parents will be required to complete emergency cards which contain the telephone numbers for the parents/guardian.
3. A system has been developed to monitor individual, unexcused absences of children in Kindergarten to age 17. If a child fails to report on a regularly scheduled school day and no indication has been received by school personnel that the child's parent/guardian is aware of the student's absence, school personnel will make a reasonable effort to notify by telephone the parent/guardian of such child.
4. A documented meeting will be held not later than ten (10) days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year. At such a meeting the parent and appropriate school personnel will review and evaluate the reason for the child's absence. If it is determined that the child is truant, strategies will be developed which will include a physician’s note to excuse future absences, referral to Child Study Team or Student Assistance Team and review of community services available to the family.
5. When a student has twenty (20) unexcused absences within a school year, he/she will be considered a habitual truant. A PPT will be held to determine whether or not any evaluations are appropriate. A Family with Service Needs (FWSN) referral must be made pursuant to section 46B-149 by the Superintendent of Schools.

- The schools must report annually to the State Education Department on a school-by-school basis the number of children enrolled in grades K to age 17 who are habitual truants.

Student Responsibilities

- Attend school every day.
- Request make-up work when absent on the first day back from an absence. Complete and submit all make up work to teachers within a reasonable time period.

Parent Responsibilities

- Emphasize the importance of regular school attendance with your child.
- Notify the Attendance Officer/Secretary when your child will be absent and supply written documentation of absence.
- Schedule appointments, **vacations** and other activities during non school days and hours.
- Attend meetings scheduled to address their child's attendance and/or truancy issues and work cooperatively with school staff to resolve these issues.

Teacher Responsibilities

- Keep an accurate record of student attendance.
- Notify Guidance Department/Social Worker and Attendance Officer/Secretary in writing when a student has 4 absences in any given month or 10 absences in a school year.

Principal/Asst. Principal/Designee Responsibilities

- Confer with student, parent, school personnel to evaluate school attendance and adherence to a multi-tiered approach to intervention.
- Serve as a liaison between teachers and central office administrators at the Truancy Board in an effort to make additional school and/or family resources available.
- Determine when a child's unexcused absences from school warrant a referral to the Central Office Truancy Team.
- If documented interventions fail to resolve truancy or a student's parents fail to attend a statutorily mandated meeting scheduled to address their child's truancy or otherwise fail to cooperate with the school to resolve the issue, coordinate and submit a Family with Service Needs (FWSN), Youth in Crisis (YIC) referral pursuant to Connecticut statutes to the Central Truancy Team. The filing of these referrals does not preclude the Department of Children and Families (DCF) from also accepting a report of educational neglect.

Counselor/Support Personnel Responsibilities

- After four (4) unexcused absence days in a month or after ten (10) unexcused absence days in a year, schedule a meeting with the student and the student's parents and appropriate school personnel, and document plans developed during such meetings detailing the reasons for absences, and attempts and response to school and community interventions. Use standardized district forms to document this meeting.
- Make a referral to the Student Assistance or Child Study Team.
- Assist with the documentation required for a Family with Service Needs (FWSN), Youth in Crisis (YIC) petitions and when appropriate Department of Children and Families (DCF) referral.

Attendance Officer/Secretary

- Attendance Report listing specific days of absence.
- Connect Ed Report and/or other efforts to notify the parent/guardian of student absent by phone or electronic communication.
- Any additional documentation related to the child's school attendance
- Notify Guidance Department/Social Worker/ Nurse in writing when a student has 4 unexcused absence days in any given month or 10 unexcused absence days in a school year.

Director of Pupil Personnel Responsibilities/Designee

- Serve as a liaison between teachers and building administrators and his/her designee at the Central Office Truancy Team in an effort to make additional district, school and/or family resources available.

Central Office Truancy Team

- Invite parent/guardian to Central Office Truancy Team meeting.
- Review and submit a Family with Service Needs (FWSN) petition and/or Youth in Crisis (YIC) pursuant to Connecticut statutes to the Superintendent of Schools for submission to the appropriate judicial agency.
- Coordination of referrals and services with the Department of Children and Families (DCF).
- Coordinate and communicate interventions with community agencies.

II. Procedures for Monitoring Truancy Ages 17 through 18

1. All parents of 17through 18 year old students must be notified annually at the beginning of the school year (or upon registration) of their obligation to assure the student's attendance at school.
2. Parents will be required to complete emergency cards which contain the telephone numbers for the parents/guardians.
3. A system has been developed to monitor individual, unexcused absences of students ages 17 to 18. If a student fails to report on a regularly scheduled school day and no indication has been received by school personnel that the student's parent/guardian is aware of the student's absence, school personnel will make a reasonable effort to notify by telephone the parent/guardian of such child.
4. When the student has four unexcused absences from school in any one month or ten unexcused absences in any school year, he/she will be considered a youth in crisis. A Compliant Youth In Crisis (YIC) referral must be made pursuant to section 46b-120; 46b-121; 46b-150f by the Superintendent of Schools.

Legal Reference: Connecticut General Statutes
Regulation approved: January 21, 1992
3rd Revision Approved: December 13, 2010

Withdrawing From School

If a student decides that it is necessary to withdraw from school during the year, he/she is required to complete a withdrawal form and obtain the necessary signatures. All books, materials, athletic and other equipment loaned by the school must be returned or paid for by the student or his/her parents.

CONDUCT

Policies and Procedures

Academic Honesty, 5133

Academic honesty requires that students respect the integrity of other people's work. Cheating and plagiarism are examples of academic dishonesty. Such behaviors undermine the district's goal of excellence in education by compromising the integrity and fairness of the educational process and by interfering with the student's learning. As a result, academic dishonesty will not be tolerated and will result in academic and/or disciplinary consequences.

Cheating is the intent to gain an unfair advantage by dishonest or fraudulent means. Examples of cheating in school-related work include, but are not limited to:

- ◆ the fraudulent giving or receiving of information about the content of a quiz or test
- ◆ the unauthorized use of prepared materials or items during testing (e.g. cheat sheet, notes, textbook, and/or calculator).
- ◆ the unauthorized copying of another student's homework or classwork.
- ◆ collaboration of any kind with any person without the teacher's knowledge and/or consent.

Plagiarism is the use of the language, ideas, evidence (data), and/or organization of another and the presentation of the material as the product of one's own mind. Examples of plagiarism include, but are not limited to:

- ◆ copying, paraphrasing or summarizing from a published or unpublished source without attribution.
- ◆ using information obtained from a conversation and/or interview with another without attribution
- ◆ using the language or organization (e.g. extensive revision by another person) without the consent of the teacher
- ◆ using experimental data or hypothesis without attribution
- ◆ the failure to use quotation marks, citation and/or footnotes to denote material directly quoted from another source.

Academic/Disciplinary Consequences

Teachers may choose to handle the academic honesty infractions themselves or refer them in writing to the administration. In either case, documentation of the incident will be retained in the student's cumulative file. A disciplinary record regarding academic dishonesty will be maintained throughout enrollment in a school. The record, however, will not be part of the student's transcript. The file will be destroyed upon graduation.

The consequences of a student's involvement in an act of academic dishonesty will include items 1-4 and may include item 5 upon review by teachers and administrators.

1. The student will receive an automatic "zero" on the assignment or test.
2. The teacher or a building administrator will contact the student's parents or guardian.
3. If the academic dishonesty is related to a student's CERTO capacity, he/she will be withdrawn and will not receive credit.
4. If the student is a member of the National Honor Society, the advisor will initiate dismissal procedures in accordance with chapter and/or national guidelines.
5. If the student participates in extracurricular activities, he/she may be restricted from participation.

Parents and students will be notified of the academic honesty policy annually (through this handbook). Parents are strongly encouraged to discuss the importance of academic honesty with their son or daughter and support the district's efforts to enforce the policy.

Assaults/Threats, 5131.9

A student will not extort anything of value, threaten injury, or attempt to cause injury or behave in such a way as could reasonably be expected to cause physical injury to any person or damage to private property:

1. On the school grounds during and immediately before or immediately after school hours;
2. On the school grounds at any time when the school is being used by a school group;
3. Off the school grounds at a school activity, function or event.

An established extortion, assault or threat of injury of staff member, student or any other person will be reported in accordance with Connecticut General Statutes 10-233g and will be treated as a violation of school policy and regulation in accordance with the discipline code at each school.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131.5 - Vandalism)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline/Punishment)

*Legal Reference: Connecticut General Statutes
10-233g Boards to report school violence. Reports of principals to policy authority.
Policy adopted: June 9, 1992*

Assemblies

Throughout the school year, students will have the opportunity to attend various types of assemblies and programs. The success of each depends upon the audience. There are certain rules that must be adhered to in an assembly program.

Good school spirit and pride can best be shown at such times by treating those presenting an assembly program with the utmost courtesy.

Good Assembly Manners

1. Giving your complete attention, as talking during the assembly is disruptive and disrespectful to the performers.
2. Showing appreciation of what is presented; applause is appropriate and welcome to show your appreciation. Please refrain from stamping your feet, whistling, rhythmic applause or shouting out. Booing is absolutely inappropriate.
3. Conducting yourself properly arriving, during, and leaving the assembly. Please place your feet on the floor, not on someone else's chair. Sit up straight.
4. Audience members must remember to:
 - Use the lavatory before the event begins
 - Discard any food/drink before being seated
 - Refrain from getting up or talking
 - Pay attention to all fire rules and regulations -- know where to exit should an emergency arise. Please exit in an orderly manner.

Remember: much time and effort went into playing, organizing and conducting the assembly or program. Please be respectful.

Beepers (Paging Devices) and Cell Phones (5131.81)

Students shall not possess or use a remotely activated paging device or cellular telephone while on school property or on school transportation.

The principal shall consider the special needs of parents and students in determining whether to allow the student possession or use of cellular mobile telephones and paging devices.

A person who discovers a student in possession of a paging device or cellular mobile telephones without the written permission of the principal shall report the violation to a school administrator who shall confiscate the device and contact the parent/guardian. The initial violation and repeated violation of this policy shall be treated in accordance with the school's discipline code and may result in suspension or expulsion.

Legal Reference: PA 95-304 An Act Concerning School Safety

Policy Proposed: October 13, 1998

Policy Approved: October 13, 1998

Beverage Containers

Beverage containers may not be carried in the halls. Violations may result in disciplinary action.

Bullying, (5131.911)

SCOPE: This procedure describes the policy, procedures and program for the prohibition of bullying.

2.0 RESPONSIBILITY

2.1 Superintendent of Schools

3.0 APPROVAL AUTHORITY

3.1 Superintendent of Schools

4.0 DEFINITIONS:

4.1 Bullying is defined as repeated and systematic harassment and/or attacks on others, perpetrated by individuals or groups.

4.2 Bullying is also defined as any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying outside the school setting, which has a negative impact on a student's academic performance or safety in school, will be addressed.

4.3 Forms of bullying take the form of many different behaviors including, but not limited to:

4.3.1 Physical violence and attacks

4.3.2 Verbal taunts and name-calling including ethnically-based verbal abuse and gender-based put-downs

4.3.3 Threats and intimidation

4.3.4 Extortion or stealing of money and possessions

4.3.5 Exclusion from peer groups within the school

4.4 Appropriate disciplinary action may include but is not limited to suspension, expulsion and/or referral to law enforcement

4.5 District's Program to reduce the incidents of bullying include the following:

4.5.1 Permits anonymous reports of bullying by students and written reports by parents or guardians (ADM-F014).

4.5.2 Requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive (ADM-F015).

- 4.5.3 Requires school administrators to investigate parents' written reports and review students' anonymous reports (ADM-F016).
- 4.5.4 Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there (ADM-F019).
- 4.5.5 Requires each school to have a prevention and intervention strategy for school staff to deal with bullying, including language about bullying in student codes of conduct; and
- 4.5.6 Requires notice to parents or guardian of all students involved in a verified act of bullying. The law also requires schools to mail notices to parent or guardian who does not provide the student(s) with primary residence (ADM-F017).
- 4.5.7 Requires the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include counseling and discipline; and
- 4.5.8 Requires the identification of appropriate school personnel, which may or may not include pupil services personnel, responsible for taking a bullying report and investigating the complaint.

4.6 Notice to Parents or Guardian describes the school's response and any consequences that may result from further acts of bullying including but not limited to suspension, expulsion and/or referral to law enforcement.

5.0 PROCEDURE

- 5.1 Program notification occurs at the beginning of each school year through the dissemination of school handbooks at the elementary, middle and high school levels. The handbook outlines all district policy and procedures regarding bullying.
- 5.2 All alleged incidents of bullying are investigated by the building administrator and all appropriate support staff. Notification to administrator may occur as an anonymous complaint by a student, teacher/staff referral or written complaint from a parent.
- 5.3 If the investigation results in a verified act of bullying, parents of all parties are notified and offered at least one opportunity to meet, prior to appropriate disciplinary action being implemented.
- 5.4 All verified incidences of bullying are recorded and retained at both the building and district levels.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Connecticut General Statute – 10-222d; updated and effective 7/1/08
- 6.2 Reference: 5144 Discipline/Punishment
 - 5114 Suspension/Expulsion: Due Process
 - 5131.7 Weapons and Dangerous Instruments
 - 5131.8 Off-School Misconduct
 - 5131.9 Assaults/Threats
 - 5131.911 Bullying
- 6.3 Administrative Policy #5131.911 (proposed 10/9/01; adopted 11/13/01)
- 6.4 Public Act #06-115
- 6.5 ADM-F014 Bullying: Anonymously Reporting Notification
- 6.6 ADM-F015 Bullying Referral
- 6.7 ADM-F016 Bullying Checklist
- 6.8 ADM-F017 Bullying Incident Report
- 6.9 ADM-F018 Bullying Notification Letter to Parent
- 6.10 ADM-F019 Public Bullying Log

REVISION HISTORY:

07/01/08 D Revision

Bus Conduct, (5131.1)

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus.

Students will be advised that they 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.

If a student loses the bus privilege, he/she will be allowed to ride home that day only. Students who lose bus privileges are still required to attend school and it is the responsibility of parents to see that the students are in school. Students

can be suspended/expelled from school due to unsatisfactory behavior on the school bus. Discipline code should be cross referenced.

(cf. 5114/5114.1 - Suspension/Expulsion; Due Process)
Legal Reference: Connecticut General Statutes
10-186 Duties of local and regional boards of education re: school attendance.
10-220 Duties of boards of education.
10-221 Boards of education to prescribe rules.
10-233c Suspension of pupils.
Policy adapted: November 15, 1994

Rules for Bus Students

The following rules apply to students attending school in Milford who wish to ride on buses furnished by the Milford Board of Education. If any of these rules are broken, a student may be denied bus transportation for a period of time determined by the Principal. Students may also be suspended/expelled from school due to unsatisfactory behavior on the school bus.

NOTE: The bus driver will be in charge of the bus and will not permit any violation of the established rules listed in this section. If a student breaks any of the rules or fails to follow the bus drivers' requests, the bus driver will report the infraction to the Principal with a duplicate copy going to the parent and the bus company.

For Kindergarten Students Only

Kindergarten children will not be released from the bus unless an authorized adult is meeting the child at the bus stop (parent, grandparent, guardian, or other specified person). In order to be considered 'authorized,' that person's name must appear on the student's emergency card.

If no adult is present to receive the child at the bus stop, kindergarten children (only) will be brought back to the school and the parent will be contacted to pick up his/her child.

Bus Rules

1. Students are to follow the bus driver's directions and requests.
2. Conduct on the bus will be consistent with accepted behavior in the classroom, with the exception of reasonable conversation.
3. You must ride on your bus only. There are no courtesy rides permitted. A bus student who is not riding the bus home must submit a parent's written notification of such to the office; the date the student is to go home by other means must be included.
4. You must get off the bus at your stop only.
5. Bus windows are not to be opened without first getting permission from the bus driver.
6. The emergency exits are to be used only in an emergency.
7. Stay seated while the bus is moving.
8. Keep your head and arms inside the bus at all times. Do not throw anything out the bus window.
9. Do not damage or deface the bus in any way. You will be held liable for any damage.
10. No eating or drinking on the bus.
11. Keep the aisles clear at all times.
12. No smoking or lighting of matches or lighters. This is a STATE REGULATION.

Bus Safety

1. Arrive at your home bus stop on time and wait quietly off the road surface for your bus to arrive. Do not play games or run around while waiting for the bus. No one wants you to get hurt! Do not run into the street toward the bus at any time. Respect people's property at the bus stop.
2. At the end of the school day, go directly to your designated bus area and wait there until it is time for you to board the bus.
3. Board the bus in an appropriate manner and take your seat.

4. Be organized. Take all of your own materials and books off the bus. Keep the bus clean.
5. Be alert to traffic when leaving the bus, crossing in FRONT of the bus at least 10-15 feet AWAY from the bus.

Chronic Offenders

Students who are chronic offenders of school policy, (i.e. class cutting, lateness to school, smoking on school premises), will receive disciplinary action including school service and loss of privilege to participate in school activities, participation in a program or event, either alone or with parents.

Closed Campus

All Milford schools have a closed campus. No student may leave the school premises during the school day without permission from an administrator.

Discipline/Punishment (5144)

A student who is a repeated disciplinary problem over a period of time, in spite of penalties imposed by the teacher, will be referred to the administration. Such a referral must be accompanied by a written statement by the teacher which clearly states the problems caused by the student and the efforts made by the teacher to reach a satisfactory solution to the problem.

A student who has been referred to an administrator for an infraction of school rules will receive disciplinary action. Depending upon the severity of the infraction and pursuant to the provisions and procedures outlined in the Board of Education's Student Discipline Policy, disciplinary action can include parent conferences, detention, suspension and/or a request for expulsion from school.

If a student is suspended from school, the student is not allowed on school grounds and cannot participate in any school activities during the period of the suspension.

The parent or guardian must accompany the student to school upon completion of the suspension period if the administrator deems it necessary.

A democratic way of life calls for a great deal of self-direction and self-discipline. Therefore, it is a first responsibility of teachers to help children to understand the rules of behavior in social living and aid them to understand their own and other's behavior so they may learn better ways of reacting to conflict situations. At the same time, our society calls for respect for law and order and obedience to duly constituted authority.

A teacher or other person entrusted with the care and supervision of a student for school purposes may use reasonable physical force upon such student when and to the extent he/she reasonably believes it is necessary to:

1. Protect himself/herself or others from immediate physical injury;
2. To obtain possession of a dangerous instrument or controlled substance, as defined in Connecticut General Statute 21a-240(9) upon or within the control of such student;
3. To protect property from physical damage;
4. To restrain or remove the student to another area to maintain order.

Teachers and principals may use all reasonable means to establish, maintain, or restore order. The courts have recognized that a teacher stands in place of the parent while under the school's jurisdiction and, accordingly, a student owes to a teacher the same obedience he or she owes to his or her parents.

Students who are chronic offenders of school policy, (i.e., class cutting, lateness to school, smoking on school premises), will receive disciplinary action including school service and loss of privilege to participate in school activities,

participation in a program or event, either alone or with their parents. (Also see *Suspension/Expulsion; Due Process, Policy 5114*).

Legal Reference: Connecticut General Statutes
Policy adopted: November 15, 1994
Revision Approved: July 9, 1996

Dress Code (5132)

Students' overall appearance should fall within the generally accepted definitions of neatness and cleanliness. Generally, students are expected to dress and groom themselves for the business of school so as to neither distract other students or teachers, disrupt the educational process, pose a health or safety threat to anyone or cause damage to the school facility. Clothing should be clean, untoned, free from promotion of or reference to drugs, alcohol and tobacco, and free from violent signs, symbols or words or those which are obscene, lewd, vulgar or defamatory. Clothing should also be free of slogans, names, titles or the like which are likely to incite or inflame.

The serious nature of our school activities and pride in the reputation of our school require a positive, safe and non-disruptive learning environment. The Board of Education believes that student dress and grooming can significantly influence behavior.

The Board of Education encourages students to dress in clothing appropriate to the school situation. Restrictions on freedom of student dress may be applied whenever the mode of dress in question is:

- ◆ unsafe either for the student or those around the student
- ◆ disruptive to school operations and the education process in general
- ◆ contrary to law

Clothing, hair arrangements or other personal adornments or embellishments intended to be, or that incidentally become, disruptive or interfere with regular school operations are prohibited. The following clothing styles are specifically prohibited:

- ◆ Black-soled shoes, boots, or sneakers which mark the floor.
- ◆ Shoes containing wheels.
- ◆ "See-through" style and/or mesh style shirts, blouses or midriff tops. Athletes on school teams may wear mesh team shirts on game days so long as a tee shirt or other shirt is worn underneath.
- ◆ Short skirts (skirts shall be of an appropriate length and fit).
- ◆ Tank tops or those with spaghetti straps, as well as sleeveless shirts with oversized armholes may be worn so long as another acceptable shirt is worn underneath.
- ◆ Outer jackets & coats, unless allowed by the school principal or designee due to the temperature in the building or other valid reasons.
- ◆ Underwear which is visible or worn as outerwear.
- ◆ Ripped jeans/cutoffs, short shorts and athletic shorts.
- ◆ Spandex clothing except for phys. ed. class or athletic practice, unless worn underneath another acceptable garment.
- ◆ Sunglasses indoors, unless prescribed by doctor.

Pants must be worn at the waist if in the principal's discretion, they cause a safety problem or if waist, midriff and hips are exposed.

For safety reasons and to prevent interference with the educational process, sandals, open-toed shoes, clogs, platform sneakers or platform shoes may be prohibited at the discretion of the principal.

The wearing of hats will not be permitted in any schools during the school day. Jewelry and other visible body ornamentation shall not be permitted if it poses a health and safety threat.

Coaches will make a determination for their individual sport regarding the appropriateness of dress, jewelry and other matters enumerated above, in the best interests of the health and safety for all students.

Exceptions to the mandatory dress policy may be made by the school principal for bona fide religious or medical reasons. Where a student's bona fide religious beliefs, health needs or disability conflict with the mandatory dress policy, the school will provide reasonable accommodation. Any student who desires accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited.

Students whose dress or grooming does not conform to these standards will be referred to a school administrator who will inform students of necessary changes in dress or grooming. If the students fail to remedy the problem, the student's parent or guardian will be contacted. If the problem persists, the student may be subject to student discipline, up to and including expulsion.

Voluntary Option

After extensive discussion and review, if the vast majority of the parents of a school and the principal wish to adopt a standard attire policy or school uniforms, then the school's principal should notify the Superintendent's office. The administration, after approving the proposed standard attire or uniform, will notify the board which will provide assistance, as appropriate. Parents who cannot afford to purchase uniforms or standard attire will still be required to have their children follow the mandatory dress code.

Policy adopted: September 11, 1990
3rd revision adopted: September 1, 2004

Planning, Approval and Implementation

A. Planning for choosing an optional dress code:

1. If parents at one school indicate a desire to choose either a standard attire policy or school uniforms, the principal will schedule an informational meeting open to all school parents to discuss both options.
2. After this meeting, all families will be mailed a survey form that must be returned within two weeks to assess interest in the options. The school will adopt the optional school uniforms or the optional standard attire if at least 75% of the school's families return the completed survey and at least 75% of the respondents choose one of the options. There will be one vote per family.
3. If parents so chose, a second meeting will be held to give parents an opportunity to express their opinion.
4. If the survey and subsequent discussion indicate that the parents favor standard attire or school uniforms, the school principal will notify the Superintendent who will notify the Board of Education.
5. The optional dress code selected will be reviewed after three (3) years.

B. Obtaining Board Approval for an Optional Dress Code

1. Once an optional dress code has been chosen by the school, a committee shall be formed to discuss the proposed change. The committee shall include the principal or designee, interested staff members, parents/guardians from the school, and students (at the middle and high school levels).
2. If the preference is for a school uniform, the school committee will recommend the type and colors for male and female students. If the preference is for standard attire, the school committee will recommend the nature of the standard attire for male and female students. The principal or designee should keep staff and parents or guardians updated regarding progress made by the committee. The committee shall send its plan to the Superintendent for review. After this review, the Superintendent shall forward the proposed plan and recommendation to the Board of Education. If the plan is approved by the Board of Education, the school committee will prepare for implementation.

C. Implementation of Optional Dress Codes

1. Parents/guardians shall have a minimum of four months written notice before an optional school dress code policy is implemented. The first notification should be issued once the survey indicates an optional dress code is the preference of the majority of families in the school.
2. Before implementing the new dress code, parents should receive information which includes:
 - a. The rationale and benefits to students and parents of the selected optional dress code.
 - b. A description of the uniform or standard attire that is planned.
 - c. Notification that the Board of Education has approved the optional dress code.
 - d. Information regarding the purchase of the school uniform. (It is assumed that standard attire will be readily available in local businesses.)
 - e. Information regarding sources of possible financial assistance for eligible students, as determined by the free lunch list.
3. If a student is unable to purchase either a school uniform or clothing for the standard attire policy because of financial constraints, the student may follow the mandatory dress code as per Board of Education Policy 5132. The Board of Education will not be responsible for any costs for uniforms or standard attire.

Regulation Proposed: October 12, 1999
Regulation Approved: November 9, 1999

Electronic Devices

Electronic devices and laser pointers are not permitted to be carried, worn, or stored by students in any location, inside or outside, on school property.

Electronic devices such as cameras, games, radios, iPods, MP3 players, video game consoles, tape recorders (unless documented as a necessary academic requirement), cannot be used in school. They will be confiscated and returned to the parent/guardian only. The Board of Education will assume no responsibility for loss or damage to personal property on school premises.

If a student has been asked to bring one of the aforementioned items to school for a project, he/she should bring the equipment to the office where it will be securely stored. It can be retrieved for the necessary period, used in class, and then returned to the office for the remainder of the day.

Fighting

Any fighting or action that appears physically aggressive to an administrator/other staff member in this building or on school property, including buses and bus stops, is prohibited. If you fight while you are on the way to school or on your way home from school, you are in violation of school rules. Physical contact as a form of self-defense or retaliation may result in office level consequences. If you are present at the scene of a fight, you run the risk of being judged an accessory, and may be punished the same as the actual participants.

Fire Drills

The sole purpose of a fire drill is to move students and staff away from the building and away from fire apparatus. Each room in the building has a fire evacuation route. Fire drills are practiced once per month.

The drill must be conducted in silence so staff members can be heard if they need to change directions for evacuation. You must walk on the right side of corridors and stairwells. You should be familiar with the school fire signal to leave the building, as well as the all-clear school signal to return to the building. *Please note: sounding a false alarm is a LEGAL offense.*

Hazing, (5131.91)

The Milford Board of Education wishes to promote a secure and happy school climate, conducive to teaching and learning. Hazing, menacing or abuse of students or staff members will not be tolerated. Any staff member, employee or student who engages in an act that injures, degrades or disgraces or reasonably causes fear for personal safety by another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

Hazing can be defined as an activity that recklessly or intentionally endangers the mental health or physical health or safety of a student for the purposes of initiation or admission into or affiliation with any organization. Hazing takes many forms and can include different behaviors such as, but not limited to:

1. Physical violence and attacks that would bring physical harm to an individual.
2. Morally degrading or humiliating games, pranks, stunts and practical jokes or any other activities that make an individual the object of amusement, shame, embarrassment or intimidation.
3. Any activities that unreasonably interfere with a student's academic efforts.
4. Requiring an individual to participate in acts of vandalism, theft, assault, sexual acts or other criminal activity.

Any act of hazing will be grounds for immediate disciplinary action up to and including suspension, expulsion, exclusion and loss of participation in extracurricular activities and exclusion of school privileges. He/she also may be referred to law enforcement authorities and face subsequent prosecution.

Each principal, athletic coach, cheerleading advisor and other extracurricular supervisor shall inform his/her students about this policy. At a minimum, such communication shall take place prior to the beginning of each team or group's activities for the year. Each student participating in athletics, cheerleading, student government, clubs, music programs, and other extracurricular activities shall be required to submit a written statement of commitment attached to this policy as condition of participation on an annual basis. Parents will also be notified of this prohibition against hazing on an annual basis, and the penalties for violating the prohibition.

The schools will promote activities to help students understand that hazing is not condoned and will promote a secure environment, free from threat, harassment and any type of hazing behavior. These activities will include, but not be limited to, an emphasis on character development, such as respect, caring and responsibility.

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation.

*Policy Proposed: October 9, 2001
Policy Adopted: November 13, 2001*

Loitering

Loitering and congregating in lavatories, hallways, and areas off limits to students is not permitted.

Lost and Found

Students should be responsible for their own possessions. When sums of money, wallets, handbags, glasses and articles of jewelry are found, they are to be turned in to a secretary in the main office. It is the duty of a good school citizen to turn in all found articles as soon as possible. Students are advised not to carry money, jewelry, valuables and/or electronic equipment to school.

Messages/Telephone Use

Parents should not contact their children via cell phone during the school day. It is not school procedure to interrupt classroom instruction to deliver messages. Parents are urged to remind students of appointments before they come to school. Students are permitted to use the office phone during school hours with permission by the principal or designee.

Off-School Misconduct, 5131.8

Students are subject to discipline, up to and including loss of participation in extracurricular activities, suspension and expulsion for misconduct, even if such misconduct occurs off-school property and during non-school time.

Such discipline may be imposed for any off-campus behavior which is:

1. initiated in the school or on school grounds,
2. occurring at any school sponsored activity,
3. occurring off school grounds, including during non-school time.

If, in the reasonable discretion of the Board or its designees, it is determined that there is a reasonable likelihood that the presence of the student or the student's conduct is seriously disruptive to the educational process and the student's conduct violates the publicized policies of the Board, discipline may be imposed.

Examples of the type of off-school misconduct which may violate a publicized board policy and/or be seriously disruptive to the educational process are:

1. use, possession, sale, or distribution of dangerous weapons,
2. use, possession, sale, or distribution of illegal drugs,
3. violent conduct which may or may not involve alcohol and bomb threats.

The Board may impose discipline up to and including suspension and/or expulsion, for example, if it is determined that a student's use, possession, or sale of drugs in the community has a reasonable likelihood of being seriously disruptive of the educational process because of the possibility of such sales in the school, or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment, or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school.

In considering whether a pupil's conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to:

1. Whether the incident occurred within close proximity of a school;
2. Whether other students from the school were involved or whether there was any gang involvement;
3. Whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, and whether any injuries occurred;
4. Whether the conduct involved the use of alcohol.

Expulsion proceedings shall be required whenever there is reason to believe that any pupil:

1. Off school grounds, unlawfully possessed a firearm, or possessed and used a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime;

2. On or off school grounds, offered for sale or distribution a controlled substance whose manufacture, distribution, sale, prescription, dispensing, transporting with intent to sell or dispense, offering or administering is subject to criminal penalties under applicable laws of the State of Connecticut.

Any pupil found by the Board of Education or impartial hearing board to have committed such conduct shall be expelled for one calendar year, provided the Board of Education or impartial hearing board may modify the period of expulsion for a pupil on a case-by-case basis.

The investigation and consequence for any off-campus misconduct shall not be contingent upon police or judicial action.

Policy adopted: November 15, 1994
Revision Proposed: May 14, 2002

Playscape Rules

Each elementary school has an outdoor recreational structure called a playscape. Rules to ensure the children's safety will be discussed by the classroom teachers. Visitors should not use the playscape during school hours; its use is limited to students during these hours.

Police Questioning School Children During School, (5145.11)

Students may be questioned by police in school regarding a school-related matter. Students may be questioned in school during school hours in the presence of the school principal or designee, and a parent when possible and appropriate. The parent will be notified prior to questioning except in the event of an emergency or when the parent cannot be reached. In that event, the parent will be notified of what transpired as soon as practicable.

The Milford Board of Education opposes the practice of questioning students in school for events which occur outside of school.

Policy adopted: November 15, 1994

Search and Seizure, (5145.12)

Desks and school lockers are property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students. 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. Contraband material is material which is illegal and/or prohibited by the school.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student has been informed in advance 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.

Student Search

A student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion.

Policy Approved: 8/20/85
Revision Approved: 12/13/94

Student's Rights

In a democratic society, students have a right to understand and discuss why certain actions have been taken or certain policies exist. Along with this right comes the responsibility of doing so in a respectful manner. The following guidelines have been set up for student due process:

1. Any question about a grade, action, or policy of a teacher should be discussed with the teacher after school, not in the middle of class.
2. The first line of communication should be with the teacher.
3. If, after discussion, additional advice or assistance is needed, a school administrator should be contacted.

Substitutes

It is expected that students will cooperate fully with substitute teachers. Substitutes are in our buildings to continue the learning process in the absence of a regular teacher. Assignments given to students by substitutes have been prepared by their regular teacher and will be returned to their regular teacher for grading.

Suspension/Expulsion: Due Process (5114, 5114.1)

Definitions

1. *Out of School suspension* means a short-term denial or exclusion from school privileges for disciplinary reasons by an authorized member of the administrative staff:
 - a. Suspension shall not exceed ten (10) days;
 - b. Suspension shall not extend beyond the end of the school year in which it is imposed;
 - c. Students may be suspended for conduct which violates board policy, which endangers persons or property, or which is seriously disruptive of the educational process.
2. *In School Suspension* means an exclusion from regular classroom activity, but not exclusion from school;
 - a. In-School suspension shall not exceed five (5) consecutive school days;
 - b. In-School suspension shall not extend beyond the end of the school year in which it is imposed;
 - c. Pupils may receive In-School Suspension for conduct which violates Board policy, which endangers persons or property, or which is seriously disruptive of the educational process.
3. *Expulsion* means the exclusion of a pupil from school for more than ten (10) consecutive school days by the Board of Education:
 - a. Expulsion may extend beyond the current school year up to a maximum of one calendar year;
 - b. The Board of Education may expel a pupil from school if, after a hearing, the Board finds that his or her conduct on school grounds or at a school sponsored activity endangers persons or property, or is seriously disruptive of the educational process, or violates board policy. In the case of conduct occurring off school grounds, not at a school sponsored activity, the Board must find that the conduct violates Board policy and is seriously disruptive of the educational process, as defined herein.
 - c. The board may appoint a hearing officer to act in its stead.
4. *Removal* is the exclusion of a student for a class period of ninety (90) minutes or less.
 - a. A student may be removed from class if the student causes deliberate serious disruption of a class;
 - b. When removed, the teacher must send the student to a designated area and notify the principal at once;
 - c. A student may not be removed from class more than six (6) times in one school year nor more than twice (2) in one week unless he or she is granted an informal hearing as described in Section III by the principal or designee.
5. *Emergency* means a situation under which the continued presence of the pupil in the school poses an immediate danger to persons or a serious disruption of the educational process.

Actions Leading to Suspension or Expulsion

1. Any of the following behaviors on school property, school transportation, or at any school-sponsored activity, may lead to suspension or expulsion. In considering whether students should be suspended, expelled, or otherwise disciplined, the administrator shall determine whether the student's actions violate a Board of Education policy or endanger persons or property or are seriously disruptive of the educational process and shall consider any history of past disciplinary problems. In so doing, the administrator makes the judgment whether the student's actions warrant suspension, a recommendation for expulsion or whether measures other than suspension or expulsion can be implemented.

It should be understood that the possible reasons for suspension or expulsion or other disciplinary action as listed (a-o) are not exhaustive and should not be considered the only reasons for disciplinary action.

- a. Willfully striking or assaulting a student or any member of the school staff;
- b. The use of obscene or profane language or gestures directed at a student or member of the school staff or other individual;
- c. Theft or attempted theft, including possession of stolen goods;
- d. Open defiance and/or deliberate refusal to obey a member of the staff or any other person having authority over the student;
- e. A walk-out from, or sit-in within, a classroom or building or any part of any building owned by or school property under the jurisdiction of the school district;
- f. Conduct causing a threat of danger to the physical well being of the student or other people including, but not limited to, the possession or igniting of any fireworks or other explosive materials, or igniting of any material causing a fire, or falsely reporting an incident (such as a bomb threat) to schools or to police;
- g. Willfully causing, or attempting to cause, substantial damage to school property;
- h. Threatening or intimidating or blackmailing of school staff or other students;
- i. Possessing any kind of weapon, deadly weapon, pistol, knife, blackjack, bludgeon, metal knuckles, pellet or BB gun, martial arts weapon, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or facsimile or replica thereof;
- j. Unauthorized possession, sale, distribution, offering for sale or distribution, or consumption of a controlled substance, drug, narcotic, or alcoholic beverage, or possession of paraphernalia used or designed to be used in consumption, sale, or distribution of a controlled substance, drug or narcotic.

Controlled substance, drugs, and narcotics shall mean any controlled drug as defined in Connecticut General Statutes, Section 21a-240(8) as amended, classified generally as amphetamine-type, barbiturate-type, cannabis-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs and, in addition, those substances known as methaqualone.

Unauthorized use or possession of such substances shall mean use or possession without a valid prescription, including the use or possession of drugs in violation of school policy concerning the administration of medications on school grounds;

- k. Violation of smoking, dress, or transportation regulations;
- l. Accumulation of minor offenses such as school and class tardiness, class or school cutting or failure to attend detention;
- m. Repeated and/or willful disobedience of reasonable school rules and/or the valid authority of teachers, supervisors or administrators;
- n. Commission of an act of discrimination or harassment toward any student or school staff member based on race, color, gender, sexual orientation, religion, national origin, ancestry, or disability;
- o. Any other violation of school rules or regulations or repeated violations that make the presence of the student in school seriously disruptive of the educational process.

2. **Chronic Offenders:** Students and parents are hereby notified that students who are chronic offenders of school policy, rules and regulations will be subject to disciplinary action up to and including expulsion.
3. **Off-Campus Misconduct:** Students and parents are hereby notified that in addition to the offenses listed above for which students may be suspended or expelled from school, students may also be suspended or expelled from school for conduct off school grounds if the conduct both violates a publicized policy of the Milford Board of Education and is seriously disruptive of the educational process.

Under State law, in deciding whether a student's conduct is seriously disruptive of the educational process, the administration of the Milford Public Schools may consider, among other appropriate factors: (1) whether the conduct occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

Off-campus behavior which will result in consideration of discipline includes, but is not limited to, misconduct involving drugs or narcotics, weapons and violence. Suspension or expulsion shall occur on the basis of an independent investigation by the administration to determine whether the alleged conduct occurred.

4. **Drugs and Weapons Offenses Leading to Mandatory Expulsion:** Students and parents are hereby notified that pursuant to State law, students who offer a controlled substance for sale or distribution either on or off school grounds, students who are found in possession of a firearm, deadly weapon or dangerous instrument on school grounds or at a school sponsored activity, and students who are found to have used a weapon in the commission of a crime either on or off school grounds must be brought before the Milford Board of Education or Hearing Officer for an expulsion hearing. If the student is found to have committed one of these offenses, the student will be expelled from school for one full calendar year, provided that the Board or Hearing Officer may modify the period of expulsion on a case-by-case basis.
5. **Policy Supersedes Parent/Student Handbook:** In the event that any provision regarding student discipline contained in any Milford Public Schools Parent/Student Handbook conflicts with the Milford Board of Education Disciplinary Policy stated herein, the Policy supersedes the handbook provision.

Procedures Governing Removal

1. A student may be removed from class if he/she causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six (6) times in any school year nor more than two (2) times in one week unless such pupil is referred to the building principal or his/her designees and granted an informal hearing.
2. The school shall designate an area to which teachers shall send pupils who are removed from the classroom. The principal or his/her designee shall be notified of the name of the pupil removed and the reason for the removal.

Procedures Governing In-School Suspension

1. A student may receive in-school suspension if he/she engages in conduct that endangers persons or property, or is seriously disruptive of the educational process, or violates a publicized policy of the Board of Education, provided no student shall receive in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
2. An informal hearing with the building principal or the principal's designee is required, in which the student must be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

Procedures Governing Out-of-School Suspension

1. The principal shall observe the following procedures except in cases where the student has already been, or such suspension will result in the student's being suspended more than ten (10) times or fifty (50) days in a school year. In these cases, the process described in "Procedures Governing Exclusion" of this policy shall be followed.
 - a. Unless an emergency situation requiring immediate removal exists, no student shall be suspended without an informal hearing before the principal or designee at which the student is informed as to the charges and given an opportunity to respond. If an emergency justifies immediate suspension, the informal hearing will be held as soon thereafter as possible;
 - b. When the principal or designee decides to suspend a student, the principal or his or her designee shall forward a notice to the parent or guardian to the last address reported on school records within one (1) school day of the beginning of the suspension. The notice shall state the cause(s) of the suspension and offer the parent or guardian an opportunity to confer on the matter. The decision of the principal shall be final.
 - c. If an emergency justifies immediate suspension, the principal or designee shall attempt to immediately notify the parent or guardian of the suspension;
 - d. Written notice of the original suspension shall be forwarded to the superintendent of schools by the close of the school day following the commencement of the suspension. When tuition students are involved, copies of the notice shall be forwarded to the superintendent of schools of the sending town;
 - e. If a student is eighteen (18) or older, any notice required by this policy shall be given to the student;
 - f. The administrator shall offer the student and the parents or guardians the opportunity to receive textbooks and homework for the duration of a suspension of three or more days. For all suspensions, the student will be given an opportunity to make up and/or complete any work missed including examinations without penalty.
 - g. For any student who is 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 administrative specified program and meets any other conditions required by the administration. Such administration specified program shall not require the pupil or his parent or guardian to pay for participation in the program.
 - h. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record and be expunged from the cumulative educational record by the Board of Education if the student graduates from high school, or in the case of the student whose suspension is shortened or waived, such notice shall be expunged (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration specified program and meets all other administration conditions, whichever is earlier.

Procedures Governing Expulsion

1. Prior to referring a student to the superintendent for an expulsion hearing, the administration shall review the student's records and determine whether a recommendation for expulsion is appropriate, given the nature of the offense and the student's academic, disciplinary and attendance records.
2. A request for expulsion of a pupil may be made to the Board of Education upon recommendation of the Superintendent of Schools when the principal has cause to believe that the student's conduct endangers other students or property, is seriously disruptive, or is in violation of a publicized Board policy. A formal hearing is

required if a principal proposes to suspend a student from school more than ten (10) times or more than fifty (50) days in a school year, whichever results in fewer days of exclusion.

3. Requests for expulsion are to be made to the Board of Education through the Superintendent of Schools.
4. Except in an emergency situation requiring immediate removal of the student, the Board of Education shall, prior to expulsion, conduct a hearing according to the following procedures:
 - a. The student and the student's parent(s) or guardian(s) must be given written notice a reasonable time in advance of the hearing;
 - b. The notice shall contain the date, time, place and nature of the scheduled hearing including a reference to the Connecticut General Statute 10-233d and 4-177, 4-180, as well as the grounds or charges for the proposed expulsion; additionally, the notice shall contain information regarding free or reduced rate legal services available in the local community and how those services may be accessed;
 - c. At the hearing the student shall have the right to testify and produce witnesses and other evidence in his or her defense;
 - d. A student may be represented by any third party of his or her choice and at his or her own expense, including an attorney;
 - e. Should a student or such student's parent(s) or guardian(s) not speak the English language, they are entitled to the services of a translator to be provided by the Board of Education;
 - f. A verbatim record of the hearing shall be kept, by tape recording or otherwise. A student or such student's parent(s) or guardian(s) shall be entitled to a copy of the hearing record at their own expense;
 - g. The final decision of the Board shall be in writing to the student stating the reasons on which the decision is based, and the penalty to be imposed. Only evidence introduced at the hearing can be used in arriving at a decision;
 - h. The parent(s) or guardian(s) of any pupil shall be notified by the Board within twenty-four (24) hours of the board's action. Notice of decisions will be rendered in accordance with state law;
 - i. The Board of Education shall notify the State Dept. of Education if the student was expelled for the sale or use of a controlled substance;
 - j. In the event an emergency exists, the hearing provided for above shall be held as soon as possible after expulsion.
5. For any student who is expelled for the first time and who has 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 board specified program shall not require the pupil or his parent or guardian to pay for participation in the program.
6. Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative record. Such notice, except for notice of an expulsion based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board of Education if the student graduates from high school; or in the case of a student for which the length of the expulsion period is shortened or waived, such notice shall be expunged from the cumulative educational record by the Board of

Education (1) if the student graduates from high school, or (2) if the board so chooses, at the time the student completes the board specified program and meets any other required conditions, whichever is earlier.

7. Alternate Education:

The Board of Education shall offer an expelled student, aged sixteen (16) or under, an alternative education program, except as provided herein. The parent(s) or guardian(s) of such students have a legal right to reject such program without being subject to the truancy law. Expelled students aged sixteen (16) to eighteen (18) shall also be offered an alternative educational program, except as provided herein, but these offers may be conditional. The Board is not obligated to offer an alternative educational program to students over sixteen (16) years of age who have been expelled previously. The Board is not obligated to offer an alternative educational program to students aged sixteen (16) to eighteen (18) who are expelled for carrying a dangerous instrument or for offering drugs for sale or distribution on school property. In cases where a student aged sixteen (16) to eighteen (18) is expelled for offering drugs for sale or distribution on school property, the student will be referred to an appropriate state or local agency for intervention, rehabilitation, or job training.

8. For any child eligible for special education or accommodations under Section 504 of the Rehabilitation Act, relevant members of the Planning and Placement Team or 504 Team will confer to determine whether the alleged misconduct is attributable to the student’s disability, to determine whether regular disciplinary procedures are appropriate and to plan an alternate educational program in the event a student is expelled. The PPT shall meet prior to the board’s expulsion hearing. If misconduct is attributable to the child’s disability, no further discipline shall be imposed under this policy.

The Board of Education shall, at the beginning of each school year and at such times as it may deem appropriate, provide for an effective means of informing all students of Milford and its sending towns, parents and/or guardians, of this policy governing suspension and expulsion.

*Policy adopted: April 20, 1993
2nd Revision Approved: July 12, 2007*

Vandalism (5131.5)

Vandalism by Minors

The parent or guardian of any minor/unemancipated child, who willfully cuts, defaces or otherwise injures in any way, any property, real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed under state law. This liability of the parent for damages done by a minor child is in addition to any other liability which exists in law. The parent or guardian of a minor child shall also be held liable for all property belonging to the school system, lent to the student, and not returned upon demand of the school system.

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. The student may also be subject to disciplinary action.

*Legal Reference: Connecticut General Statutes
Policy Approved: 12/13/94*

Weapons and Dangerous Instruments (5131.7)

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

Possession and/or use of any such dangerous weapon by a student is grounds for expulsion of the student. Also prohibited are instruments which may be perceived as dangerous or used in a dangerous manner, such as pocket knives, starter guns, laser pointers, air pistols or air rifles, and other items which may be used to threaten or inflict harm.

*Policy adopted: November 15, 1994
Revision adopted: October 13, 1998*

FOOD SERVICE

How it works, how to pay, and details about nutrition

Lunch Program

The goals of the Milford School Lunch Program are to provide nutritious, attractive, and tasty meals at an affordable price. The National School Lunch Program (NSLP) is governed by federal and state guidelines set by the U.S. Department of Agriculture and the State Dept. of Education. Meals are planned to meet the Dietary Guidelines for Americans and one-third of the Recommended Dietary Allowances for school-age children.

Breakfast Program

As an added benefit, your school may offer a Breakfast Program. Items include, but are not limited to, a variety of hot and cold breakfast items such as cereal, grains, eggs, cheese, yogurt, fruit and milk. Students may use their Point of Sale Account (see below) to pay for these breakfast items.

	Lunch Prices	Breakfast Prices
Elementary	\$2.00	\$1.00
Middle School	\$2.25	\$1.25
High School	\$2.75	\$1.50

Paying for School Lunches

Milford Public Schools use a computerized “Point of Sale” Program where all students have an account ready to be used for the purchase of lunches, breakfast and snacks. Students in kindergarten and first grade are given bar-coded cards with neck straps to access their account at the serving line. All other grades are issued Personal Identification Numbers (PIN) that each child memorizes and enters at the serving line.

Milford schools participate in the National School Lunch Program where families who qualify can receive free meals or reduced price meals (lunch 40¢, breakfast 30¢). Family applications will be distributed on the first day of school to each child in the Milford Schools. Applications are also available on our website at www.milforded.org under Food Services. Only one application per family is required.

Prepayments are welcome for all students beginning the first day of school. All children may deposit money on their accounts for lunches or à la carte items, such as milk, ice cream, and other snacks. As an added incentive, you can benefit from a 10% bonus in meals or à la carte items when you make a bulk deposit into your child’s account. The amounts by school level are:

	Deposit Amount	# of Lunches	Bonus Value*
Elementary	\$80.00	40	\$8.00 added to account balance
Middle School	\$90.00	40	\$9.00 added to account balance
High School	\$110.00	40	\$10.00 added to account balance

**If your child can use his/her account for lunches and/or à la carte items, the savings amount is added to the account.*

myLunchMoney.com

Parents are able to pay for school lunches using a credit card and check account balances through the website myLunchMoney.com. To get started, all you need is your child’s name, grade and full student ID number (not PIN number), and birth date. Visit www.myLunchMoney.com for more information.

HEALTH AND WELL-BEING

School Nurses, Medication and Other Health-Related Services

The health and well-being of our students take a high priority at all of our schools. It is important that you understand what your professional medical staff members in your child's school both **can** and **cannot** do relating to medical issues. In addition to providing the overall principles we follow in school for medical care, we are also including our formal administrative policies, as adopted by the Milford Board of Education, on the following topics: *Child Abuse and Neglect, Administering Medication, Food Allergy, Suicide Prevention and Intervention and Alcohol, Drugs and Tobacco*. The policies appear on the following pages.

In addition to providing routine and emergency medical care to students, school nurses maintain information on immunizations and required physical examinations. They should be able to answer many of your health-related concerns such as administration of medication during school hours, symptoms that warrant school absence, general health screenings and much more.

The nurses working in our schools are employed by the Milford Health Dept. Questions relating to public health and safety that your school nurse may not be able to answer may be directed to Joan Cagginello, R.N., Director of Nursing for the Milford Health Dept. at 783-3285.

School Nurse List

ELEMENTARY SCHOOL NURSING STAFF

Calf Pen Meadow	Diane Harkness	203-882-5172	dharkness@ci.milford.ct.us
JFK	Pat Maguire	203-882-5173	pmaguire@ci.milford.ct.us
Live Oaks	Joan Braun	203-882-5174	jbrown@ci.milford.ct.us
Mathewson	Chris Rosa	203-783-3530	croso@ci.milford.ct.us
Meadowside	Jayne Cadrin	203-783-3555	jcadrin@ci.milford.ct.us
Orange Avenue	Kathy Kaminski	203-783-3713	kkaminski@ci.milford.ct.us
Orchard Hills	Sue Kliger	203-882-5875	skliger@ci.milford.ct.us
Pumpkin Delight	Debbie Smith	203-882-5176	dsmith@ci.milford.ct.us

MIDDLE SCHOOL NURSING STAFF

East Shore	Kathy Malski	203-783-3552	kmalski@ci.milford.ct.us
	Alisa Erotopolous	203-783-3552	aerotopolous@ci.milford.ct.us
Harborside	Linda Bspuda	203-783-3541	lbspuda@ci.milford.ct.us
	Elle Renzoni	203-783-3541	erenzoni@ci.milford.ct.us
West Shore	Jan Casey	203-783-3670	jancasey@ci.milford.ct.us
	Elle Renzoni	203-783-3670	erenzoni@ci.milford.ct.us

HIGH SCHOOL NURSING STAFF

Joseph A. Foran	Lisa Skawinski	203-783-3502, ext. 5018	lskawinski@ci.milford.ct.us
	Wendy Valentine	203-783-3502, ext. 5018	wvalentine@ci.milford.ct.us
Jonathan Law	Lauretta Toomey	203-783-3578, ext. 5012	ltoomey@ci.milford.ct.us
	Kathy Scarinzi	203-783-3578, ext. 5012	kscarinzi@ci.milford.ct.us
The Academy	Joan Campbell	203-783-3681	jcampbell@ci.milford.ct.us

Accidents

Students may call upon school nurses at any time for emergencies when they occur in school. It is important to keep the student's emergency card updated so that parents/guardians can be contacted in the case of an accident or illness at school.

Injuries which have occurred out of school and require medical attention should be handled immediately by contacting your personal physician for assistance; do not wait to report such injuries to the school nurse for treatment, as legal guidelines limit the extent of treatment the school nurse may provide.

Administering Medication, 5141.21

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures. In order to provide immunity afforded to school personnel who administer medication, the Board of Education, along with the school medical advisor and the nurse administrator, shall review and/or revise this policy and regulation biennially and submit it to the Department of Health Services as stipulated in Connecticut Regulations of State Agencies 10-212a-1 to 10-212a-7.

A school nurse may administer medication to any student pursuant to the written authorization of a physician or dentist and the written authorization of a parent or guardian of such child. In the absence of a school nurse, the principal or teacher of a school, or a licensed physical or occupational therapist employed by the school district, upon approval of the school medical advisor and the school nurse may administer medication to any student in the school following the successful completion of specific training in administration of medication.

With written authorization from a student's parents and primary care provider (MD, PA, APRN), the school nurse and the school medical advisor may jointly approve and provide general supervision to an identified paraprofessional to administer medication including, but not limited to, medication administered by a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death.

Policy adopted: June 9, 1993
Revision adopted: December 2004

Administering Medication

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the following established procedures. These procedures shall be reviewed and/or revised by the school medical advisor, the nurse and the Board of Education and then submitted to the Department of Health Services biennially as stipulated in C.G.S. 10-212a-1 to 10-212-7.

A student who is required to receive medication or wants to take aspirin, ibuprofen or an aspirin substitute containing acetaminophen during school hours must provide:

1. The licensed physician's/dentist's orders for medication or aspirin on a school district form which specifies the student's name, condition for which the drug is being administered, name of drug and method of administration and dosage of drug. For students receiving medicine the time of administration and duration of the order, side effects to be observed (if any) and management of such effects, and student allergies to food and/or medicine is also required on the form. This medical order must be renewed yearly if a student is to be administered medication by school personnel.
2. Written authorization from his or her parent or guardian allowing school personnel to administer said medication. This authorization shall be renewed yearly and shall include parental consent for school personnel to destroy said

medication if not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities.

3. The medication must have its original correct label from the pharmacy or manufacturer.

Self-Administration of Medication

Students who are able to self-administer medication may do so provided:

1. A physician or dentist provides a written order for self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record, and has developed a plan for general supervision.
4. The student and school nurse have developed a plan for reporting and supervision of self-administration and notification of teachers.
5. The principal and appropriate teachers are informed that the student is self-administering prescribed medication.
6. Such medication is transported to the school and maintained under the student's control within these guidelines.

Administration of Medication by School Personnel

Medication may be administered by a licensed nurse, or in absence of such licensed personnel, principals, teachers or licensed physical or occupational therapists employed by the school district. They shall not be held liable for any personal injuries which may result from acts or omissions constituting ordinary negligence.

Medication will be administered according to the following procedures:

1. The school nurse will develop a medication administration plan for each student before medication may be administered by any staff member. The school nurse will also review monthly all documentation pertaining to the administration of medication for students.
2. The principals, teachers and other licensed physical or occupational therapists approved by the school medical advisor and school nurse will be formally trained by the school nurse prior to administering medication. The school nurse, acting as designee and under the direction of the chief medical officer, will annually instruct such staff members in the administration of medication. The training will include:
 - a. Review of state statute and school regulations regarding administration of medication by school personnel.
 - b. Procedure for administering the medication, safe handling and storage of medication, and recording.
 - c. Medication needs of specific students, medication idiosyncrasies, desired effects, potential side effects, untoward reactions and other observations.
3. A school paraprofessional, approved by the school medical advisor and school nurse, may be formally trained by the school nurse to administer emergency allergy medication to a diagnosed allergic student. The paraprofessional will be trained for a specific student; she may not be trained to administer medication to all allergic students. The training should be the same as the formal training for the principal, teachers, occupational and physical therapists.
4. A current list of administrators and teachers, physical and occupational therapists and paraprofessionals successfully trained and approved to administer medication along with documentation of the annual update of trainees shall be maintained in the Health Office of each school building. The list shall be updated as needed throughout the school year. The list of trained personnel shall be submitted to the Superintendent upon his/her request.

Handling and Storage of Medications

All medication, except those approved for keeping by students for self-medication, must be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school. The school nurse must:

1. Examine any new medication to ensure that it shall be properly labeled with dates, name of student, medication name, dosage and physician's name, and that the medication order and permission form are complete and appropriate.
2. Develop a medication administration plan for the student before any medication is given by school personnel.
3. Record on the student's Individual Medication Record the date the medication is delivered and the amount of medication received.
4. Store medication requiring refrigeration at 36° F - 46° F.
5. Store prescribed medicinal preparations in securely locked storage compartment. Controlled substances shall be contained in separate compartments, secured and locked at all times.

All medication, except those approved for keeping by students for self-medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication. In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet. The school nurse, principal or designee (who has been trained to administer medication) shall be responsible for the key(s) to the locked cabinet(s).

No more than a forty-five (45) school day supply of a medication for a student shall be stored at the school. All medications, prescriptions and nonprescription, shall be stored in their original containers and in such a manner as to render them safe and effective. Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.

Destruction/Disposal of Medication

At the end of the school year or whenever a student's medication is discontinued by the prescribing physician, the parent or guardian is to be contacted and requested to repossess the unused medication within a seven (7) school day period. In the event the parent does not comply with this request, all medication is to be destroyed by the school nurse in the presence of a witness (school physician, principal, teacher) according to the following procedures:

1. Medication will be destroyed in a non-recoverable fashion.
 - A. Liquid medication should be poured into a sink or water closet.
 - B. Any medication in pill or tablet form should be crushed and poured into a sink or water closet.
2. The following information is to be charted on the student's health folder and signed by the school nurse.
 - A. Date of destruction
 - B. Time of destruction
 - C. Name, strength, form and quantity of medication destroyed
 - D. Manner of destruction of medication
3. Controlled substances shall not be destroyed by the school nurse. In the event that any controlled substance remains unclaimed, the nurse administrator shall contact the Commissioner of Consumer Protection to arrange for proper disposition.

Documentation and Record Keeping

Record keeping of the medication administration shall be entered in ink on the individual student's medication form, which along with the parental authorization form and the physician's order, shall become part of the student's permanent record. These records shall be made available to the Department of Health Services upon request.

A medication administration order shall include the:

- A. Name of the student;
- B. Name of medication;
- C. Dosage of medication;
- D. Route of administration;
- E. Frequency of administration;
- F. Name of prescribing physician, or in the case of aspirin, ibuprofen, or an aspirin substitute containing acetaminophen being given to a student, the name of the parent or guardian requesting the medication to be given;
- G. Date medication was ordered;
- H. Quantity received;
- I. Date medication is to be reordered;
- J. Student allergies to food and/or medicine;
- K. Date and time of administration or omission including reason for omission;
- L. Dose of amount of administered;
- M. Full legal signature of the nurse (RN), principal, or teacher administering medication.

Record of the medication administered shall be entered in ink on an individual student medication record form and filed in the student's cumulative health folder.

If the student is absent, it shall be so recorded. If an error is made in recording, a single line shall be run through the error and initialed.

A physician's verbal order, including a telephone order, for a change in any medication can be received only by a school nurse. Any such verbal order must be followed by a written order within three (3) school days.

1. An error in the administration of medication shall be reported to the school nurse who will initiate appropriate action and documentation in a student incident report and on his/her cumulative record.
2. Untoward reactions to medication shall be reported to the school nurse, the parent, and the student's physician.
3. Records of controlled substances shall be entered in the same manner as other medications with the following additions:
 - A. The amount of controlled drug shall be counted and recorded on the individual student medication record form after each dose given.
 - B. A true copy (carbon or NCR) of the forms shall be retained by the school for 3 years and the original filed in the student's permanent health record.
 - C. Loss, theft or destruction of controlled substances shall be immediately, upon discovery, reported to the supervisor of nursing services who will contact the Commissioner of the Department of Consumer Protection.

In the absence of a licensed/registered nurse, only principals, and teachers who have been properly trained may administer medication to student. Principals and teachers may administer oral, topical, or inhalant medications. Injectable medications may be administered by a principal or teacher only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Investigational drugs may not be administered by principals or teachers.

Medication Errors

An error in the administration of medication shall be reported immediately to the school nurse, the parent and the prescribing physician.

Administration of Medication under C.G.S. 52-557b

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or any other person trained in CPR and First Aid, may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the chief medical advisor or the student's private physician.

Administration of Emergency Medication under C.G.S. 10-212a

In the absence of a school nurse, the administrator or teacher may give emergency medication orally or by injection to students with a medically diagnosed allergic condition which would require such prompt treatment to protect the child from serious harm or death so long as the administrator or teacher has completed training in administration of such medication. In the event of a medication emergency, the following will be readily available:

- A. The local poison information center;
- B. The physician, clinic or emergency room to be contacted in such an emergency;
- C. The name of the person responsible for the decision making in the absence of the school nurse.

Legal Reference: Connecticut General Statutes
10-212a Administration of medicines by school personnel.
52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render.

Connecticut Regulations of State Agencies
10-212a-1 - 10-212a-7 Administration of medicines by school personnel.
1307.21 Code of Federal Regulations
Regulation approved: June 14, 1993
1st Regulation revision approved: April 11, 1995
2nd Regulation revision approved: April 13, 1999
3rd Regulation revision proposed: June 12, 2001
3rd Regular revision approved: July 2, 2001
Regulation revised December 2004

Alcohol, Drugs and Tobacco, 5131.6

I. Definition of Terms

Drug/Mood Altering Substance/Alcohol shall include any alcohol or malt beverage, and drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. Examples of the above include, but are not limited to: beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look alike substance and any capsules or pills not registered with the nurse, annotated within the student's health record and given in accordance with the school district policy for the administration of medication to students in school.

Student Assistance Teams (SAT) is a multi-disciplinary team composed of school personnel (teachers, staff administrators, nurses counselors) and other members of the community. This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy. The Student Assistance Team will enlist the resources of a licensed drug and alcohol facility when the professional assessment and/or group programs are recommended.

Chemical Abuse Specialist is a community-based chemical abuse specialist with expertise in the area of chemical dependency and school based assessment (such as those resources and personnel from a licensed drug and alcohol facility to be utilized by the Milford School System).

Distributing is to deliver, sell, pass, share, or give any tobacco, alcohol, drug or mood altering substance as defined by this policy from one person to another or to aid therein.

Possession is to possess or hold, without any attempt to distribute any tobacco, alcohol, drug or mood-altering substance determined to be illegal, or as defined by this policy.

Drug Paraphernalia includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to roach clips, pipes, bowls, crack vials, miniature cocaine spoons and tobacco rolling paper.

II. Alcohol and Drugs

The Milford Board of Education recognizes the harmful effect that substance can have on a student. For this reason, a student on school grounds or at a school-sponsored activity at any time or at any location who is under the influence of alcohol, drugs or mood-altering substances or possesses, uses, manufactures, dispenses, sells or aids in the procurement of alcohol, narcotics, restricted drugs, mood-altering substances, or any substance purported to be restricted substance or over-the-counter drug shall be subjected to discipline pursuant to the Board of Education policies and regulations.

The Milford School System will, in a coordinated effort, attempt to respond openly and effectively to the uses and abuses of drugs, alcohol and mood-altering substance by members of the student population. This effort, through a revised curriculum, community support and resource services, such as those provided by a licensed drug and alcohol facility, and strong, consistent administrative rehabilitative and disciplinary procedures, will work to educate, prevent and intervene in the use and abuse of all drug, alcohol, and mood altering substances by its student population.

III. Tobacco

It has been more than 30 years since the U.S. Surgeon General first announced a clear link between cigarette smoking and such diseases as lung cancer, emphysema, and heart disease. Cigarette smoking causes nearly a half million deaths each year – 1 in 4 Americans according to the Cancer Society. Cigarette smoking is the “single most preventable cause of cancer and the single most preventable cause of disease.” Our school health curriculum teaches youth the physical hazards of smoking and the use of tobacco products and that it is an illegal substance for those under 18 years of age.

In the face of overwhelming evidence about smoking as health hazard and in keeping with the teachings in our school curriculum and as a further deterrent and prevention against smoking by young persons, the Milford Board of Education institutes the following policy:

1. Smoking and the use of tobacco products is prohibited in school buildings, at school activities and on school buses at all times. All schools are “Drug-Free School Zones.”
2. Smoking and the use of tobacco is prohibited on school grounds before, during and after school.
3. Visible display and/or possession of tobacco products by students is prohibited on school property.

IV. School Guidelines

As an extension of this policy, the Milford Board of Education directs the Superintendent to develop guidelines to be used by all school district personnel in responding to drug, mood-altering substance, and alcohol-related situations. As an integral part of the Milford Public Schools, Alcohol, Drug, and Tobacco Guidelines represent one component in a districtwide effort to respond effectively to tobacco, drug, mood-altering substance and alcohol-related situations that may occur at school or at school-sponsored activities. These guidelines are also intended to provide a consistent

minimum disciplinary means to respond to tobacco, alcohol and other drug-related incidents. The Milford Public Schools will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. The Board reserves the right to use an extraordinary measure deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein.

V. Instruction

Annually, each student will receive instruction emphasizing the effect of alcohol, nicotine, tobacco, and drugs on health, character, and personality development wherever appropriate in the health education program and such other contexts which touch on the subject.

VI. Cooperation with Community and Parents

Any effort put forth by the Milford Public Schools to address alcohol, drug and tobacco usage requires support from all parents and cooperation from the community in order to be effective.

Legal Reference: Connecticut General Statutes
Policy Approved: September 11, 1990
Revision #5 Approved: December 8, 2008

Use of Breath Testing Devices, Breathalyzers (5131.65)

The safety of students is a primary concern of the Milford Board of Education. Students who consume alcohol and/or are under the influence of alcohol at school or at any school function pose a danger to themselves and others. Therefore, in order to protect student safety, the Board authorizes the school administration to utilize an alcohol detection device, commonly called a “breathalyzer”, to determine whether a student is in fact under the influence of alcohol.

Alcohol detection devices may be used under two circumstances:

- (1) When school administrators reasonably suspect that a student has consumed alcohol and/or is under the influence of alcohol on school grounds or at a school sponsored activity, school administrators may require students to submit to an alcohol detection device test.
- (2) When school administrators have determined that alcohol use is a widespread problem among students before or at a specific school-sponsored activity, school administrators may institute a system by which they will randomly or systematically, and without individual suspicion that a student has consumed alcohol, require students to submit to an alcohol detection device test in order to participate in the school sponsored activity. All school personnel who operate alcohol detection devices shall be properly trained with respect to such use. The Superintendent shall promulgate regulations regarding the protocols and use of the alcohol detection devices by school administrators.

Legal Reference:
Connecticut General Statutes
Policy adopted: September 8, 2008
First Revision Approved: December 13, 2010

Child Abuse and Neglect, 5141.4

The Milford Board of Education recognizes its obligation to cause reports of suspected abuse to be filed with applicable state agencies and to cooperate with such agencies in such investigations they may undertake in response to reports of suspected abuse.

Connecticut General Statutes Section 17a-101 defines the following personnel who are or may be working in the Milford public schools as “mandated reporters”: any licensed physician, registered nurse, licensed practical nurse, psychologist, school teacher, school principal, school guidance counselor, school paraprofessional, social worker, police officer,

physical therapist, occupational therapist, licensed substance abuse counselor, or licensed sexual assault counselor. Connecticut General Statutes Section 17a-101a requires that any mandated reporter who has reasonable cause to suspect or believe that a child has been abused or neglected or is being placed at imminent risk of serious physical harm by a caregiver must report or cause an oral report to be submitted within 24 hours to the Department of Children and Families (DCF) via the child protection careline, 1-800-842-2288, or a law enforcement agency, followed by a written report to DCF within 48 hours.

Legal Reference: Connecticut General Statutes
1 Policy adopted: August 21, 1990
Revision adopted: October 10, 2000

Child Abuse and Neglect: Reporting Procedure

Reports must be made where there is reasonable cause to suspect or believe that any child under the age of eighteen:

1. Has had physical injury inflicted upon him/her, other than by accidental means, by a person responsible for the child's health, welfare, or care, or by a person given access to the child by a responsible person.
2. Has injuries which are at variance with the explanation given of their occurrence.
3. Has been placed or is placed at imminent risk of serious physical harm by an act or failure to act (neglect) on the part of a person responsible for the child's care or by a person given access to the child by a responsible person. Such neglect can include abandonment, denial of proper care and attention, or permitting the child to live under conditions injurious to the child's physical, educational, or emotional well being.

It is not the responsibility of the reporter to determine if abuse or neglect has actually occurred. Any doubt on the part of the reporter should be resolved in favor of making the report to DCF.

Signs of Abuse and Neglect

Abuse and neglect can present itself in a variety of circumstances. Among them are:

- ◆ physical injury or injuries inflicted upon a student other than by accidental means;
- ◆ injury at variance with the history given of such injury;
- ◆ maltreatment such as malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment;
- ◆ non-accidental physical injury;
- ◆ injury which is at variance with the history given of such injury, inflicted upon a student by a person responsible for such student's health, welfare or care or by a person given access to such student by a responsible person;
- ◆ imminent risk of serious harm to a student by an act or failure to act on the part of a person responsible for such student's health, welfare or care;
- ◆ neglected, i.e., abandoned or denied proper care and attention, physically, educationally, emotionally, or morally, and;
- ◆ living under conditions, circumstances or associations injurious to his or her well being.

Reporting Procedure

1. School principal (or his/her designee) confers with the school nurse, psychologist, social worker or other appropriate personnel. The purpose of the consultative process among designated team members is to ensure appropriate support, advocacy, management and safety for the child, as well as support for the reporter. The consultative process must never be used to dissuade a concerned staff member from reporting a reasonable suspicion.

When a child reports an injury or when there is reasonable cause to suspect or believe that a child has been abused or neglected because the child has a visible injury, school staff are allowed to make reasonable inquiry of the child regarding the suspected or actual injury. Such inquiry usually consists of an interview with the child and appropriate health assessment by personnel qualified to recognize and evaluate the historical, behavioral and physical indicators of

abuse and neglect. It is the responsibility of the designated intervention team to determine on a case-by-case basis if it is appropriate to:

- ◆ interview the student;
- ◆ assess the student's health status; and
- ◆ confer with the parent or guardian to obtain further information related to the student's health status.

If an interview with the student is determined appropriate, the interview should be conducted by the school principal, a school nurse or by support personnel (e.g., school social worker, school psychologist or school guidance counselor). If no qualified health professional or support personnel is available in the school or from a nearby school to assist the reporter in determining reasonable suspicion or to assess the physical and emotional status of the child, the principal may wish to seek advice from DCF and other community experts.

If physical assessment of the child is indicated, it must be performed by the school nurse or school medical advisor.

Physical assessment is determined to be appropriate when:

- ◆ a child has, by word or action, identified a particular injury, the extent of which can only be determined by removing the child's clothing;
- ◆ the examination is necessary to determine if medical attention is required; and
- ◆ every attempt shall be made to help the child to understand that compliance with the request to conduct a physical examination is voluntary and that no adverse consequences will result from refusal to comply with the request.

The nurse or medical advisor may determine that it is appropriate to have a witness (preferably of the same sex/gender as the child) present during the physical assessment, although guidelines should allow for professional judgment in individual situations. The witness can be in the proximity of the examining area, that is, able to hear the interaction rather than in direct sight of the student in order to protect the student's privacy. Physical assessment may not be necessary if sufficient information is already available to determine that immediate referral to a medical facility for further assessment or treatment is warranted.

2. The mandated reporter (i.e., teacher, guidance counselor, etc.) phones report of suspected abuse immediately to the Commissioner of the Department of Children and Family Services at 1-800-842-2288 or a law enforcement agency.
3. All oral and written reports of suspected abuse or neglect must contain, if known:
 - ◆ the names and addresses of the child and his parents or other person responsible for his care;
 - ◆ the age of the child;
 - ◆ the gender of the child;
 - ◆ the nature and extent of the child's injury or injuries, maltreatment or neglect;
 - ◆ the approximate date and time the injury or injuries, maltreatment or neglect occurred;
 - ◆ information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his siblings;
 - ◆ the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
 - ◆ the name(s) of the person suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
 - ◆ whatever action, if any, was taken to treat, provide shelter or otherwise assist the child; and
 - ◆ the name and address of the person reporting the suspected abuse or neglect.
4. The person who makes the oral report within 24 hours must follow-up with a written report to DCF-136 within 48 hours.

5. Principal (or his/her designee) notifies the Director of Pupil Personnel Services (or his/her designee) after the oral and written reports are made to DCF.
6. Director of Pupil Personnel Services maintains the school system's central file on cases of suspected abuse. A copy of form DCF-136 shall be filed with the Director of Pupil Personnel Services by the mandated reporter.
7. The Board of Education shall not discharge, or in any manner discriminate or retaliate against, any employee who in good faith makes a report, testifies or is about to testify in any proceeding involving child abuse or neglect on the basis of such report or testimony.
8. No employee of the Board of Education shall disclose the name of the person making a report of suspected abuse or neglect except to DCF, appropriate law enforcement personnel, or, in the event of an emergency, to other persons to the limited extent necessary to protect the health and safety of the child. Records containing the name of the person reporting suspected abuse or neglect shall be kept confidential to the extent permitted and required by law.

DCF Investigation

As part of the investigative process, the DCF social worker and social work supervisor may determine, based upon the nature of the referral, that an interview with the child needs to be conducted in the school setting. Interviewing in the school setting will be limited to emergency situations such as the following:

- ◆ There is probable cause to believe that a suspected child abuse/neglect victim is in need of emergency medical services; or
 - ◆ A child, who is a suspected sexual abuse victim will return upon leaving school to the care of the suspected perpetrator; or
 - ◆ There is probable cause to believe that a suspected abuse victim will be in imminent danger if returned home.
1. DCF and/or police personnel will be required to contact the building administrator or designee to request an in-school interview and schedule an appropriate time for the interview.
 2. DCF and/or police personnel will be required to provide the building administrator or designee with appropriate identification upon arrival at the school office.
 3. The school will provide an appropriate, private location for the DCF and/or police personnel to interview the child.
 4. The building administrator or designee must be present at the interview of the child by the DCF and/or police personnel as a witness.
 5. DCF and/or police personnel may have access to school records without obtaining permission of the child's parent(s)/guardian(s) as part of this investigation to the limited extent necessary to protect the health and safety of the child who is the subject of the investigation.
 6. DCF and/or police personnel are responsible for informing the parent(s)/guardian(s) prior to the in-school interview as appropriate.
 7. If during the interview/investigation, DCF and/or police personnel request a physical assessment or removal of clothing of the child, such assessment will be performed only by the school nurse or school medical advisor.
 8. Cooperation with DCF and/or police personnel request to interview the student in school will be provided whether or not the report of suspected child abuse or neglect was initiated by the school.
 9. DCF and/or police personnel will not be permitted to remove a child from the school building without parent permission in the absence of appropriate documentation indicating that DCF has acquired temporary physical custody of the child in question. In the event that the school is presented with a request from DCF and/or police personnel to remove a child from school without parental permission, the principal or designee will examine the documentation presented and make a copy for the child's file.

Retention of Child Beyond School Hours

1. If a DCF and/or police personnel do not arrive as scheduled or prior to school dismissal, the child may be retained beyond the end of the school day if there is reasonable suspicion that the child:
 - a. is in the need of further medical evaluation
 - b. is a victim of sexual abuse and will return to the care of the suspected perpetrator
 - c. is in the imminent danger of further harm if returned home
2. If the child is retained, diligent attempts must be made by the principal or his/her designee to contact the parent(s)/guardian(s).
3. The Director of Pupil Personnel & Special Education Services will be informed of the situation. Reporting by school personnel or suspected abuse or neglect of a person with mental retardation to the Office of Protection and Advocacy for Persons with Disabilities.

Signs of Abuse or Neglect

Abuse means:

- ◆ Willful infliction of physical pain or injury; or
- ◆ Willful deprivation by a caretaker of services which are necessary to the person's health or safety.

Neglect means:

- ◆ a situation where a person with mental retardation is living alone is not able to provide the services necessary to maintain his or her physical or mental health; or
- ◆ is not receiving necessary services from the caretaker.

Note: A caretaker means a person who has responsibility for the care of a person with mental retardation. This caretaker role can arise as a result of a family relationship or by the voluntary assumption for the care of the person with mental retardation, by contract or by order of a court of competent jurisdiction. Neither a guardian nor a conservator need to be a caretaker.

Reporting Procedures

A mandated reporter who has reasonable cause to suspect or believe that any person with mental retardation has been abused or neglected must report it to the office of Policy and Advocacy for Persons with Disabilities, 60B Weston Street, Hartford, Connecticut 06120-1551, (860) 297-4300 or 1-800-842-7303. For school district employees this would mean a student eighteen years of age or older who is being provided an educational program through the school district.

The report must be made within five calendar days of suspecting the abuse or neglect. It is acceptable for the mandated reporter to have another make the report. The report shall be followed up by a written report within five additional calendar days.

Other public school employees having reasonable cause to believe that a person with mental retardation is being abused or has been abused or neglected may report such information, in any reasonable manner, to the Director of the office of Policy and Advocacy.

No public school employee reporting suspected abuse or neglect shall be subject to reprisal or discharge from the school district because of his or her reporting.

Contents of the Report

All oral and written reports of suspected abuse or neglect of a person with mental retardation should contain, if known:

1. the name and address of the student;
2. a statement from the person making the report indicating his or her belief that such student is mentally retarded;

3. information supporting the supposition that such student is substantially unable to protect himself or herself from abuse or neglect;
4. information regarding the nature and extent of the abuse or neglect;
5. any other information which might be helpful in an investigation of the case and the protection of such student; and,
6. the name and address of the person reporting the suspected abuse or neglect.

Any school employee, whether certified or non-certified, who has reasonable cause to suspect that a child has been abused by a school employee must report the abuse immediately.

1. If the school employee reporting the suspected abuse is not a mandated reporter, that school employee should report the suspected abuse directly to the building principal or his/her designee. The building principal or his/her designee telephones the report of suspected abuse immediately to the Commissioner of the Department of Children and Families or a law enforcement agency, completes and submits a DCF 136 form, and notifies the Superintendent.
2. If the school employee reporting the suspected abuse is a mandated reporter, the mandated reporter phones the report of suspected abuse immediately to the Commissioner of the Department of Children and Families or a law enforcement agency, notifies the building principal or his/her designee and the Superintendent and submits a written report to the principal or his/her designee using a DCF 136 form.
3. The Superintendent or his/her designee shall immediately notify the parent that a report has been made. The Superintendent or his/her designee shall immediately begin to investigate the report, and normally should complete the investigation within two school days. If the Superintendent or his/her designee finds evidence of child abuse by a school employee, whether certified or non-certified, he or she must immediately notify the child's parent or guardian.
4. If after investigation, DCF notifies the Superintendent that it has reasonable cause to believe that a child has been abused by a certified school employee, the Superintendent shall suspend such employee with pay and continuation of benefits, as required by State law. Non-certified staff may be suspended either with or without pay and continuation of benefits in the discretion of the Superintendent. Such suspension shall remain in effect until the Board of Education acts pursuant to section 10-151 of the Connecticut General Statutes.
5. Within seventy-two (72) hours after the suspension of a certified school employee, the Superintendent shall notify the Milford Board of Education and the Commissioner of Education or his representative, of the reasons for and conditions of the suspension.
6. If the contract of a certified school employee is terminated as a result of an investigation of child abuse, the Superintendent shall notify the Commissioner of Education, or his representative, within seventy-two (72) hours after such termination.

Legal References: Connecticut General Statutes
2nd Revision Approved: October 10, 2000

Communicable Diseases

The Milford Health Department requires that each case of any disease listed here must be reported to the Director of Health or the school nurse. All communicable diseases must be reported to the school nurse or Health Director even if diagnosed over the weekend or over vacation. It is important to have this information so we can help prevent communicable diseases. For the guidelines on when your child can return to school for these and other ailments, please refer to *Illnesses* in this section.

Chicken Pox or Herpes Zoster
Conjunctivitis (Pink eye)
Fifth Disease
German measles
Head Lice
Influenza

Lyme Disease
Measles
Meningitis
Mononucleosis
Mumps
Ringworm of the scalp

Salmonella infections
Scabies
Streptococcal infections
Tuberculosis
Whooping cough

Food Allergy, 5141.25

The Milford Board of Education recognizes the increasing prevalence of potentially life-threatening food allergies among children. Effective management of food allergies in the school setting includes implementing strategies for avoidance of offending foods by allergic children and emergency planning to ensure prompt identification and treatment of allergic reactions that may occur. The Board supports the education of school personnel, students, and parents regarding food allergy management to maintain a safe school environment for allergic children.

Please refer to the *Managing Students With Food Allergies in School Procedure (ADM-P5141.25)* located on the website at www.milforded.org for more details on the process followed in our district.

Policy Proposed: March 12, 2002
Policy Approved: April 9, 2002

Administrative Regulations

The goal of the following administrative regulations is to assist an identified allergic student* in avoiding exposure to allergens. It is recognized, however, that the school district cannot guarantee the elimination of allergens from the school environment.

1. Recognizing that peanuts, peanut products, tree nuts and tree nut products can be associated with the most severe types of allergic reactions, every reasonable effort will be made so they shall not knowingly be used for instructional purposes.
2. Recognizing the need for reliable communications from all student locations to the school office, all schools shall have a facility specific communication system, such as a intercom, telephone or walkie-talkie, available to summon help to any location in an emergency during the time classes are in session. If an emergency occurs during an activity that takes place at a time other than when classes are in session, emergency medical services shall be utilized by calling (9) 9-1-1.
3. School personnel will not attempt to determine whether foods brought to school are safe for an allergic child to consume.
4. School personnel will implement, in collaboration with the school nurse, parent(s), and student a written plan for the avoidance of offending foods by an identified allergic student. This plan will be communicated to all personnel with whom the student has contact during the school day including the bus driver(s) if transportation is provided.

The school will endeavor to share the plan with substitute personnel. (Please refer to the *School Nurse's Role in Management and Emergency Planning*, available at each site.)

Recognizing the need for identified students to avoid specific allergens, the elements of a plan may include, but are not limited to, the following provisions, as may be warranted by the needs of the individual identified allergic student:

- A. The provision to provide parents, staff, and students with detailed information regarding the known ingredients of the school lunch upon request.
- B. The provision of an identified allergen-free table in the school cafeteria which is thoroughly washed prior to the first lunch shift and in between lunch shifts.
- C. The provision for washing classroom desktops as necessary to remove identified allergens.
- D. The provision for staff and students who have been in contact with an allergen to wash thoroughly before resuming contact with an allergic student.
- E. The provision where feasible, on field trips, if an allergic student will eat lunch/snacks other than those brought from home, for the menu to be reviewed by the parent prior to the trip to determine whether the child may eat the food. If the parent is unable to make the determination, or the menu is unavailable, the parent will send a safe food on the trip with the student. High school students may be able to make their own safe choices. Epinephrine, provided by the parent, shall accompany the allergic student on field trips and be readily available. A communication system for calling an EMS shall be available at all times on field trips.
- F. The provision for all classroom lessons in art, home economics, mathematics and other subjects that use food for instructional purposes to not knowingly include offending foods when an allergic student is present.
- G. The provision for epinephrine to be available as required by the severity of the student's allergy.

Milford Health Department
Position Statement Regarding Management of Food Allergies in Schools

II. School Nurse's Role In Management and Emergency Planning:

1. A written emergency plan will be established by the nurse in conjunction with the parent, student, the student's health care provider who has documented the food allergy, and school personnel to be followed in the event that an allergic student ingests, or believes he/she has ingested, an offending food. The school nurse shall instruct appropriate school personnel regarding the emergency plan. Such instruction shall include the use of both indoor and outdoor emergency drills. (The allergic child shall not participate in the drills). The plan will be reviewed annually and revised as needed.
2. Require that the parent obtain and provide to the school medications ordered by the student's physician to treat an allergic reaction. When medication is ordered in school for a student, the parent shall provide a supply for use in school. Students, with permission of the parent and physician and a nursing assessment to self-administer, are encouraged to carry their epinephrine with them on their person at all times.
3. Train qualified teachers to administer the student's medication in the absence of the nurse, including on field trips. The nurse will instruct the student in self-administration of medication when appropriate.
4. Epinephrine will be immediately available in the emergency first aid box at each school to be administered according to the emergency medication protocol prescribed by the School Medical Advisor in the event that the student's own epinephrine prescription is unavailable. The nurse shall be immediately available to administer epinephrine when indicated. Alternatively, in the absence of the nurse, a qualified principal or teacher shall be immediately available.
5. Identify children with food allergies. The nurse will follow Milford Health Department procedure (attached) for identifying food allergies in students. The nurse shall alert the appropriate teachers (including specialists and resource staff), paraprofessionals, and cafeteria personnel to students at risk for a severe allergic reaction. Parents shall be asked to provide photographs to be kept in the cafeteria office and school health office to help cafeteria personnel and nursing personnel identify allergic children. In addition, the school nurse shall provide annual instruction for all school personnel regarding recognition, prevention, and treatment of food allergies as referenced in the above background information. Teachers of food allergic children shall receive student-specific instruction to give epinephrine to those students.
6. Work with the parent, student, and school personnel to develop a written plan for avoidance of offending foods by the allergic student. Children with food allergies shall be instructed by their parents and by the school nurse regarding the food(s) to avoid, and should not share or trade lunch or snacks. At the elementary school level, the teacher or school nurse shall instruct classes that have children with food allergies that foods must not be traded or shared.
7. School nurses will not attempt to determine whether foods brought to school are safe for an allergic child to consume.

Head Lice

If parents discover their child/children have head lice, they are asked to notify the school nurse so other parents can be notified. Parental cooperation will help protect all children, including yours.

Policy regarding Pediculosis (Head Lice) Control, (5141)

Control of pediculosis (head lice) depends on case finding, proper administrative handling of the case and prevention of spread. Transmission may be occurring outside of school and be identified only in the school.

1. Parents of students in grades K-8 shall be routinely informed of the potential transmission of head lice among students.
2. When a case of pediculosis is reported, control measures shall be instituted by the school nurse and the school principal shall be notified.

3. The school nurse shall examine a student's hair and scalp when pediculosis is suspected.
4. When pediculosis is identified, the student shall be sent home from school with a letter containing recommendations for treatment.
5. Notification will be sent to parents of the student's classmates concerning the presence of pediculosis in the class.
6. Before readmission to school, the student's hair and scalp shall be checked by the school nurse. The parent/guardian must provide proof of treatment with a pediculocide shampoo (the empty bottle).
7. If a student has live lice in the hair, he/she will be dismissed home.
8. If a student has persistent nits in the hair, the school nurse will refer him/her to their health care provider.

Health Services

A licensed Registered Nurse (R.N.) is on duty at school during normal school day hours. The nurse is available for health counseling and health emergencies. Students who are ill are asked to request a pass from their classroom teacher to visit the nurse. If medical treatment or dismissal from school is necessary, the student's parent or guardian will be notified. If a student is too ill to remain in school, arrangements will be made with a parent or guardian to ensure a safe return home. Before admission to the Milford Public Schools, all new entrants must have a physical examination within one year and proof of immunization against:

- ◆ IPV/OPV (Poliomyelitis)
- ◆ MMR (Measles, Mumps, and German Measles)
- ◆ DTaP (Diphtheria, Pertussis, Tetanus)
- ◆ Hepatitis B
- ◆ Chicken Pox (Varicella)

A tuberculosis skin test (Mantou Test) is required for all students entering from another country.

Parent/Student Responsibility

All students must submit an emergency card at the beginning of the year that will have current emergency contact numbers and indicate the student's special health needs. Parents should inform their student of their work numbers as well as two numbers of neighbors/friends/relatives that may be used as emergency numbers. These emergency numbers do not have to be home numbers and may be work numbers. This is of the utmost importance for your child's safety and well-being.

Homebound

This program provides tutors to students who cannot come to school for physical, psychological, or emotional reasons. Before such a special homebound program can be implemented, medical and other determining factors are taken into account, and a special individualized program is developed. The cooperation of teachers, parents, administrators, school nurses, physicians, agencies, clinics and pupil personnel staff members is involved in setting up such a program. In many cases, the pupil planning team (PPT) is the agency for such cooperation. A teacher is sent to the home, or agreed upon location, to help the student until he/she is able to return to school. The tutor is responsible for grading during the homebound period. Unless otherwise arranged, homebound must be reviewed every 3 weeks by the primary care provider.

Illness

Parents and guardians of elementary school students who remain home due to illness are asked to phone the school within the first half-hour of the school day. Students who become ill during the day must report to the school nurse to be excused from school.

Deciding whether a child should go to school or not is sometimes difficult. In the interest of the health of your student's classmates, we suggest children stay home if they show any of these signs or symptoms:

Fever	Ear ache
Skin rash	Bleeding
Swollen glands	Vomiting
Eye irritation	Diarrhea
Dizziness	Swelling of bones or joints
Sore throat	Cold chills

Or any other diagnosed communicable disease

Return to School Guidelines

Chicken Pox: Child may return to school 5 days after the first appearance of vesicles, provided that all lesions are dry and scabbed.

Conjunctivitis: Child is excluded from school with a referral to their physician. The child may return to school with a note from their physician stating that they no longer have an active infection.

Fever: Child may return to school after the temperature has returned to normal, and child has been fever free for 24 hours.

Impetigo: Child is excluded from school with a referral to their physician. The child may return to school with a note from their physician stating that they no longer have active infection.

Lice: Child may return to school after demonstrating proof of use of a lice-killing shampoo (pediculocide). The treatment must be repeated in 8-10 days after the initial treatment. The school nurse will examine the child's hair for the presence of lice or nits. The child will not be allowed to re-enter school if live lice are present.

Scabies: Child is excluded from school with a referral to their physician. The child may return to school with a note from their physician stating that they no longer have active infection.

Strep: Child may return to school 24 hours after systemic antibiotic treatment is initiated, provided that the child is afebrile.

Scarlet Fever: Same as for strep.

Tonsillitis and Pharyngitis: Child may return to school if not acutely ill, afebrile and feeling otherwise well.

Tuberculosis, (latent): Latent tuberculosis infection is defined as *M. tuberculosis* infection in an individual who has a positive tuberculin test (also known as a PPD test), however no physical findings of disease and a normal chest X-ray or a chest X-ray that reveals evidence of healed infection.

After receiving medical clearance from their physician and/or the Milford Health Department, children with latent tuberculosis infection can participate in all school activities whether they are receiving treatment or not.

Tuberculosis, (active): Active tuberculosis disease is defined as disease in an individual with infection in whom signs, symptoms, or radiographic (X-ray) manifestations caused by *M. tuberculosis* is apparent. Individuals diagnosed with active tuberculosis disease have the potential to transmit *M. tuberculosis* to other people.

After receiving medical and public health clearance from their physician and the Milford Health Dept., children with active tuberculosis can return to school and resume regular activities as soon as medication therapy has been instituted and there is an ongoing monitor of adherence to the medication treatment plan.

Insurance

All students may purchase accident insurance for a moderate cost. Application forms are distributed by the homeroom teachers at the beginning of the school year.

Medical Information Change

Many times you may become ill, sustain an injury, have an operation or surgical procedure, obtain a new prescription for new glasses or lenses or receive an immunization booster during school vacations. You must inform the nurse so your medical information can be updated and, when indicated, appropriate staff can be notified.

Pesticide Use

The Milford Board of Education maintains an Integrated Pest Management (IPM) system to control structural and landscape pests that pose significant hazard to people, property, and the environment. IPM procedures determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical means. Chemical controls (i.e. pesticides) are used as a last resort after consideration of the full range of alternatives.

By this notice, parents/guardians are informed of the District's pest management policy and have an opportunity to register a request for advance notification of every pesticide application. Contact your school office to register.

Whenever it is deemed necessary to use a chemical substance, the school will provide notification to all parents and staff who have registered for advance notification in conformity with state statutes. Parents/guardians and staff requesting advanced notification will be notified of the date of such use by any method practicable. Notices will also be posted in designated areas at the school at least 24 hours prior to the application, except in case of an emergency.

Sexual Harassment, 5145.5

It is the policy of the Milford Board of Education that sexual harassment is unacceptable and will not be tolerated among members of the Board, employees or students of the Milford Public Schools whether that harassment is student to student, student to staff, staff to student, or staff to staff. Sexual harassment by volunteers or other non-school personnel doing business with the Milford Public Schools will also not be tolerated. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees, students and the public.

Should sexual harassment be alleged, it is the policy of this Board that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the alleged harassment, and that the problem, concern shall be appropriately addressed.

Definition

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual and physical conduct of a sexual nature, made by someone from or in the work or education setting. Sexual harassment occurs when:

- A. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- B. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- C. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- D. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities, available at or through the educational institution.

Examples in the Employment Setting Include but are not Limited to:

- A. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assaults, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures or cartoons.
- B. Continuing to express sexual interest after being informed that the interest is unwelcome.
- C. Coercive sexual behavior used to control, influence, or affect the career, salary and/or work environment of another employee, such as threats of reprisal; implying or withholding support for an appointment, promotion, transfer, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
- D. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).
- E. The deliberate or careless creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive working environment.
- F. Inappropriate attention of a sexual nature from peer(s), i.e. student to student, employee to employee.
- G. It is understood that any sexual or romantic relationships between employees of the Board and students are highly inappropriate and unacceptable, whether or not they constitute sexual harassment as defined in this regulation.

Examples in the Educational Setting Include but are not Limited to:

- A. Unwanted touching, verbal comments, sexual name calling, gestures, jokes and spreading sexual rumors.
- B. Female students in predominantly male classes being subjected to sexual remarks.
- C. Teasing a male student about his enrollment in a Home Economic class.

Complaint Procedures

If a student or employee believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.

As soon as an employee or student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to his or her supervisor, site administrator, counselor, teacher, Title IX Coordinator, or the Personnel Director. The complaint should state the name of the complainant and the date of the complaint, the date of the alleged harassment, the name or names of the harasser or harassers, where such harassment occurred, and a detailed statement of the circumstances constituting the alleged harassment.

Any employee or student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.

If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.

All complaints are to be forwarded immediately to the Title IX Coordinator or Personnel Director unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent.

If possible, within five (5) working days of receipt of a written complaint, the complainant shall be supplied with a copy of this Policy and Procedure when necessary in order that he or she will be made fully aware of his or her rights and the Board's procedure for handling the complaint.

If possible, within five (5) working days of receipt of the complaint, the Title IX Coordinator or personnel administrator handling the complaint shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator may consult with individuals reasonably believed to have relevant information, including the complainant and the alleged harasser, the site administrator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist.

The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.

The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all other directly concerned.

If the complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Superintendent shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include reassignment, transfer, suspension, expulsion, disciplinary action or discharge from employment.

The harasser and any other employees/students, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be taken.

All employees and supervisors shall be provided copies of the Board of Education policy concerning sexual harassment and the policy will be reproduced in all employee and student handbooks.

Nothing in this policy shall be deemed to override inconsistent but applicable provisions of any collective bargaining Agreement between the Board and an employee bargaining unit.

Legal ref: Connecticut General Statutes
Policy adopted: March 9, 1993

Suicide Prevention and Intervention, 5141.5

1.0 SCOPE

- 1.1 This procedure/policy discusses the process for the Milford Board of Education to follow regarding suicide prevention and intervention.

2.0 RESPONSIBILITY

Director of Pupil Personnel

3.0 APPROVAL AUTHORITY

- 3.1 Director of Pupil Personnel

4.0 DEFINITIONS

- 4.1 CIT: Clinical Intervention Team. The CIT consists of: School Principal, School Nurse and at least one of the following: School Psychologist, School Social Worker or School Guidance Counselor.
- 4.2 Suicide Ideation: The capacity of forming thoughts of suicide.
- 4.3 PPS: Pupil Personnel Service
- 4.4 PPT: The interdisciplinary team of educators and parent(s)/guardian(s) that make decisions regarding a child's special education program.

5.0 PROCEDURE

- 5.1 Response to any suicidal ideation or attempted suicide by a student, whether or not a medical emergency, the following procedure will be undertaken:

- 5.1.1 When students are identified as possibly at risk for suicide, the CIT immediately is contacted. The CIT is then responsible for collectively assessing the student's health and mental status and the level of risk or lethality involved. When a referral is made to the team, team members will immediately confer to:

- 5.1.1.1 Share relevant data about the student and/or situation;

- 5.1.1.2 Develop a preliminary assessment plan; and

- 5.1.1.3 Identify specific responsibilities of team members in the assessment process.

- 5.1.2 A member of the CIT will contact the parent/guardian and the person who identified the student as possibly at risk for suicide as soon as possible to share all pertinent information.

- 5.1.3 If the student remains at the school, under no circumstances should he/she be allowed to be alone or go home alone. The student must be released only to a parent/guardian or other responsible adult.

- 5.1.4 A staff member will notify the parent/guardian and request that they come to the school immediately. The following points should be covered in the meeting with the parent/guardian:

- 5.1.4.1 The seriousness of the situation.

- 5.1.4.2 The need for immediate outside professional help.

- 5.1.4.3 The need for continued monitoring.

- 5.1.4.4 A request for parent/guardian to sign a "Transfer of Confidential Information Release form (PPS-F012) between the school and the facility to which the student will be taken, the student's therapist and other individuals as appropriate.

- 5.1.4.5 The parent/guardian will review and sign the "Exit to Release to Parent/Guardian" form (PPS-F010).

- 5.1.4.6 A member of the CIT will contact parent/guardian immediately regarding what action occurred to date.
 - 5.1.5 If reasonable attempts to reach the parent/guardian, or other responsible adult in whose custody the student may be released are not successful, the case will be treated as a medical emergency and arrangements will be made to contact the Milford Police Department.
 - 5.1.6 The parent/guardian will meet with administration and members(s) of CIT to discuss intervention strategies and to view and sign the “Re-entry” form, (PPS-F011).
 - 5.1.7 Upon return to school, the child may be referred to the planning and placement team process.
 - 5.1.8 If, as a result of suicidal activity, a need exists for changes in the student’s program, the school’s planning and placement team will convene and consult with the student’s mental health professional, the parent(s)/guardian(s), appropriate outside facility staff members and, if feasible, the student to plan the student’s educational program. When necessary, continued supervision will be implemented.
 - 5.1.9 In the event of a severe suicidal attempt that impacts the school community, the CIT should be mobilized to assess and meet the psychological and emotional needs of students and staff who may have witnessed or been aware of the attempt.
 - 5.1.10 The Suicide Intervention Form (PPS-F008) will be completed by a CIT member and submitted to the Director of Pupil Personnel Services within twenty-four (24) hours.
 - 5.1.11 Failure on the part of the family to take seriously and provide for the safety of the student in case of potential suicide will be considered emotional neglect and reported to the Department of Children and Families. (cf. 5141.4 – Child Abuse and Neglect). In addition, if school staff has reason to believe that the circumstances surrounding the student’s contemplation of or attempt at suicide are related to abuse or neglect, the staff member must report the matter as specified under statute and board policy.
- 5.2 If a staff member has become aware of a potentially suicidal student after school hours, he/she should contact administration first to determine the next steps to take including:
 - 5.2.1 Contacting the parent(s)/guardian(s)
 - 5.2.2 Contacting the appropriate administrator
 - 5.2.3 Contacting the police
 - 5.3 The staff member shall take steps to ensure that the student in question is not left alone.
 - 5.4 Principal will immediately mobilize the CIT members the next school day.
 - 5.5 If suicide by a student or staff member occurs, the Superintendent of Schools shall be notified immediately.
 - 5.5.1 Mobilize the Crisis Team
 - 5.5.1.1 All requests for information will be directed to the Superintendent or designee.
 - 5.5.1.2 The building principal with the crisis team staff will plan and implement an Action Plan (PPS-F009). The Director of Pupil Services will be advised of this plan and coordinate resources, if necessary.

5.5.1.3 The Action Plan may include provisions for group discussions as well as individual sessions with students and staff. A student with a history of suicidal ideation or attempts should be provided psychological triage and provided appropriate supports.

5.5.1.4 Following a suicide, the atmosphere in school can be a critical factor in preventing additional suicides. Some students will be affected more than others, and the impact might surface in different ways. Students should be allowed to discuss their feelings of loss without embarrassment but should not be forced to participate in such discussion. Any discussions of a suicide should be tailored to the age, maturity and needs of the student(s) involved.

8.0 REVISION HISTORY

Date, Description of Revision:

02/27/2006 A Initial Release

*****End of procedure*****

Who to Call for Outside Help

General Info..... 211

Al-Anon/Alateen 1-800-356-9996
Milford Health Department 783-3285
Rape Crisis Center of Milford 878-1212

Emergency Services

Police Department 878-6551
American Red Cross 874-2531
Crisis Information & Suicide Hotline 1-800-203-1234
Griffin Hospital Psychiatric Crisis Team 203-732-7541

Child Care

Milford Youth and Family Services 783-3253
Milford Police Department Youth Bureau 878-6304
Dept. of Children and Families:
Div. of Children’s Protective Svcs, 24-hour hotline..... 1-800-842-2288

PARENT INVOLVEMENT

Caring for the children we share

Parent Involvement: 1110

The Milford Board of Education believes that the way schools care about children is reflected in the way the schools care about the children's families. It is, therefore, essential that educators view the family as well as the community as partners with the school in children's education and development. We recognize that education is a shared responsibility and that the best results come when school, family and community work together.

We believe, as research demonstrates, that developing a School/Family/Community Partnership increases parent involvement and can help all students succeed.

The Board recognizes the need for our schools to provide opportunities for various types of family involvement. We encourage each school to develop and support activities consistent with the State Department of Education's Position Statement on School/Family/Community Partnership which identifies at least six types of family involvement as listed below:

1. **Parenting:** Help all families establish home environments which support children as students.
2. **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. **Volunteering:** Recruit and organize parent help and support.
4. **Learning at Home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.
5. **Decision-Making:** Include parents in school decisions, developing parent leaders and representatives in an advisory capacity.
6. **Collaborating with Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.

The Board of Education School/Family/Community Partnership Committee, with the Superintendent, will develop and promote a long range framework for parent involvement to enhance student learning and well-being in Milford's schools, homes and community. This committee will report annually to the Board of Education on parent involvement.

Policy proposed: March 9, 1994

Policy approved: April 14, 1998

Parent Teacher Association (PTA)

Parent Teacher Organization (PTO)

All public schools in Milford have organizations in which interested and involved parents and teachers can come together and participate in activities that support students. Among the most prevalent are the **Parent Teacher Assoc.** (PTA) and the **Parent Teacher Organization** (PTO). Although the type of work accomplished within each PTA or PTO may differ from school to school, the common goal of all units is to create and enhance programs for our children. Additionally, relating specifically to the PTA, the groups work to make their voices heard through powerful political alliances on the state and federal levels, in the name of child welfare and on educational issues.

PTA/PTO Presidents, 2011-12

ELEMENTARY SCHOOLS

Calf Pen Meadow	PTA	Joanna Piscitelli	cpmpta@snet.net
	PTA	Maureen Whelan	mkrpw@aol.com
JFK	PTO	Terri Deveny	tdeveny63@gmail.com
	PTO	Betsy Wynnicks	wynnicks@optonline.net
Live Oaks	PTA	Barbara Visocchi	barbara.visocchi@cbmoves.com
Mathewson	PTA	Cathy Berni	cberni@sbcglobal.net
	PTA	(open)	---
Meadowside	PTA	Laura Katz	bean500@sbcglobal.net
Orange Avenue	PTA	Julie Gossage	jcgossage@gmail.com
Orchard Hills	PTA	Lauri Ross	laross@optonline.net
Pumpkin Delight	PTA	Sharon Paredes	sharonruns@yahoo.com

MIDDLE SCHOOLS

East Shore	PTA	Shelby Keller	sredmond@snet.net
Harborside	PTO	Elizabeth Capobianco	elizabethcap@optonline.net
West Shore	PTA	Maria Bravo	msbravo7@aol.com
	PTA	Alison Soto	Alisoto810@gmail.com

HIGH SCHOOLS

One Voice ~ HS PTSA	PTSA	Ileane Kaczynski	crazeeks@msn.com
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MILFORD COUNCIL OF PTAs

President	PTA Council	Kathy Bonetti	bonetteworld@gmail.com
1st Vice President	PTA Council	Ileane Kaczynski	crazeeks@msn.com
2nd Vice President	PTA Council	Melissa Wunder	melissawunder@yahoo.com
Treasurer	PTA Council	Cathy Berni	cberni@sbcglobal.net
Recording Secretary	PTA Council	Karen Fernandez	Kef63@optonline.net

MAGE

For the parents of children who are participants in the Milford Gifted and Enrichment Program, this specialized group works to raise funds and conduct get-togethers for its members. Since parents with children in this specialized program often face unique situations with regard to student learning, this group serves as a sounding board for them in which to ask questions or get advice.

SEPTA NETWORK

SEPTA Network provides vital information and support to parents of children with special needs through forums, discussion groups and workshops. SEPTA Network helps parents to understand education issues to ensure compliance by their child's school for parents seeking more effective educational results. Additional information can be found at the organization's website: www.septanetwork.org.

PTA COUNCIL

The Milford Council of PTAs serves as the districtwide organization where each individual parent-teacher chapter in Milford is represented by one or more school delegates or designees. Work conducted here includes the collaboration and development of strategic programs for the betterment of the entire district. A unified platform of issues to be brought to the state and federal level is created here, as well.

The PTA Council meets monthly at a school on a rotating basis. Meetings are typically held the third Thursday of each month (with a few exceptions due to holidays, scheduling conflicts, etc.). Delegates from each school attend, as well as

the Council's Board members and the Milford Board of Education PTA Liaison. Dates are current at the time of this publication. You should confirm meeting times/locations on the districtwide website calendar just prior to the meeting.

Milford PTA Council Calendar Dates, 2011-12

- September 27, 2011
- October 25, 2011
- November 17, 2011
- December 2011..... No meeting
- January 19, 2012
- February 16, 2012
- March 15, 2012
- April 12, 2012
- May 16, 2012
- June 2012 President's Roundtable (TBA)

Community Collaborations

Milford has established strong partnerships with many community members, organizations, and local corporations for the benefit of children and youth in our city. We look forward to continuing these relationships and building new ones in the coming year. Please use the following list as a starting point in your search for information when looking for assistance.

Beth-El Shelter

90 New Haven Avenue, Milford 06460
876-0747

Milford Dept. of Human Services

150 Gulf Street, Milford 06460
783-3253

Big Brothers/Big Sisters of SW Connecticut

2740 Fairfield Avenue, Bridgeport, CT 06605
1-800-240-7186

Milford Fire Dept.

72 New Haven Avenue, Milford 06460
www.ci.milford.ct.us

Boys & Girls Club of Milford

14 Benham Avenue, Milford 06460
500-6301

Milford Health Dept.

82 New Haven Avenue, Milford 06460
783-3285

Bridges ... A Community Support System

949 Bridgeport Avenue, Milford 06460
878-6365

Milford Hospital

300 Seaside Avenue, Milford 06460
876-4000

Girl Scouts Housatonic Council

87 Washington Avenue, Bridgeport, CT 06604
334-3145

Milford Police Dept.

430 Boston Post Road, Milford 06460
www.ci.milford.ct.us

**Mayor's Committee for People
With Disabilities**

www.ci.milford.ct.us

Milford's Promise

P.O. Box 3468, Milford CT 06460
490-9160

Milford Collaborative

949 Bridgeport Avenue, Milford 06460
876-7535

Milford Public Library

57 New Haven Avenue, Milford 06460
783-3290

Milford Recreation Dept.

70 West River Street, Milford 06460
783-3280

Milford Youth and Family Services

150 Gulf Street, Milford 06460
783-3253

PATH: Parents Available to Help

P.O. Box 117, Northford, CT 06472
1-800-399-PATH

Rape Crisis Center

70 West River Street, Milford 06460
878-1212 (24 hr. hotline); 874-8712 (non-emergency)

Salvation Army

Ledyard, CT
1-860-543-8406

TEAM

30 Elizabeth Street, Derby, CT
736-5420

United Way of Milford

20 Evergreen Avenue, Milford 06460
874-6791

Woodruff Family YMCA

631 Orange Avenue, Milford 06461
878-6501

PRIVACY/CONFIDENTIALITY

Policies relating to Student Records, Information, and Photographs

Student Records, Confidentiality, 5125

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

Safeguards as required by federal and state laws shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto.

For the purposes of this policy:

Parent means a natural parent, an adopted, or a legal guardian. If parents are divorced or legally separated, both the parent granted custody and the parent not granted custody of a minor child will have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order or other legally binding document relating to separation, divorce or custody that specifically prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student.

Student record means any item of information related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, tapes, film, microfilm or other means. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record.

Student record shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

Substitute means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

The Superintendent shall develop procedures providing for the following:

1. Annually informing parents and eligible students currently in attendance of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise authorized by the law; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the

criteria for determining which parties are “school officials” and what the school considers to be a “legitimate educational interest”; and a specification of the personally identifiable information to be designated as directory information.

4. Maintaining the record of disclosures of personally identifiable information from a student’s education records and permitting a parent or eligible student to inspect that record.
5. Providing a parent with an opportunity to seek the correction of the student’s education records through a request to amend the records or a hearing, and permitting the parent or an eligible student to place a statement in the education records of the student if the parent or eligible student wishes to clarify or disagree with the student’s education records.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Procedures and schedules for record retention and disposal will be maintained in accordance with federal and state regulations.

Legal Reference: Connecticut General Statutes
Policy adopted: December 13, 1994
Revision adopted: July 9, 1996

Directory Information

1. The following student information is declared to be directory information:
 - A. Name
 - B. Address
 - C. Telephone Number
 - D. Date and place of birth
 - E. Major field of study
 - F. Participation in officially recognized activities and sports
 - G. Weight and height of members of athletic teams
 - H. Dates of attendance
 - I. Degrees, honors and awards received, including names of students who achieve the state goal on the Connecticut Academic Performance Test (CAPT)
 - J. Most recent previous public or private school attended by the student
2. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.
 - A. The school shall allow a reasonable period of time after such notice has been given for a parent or guardian to inform the custodian of student records that any or all of the information designated should not be released without the parent’s or guardian’s prior consent.
 - B. No directory information shall be released regarding any student when a parent or guardian has notified the school that such information shall not be released.

Revision Proposed: June 11, 1996
Revision Adopted: July 9, 1996

On-Campus Recruitment, 5145.14

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, the high schools of Milford shall provide the same directory information and on-campus recruiting opportunities to representatives of the Armed Forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education. Parents have the right to request directory information not be released to military recruiters or institutions of higher learning. Parents shall receive this notification annually in this handbook.

The Board shall also provide full access for the recruitment of students by regional vocational technical schools, regional vocational agricultural centers, interdistrict magnet schools, trade schools, charter schools and inter-district student attendance programs. For schools or programs listed in this paragraph, directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained majority status.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Superintendent by filing a written request with the Superintendent of Schools.

Legal Reference: Connecticut General Statutes
Policy Proposed: July 9, 2002
Policy Adopted: July 9, 2002

Photographing of Students

Occasionally, photographs or videos are taken in classrooms to illustrate an aspect of the curriculum or as a visual depiction of a specific program. These photographs or videos can be used as part of a presentation to the Board of Education, teachers, parent groups and community organizations. At times, photographs concerning school events can be placed in local newspapers.

If you object to having a photograph or video of your child used in the manner described, you must check off the appropriate box on the handbook Acknowledgement of Receipt sheet sent to all parents/guardians at the start of the school year.

SPECIAL EDUCATION

Serving Students With Special Needs

The Milford Public School system provides specialized educational programs to address the wide range of intellectual, emotional and behavioral challenges of a diverse student population.

Gifted/Enrichment Services

Elementary and Middle School

The Milford Gifted/Enrichment Program is a Special Education program for gifted children in grades 4-8. Gifted students are defined as children possessing well above average ability (capable of higher order thinking involving analyzing, synthesizing and evaluating), task commitment and motivation to think metacognitively at a high level with creativity and maturity.

The identification of gifted students is an extended and comprehensive process. Each fall, teachers of the Gifted/Enrichment Program visit classrooms to observe potential candidates. Classroom teachers begin to compile a portfolio of specific subject areas for review by the Selection Committee. Information packets on each nominee, completed by the classroom teacher, are forwarded to the Selection Committee by the end of March. The Selection Committee convenes in April and makes final selections in May. Parents, students and home schools are notified of selection in June and invited to attend an orientation meeting designed to help familiarize students and their families with the Gifted/Enrichment Program.

School Readiness

The Milford Public School system provides services to preschool children and actively supports community-based early childhood education efforts. The following services are available to children of preschool age living in Milford.

Developmental Screenings

Any parent with concerns about the development of their 3- or 4-year old child is encouraged to bring the child in for a Developmental Screening. This service is available free of charge to families who request a screening. Please contact the Pupil Personnel Office at 783-3453 for more information.

Preschool Programs (Spec. Ed.)

Free preschool programs are available to children ages 3-4 with special education needs. At-risk and typically developing children (as determined by a developmental screening) can apply for admission to these programs on a space-available basis. Tuition for at-risk and typical children is on a sliding scale basis. Please contact the Pupil Personnel Office at 783-3453 for more information.

Ready to Learn Program

The Ready to Learn Program provides day care for 3- and 4-year old children who live in the Pumpkin Delight and JFK Elementary School districts. To be eligible, both parents must work (or be enrolled in a training program) and must require a minimum of 6 hours of care per day for their child. Tuition is based on a sliding scale.

Foran High Child Learning Center

Working with professional staff, high school students with an interest in early childhood education offer full time child care to 3- and 4-year old children. This program follows the school calendar and is a fee-based program. Contact: Susan Tummins at Foran High, 203-783-3596.

The Family Resource Center

Staffed by certified Parent Educators, the Family Resource Center provides home visits, center-based services and playgroups for infants through preschool-aged children. While there is a fee for playgroups, other services are free. Contact: Peggy Kelly, Director, 783-3627.

Birth to Three

This program, operated by the Connecticut State Department of Education, is a resource for any parent with concerns about their child's development. Contact: (800) 505-7000. Milford Public School staff meet with Birth to Three staff and family for a transition meeting to plan steps necessary to determine if the student has continued need for special education services after age 3.

Kid's Count

This community-based organization is comprised of education, social service, health and business organizations. Its mission is to ensure that all Milford children enter school ready to learn. To reach this goal, Kid's Count provides scholarships for Milford children who attend preschool in Milford. Please contact the Pupil Personnel Office for more.

Special Education Services

IDEA and Section 504

Milford offers a wide range of services for children from ages 3 to 21 who have challenges that require specialized education instruction.

Two federal laws that help protect the rights of students with disabilities are the IDEA Act (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973, (sometimes referred as "Section 504").

IDEA provides federal funding to states to help guarantee special education and related services to eligible students. IDEA has 4 main parts:

Section 504 prohibits discrimination against any person with a disability by any federally funded agency or organization. It requires states to provide accommodations for eligible 504 students to provide equal access to educational programs.

The process through which children are identified and appropriate supports and services are provided may begin with a developmental screening prior to entering kindergarten. The process may also be initiated at any time a child experiences cognitive, emotional, or behavioral issues that impede his or her success in a regular education classroom. Milford employs a team-centered approach to service delivery. Team members, representing a variety of professional disciplines, work to develop accommodation plans that meet the diverse needs of individual students.

Planning and Placement Team (PPT)

The Planning and Placement Team ensures that all children requiring special education and related services shall receive these services and is responsible for the following:

- the evaluation of referred children
- determination of eligibility
- meetings to develop, review, and/or revise Individualized Education Programs (IEPs)
- re-evaluation conducted on a regular basis

Planning and Placement Teams are comprised of parents, school administrators, classroom teachers and other professional staff which may include:

Special Education Teachers. Special Education teachers are educators who have been certified in Special Education. Teachers work in resource rooms with students who are able to stay in the Least Restrictive Environment (LRE) for most of the school day, but require additional support services in order to be successful. Other special education teachers work in individualized programs with students who have moderate to severe learning and cognitive abilities, social, emotional and/or behavioral difficulties.

Social Workers. The school social workers are an integral part of the pupil personnel team. They focus on evaluating and interpreting student behavior. They will assist students, parents and school staff members in developing strategies to increase the value of the instructional programs. They provide individual and group counseling during the school day and work with parents and staff. A part-time substance abuse counselor/social worker is assigned to both high schools.

School Psychologists. School psychologists are responsible for all psycho-educational evaluations required by law to identify children requiring special services. They attend all PPT meetings at which educational and counseling plans are made for designated students and provide counseling to individual children and small groups as mandated by the PPT. A large part of their time is devoted to consultation with staff members and parents on behalf of improving educational opportunities for students.

Speech, Language Pathologists. The speech and language pathologists provide diagnostic assessments and therapy for students with difficulties in speech and language that interfere with their academic progress. They are available to help teachers adjust the classroom program to meet students' needs, and work with parents to encourage carry-over at home to enhance growth in the speech and language area.

Paraprofessionals. A paraprofessional is an individual assigned to special education and to compensatory education for remedial assistance, and to classrooms to assist with large class sizes.

Procedural Safeguards

A document known as Procedural Safeguards Notice is given to the parent(s) of a child a minimum of one time per year and when:

- ◆ A child is initially referred for evaluation
- ◆ A parent requests an evaluation or requests a copy of the procedural safeguards
- ◆ A hearing is requested or a complaint has been filed for the first time in a school year; or
- ◆ A decision is made to remove a child from school because a school rule was violated and the removal is a change in placement.

Procedural Safeguards explain, in detail, all of the steps that need to be taken to ensure your child is receiving the appropriate services he/she needs, in full compliance with state and federal law.

Grievance Procedure

The Milford Public Schools has grievance procedures for any individual who wishes to file a complaint with the district under Section 504 of the Federal Rehabilitation Act of 1973. This statute ensures that no individual will be discriminated against based upon a disability, as that term is defined by the law. It also provides that any student with a disability who qualifies under Section 504 and needs or is believed to need accommodations, modifications or services not available through existing programs is entitled to receive a free, appropriate public education.

Any complaints about facilities or services offered by the Milford Public Schools may be filed with the Director of Pupil Personnel Services at 70 West River Street, Milford, CT 06460 or contacted at (203) 783-3410. A form for these purposes is available on request from the Director of Pupil Personnel Services and can also be found on the district website at www.milforded.org.

Any complaint must set forth the name of the person(s) or group making the complaint; whether the person(s) represents an individual or a group; whether the complainant has discussed the problem with the site administrator; and a summary of the complaint and suggested solution(s). If you have any questions about this grievance procedure or would like more information, please feel free to contact the Office of Pupil Personnel Services or the building principal. A complete copy of these grievance procedures is available on the district's website at www.milforded.org.

STUDENT ASSESSMENT

Marking periods, Standardized tests, and Reporting scores to Parents

Throughout the year, student progress is measured by a variety of testing tools, including universal screenings three times a year in reading, writing, and numeracy. In the classroom, teachers evaluate learning through daily classroom assignments, homework, progress monitoring, quizzes and tests. Standardized testing allows us to assess student learning on a broad scale and enables us to use this information in improving curriculum, teaching methods and techniques. Testing allows schools to identify and address the needs of individual students, whether it is to provide greater challenge to some or remedial support to others.

In response to current demands for an educated workforce, today's standardized tests are representative of these high standards and expectations. In the past, traditional assessment tools used multiple choice and True/False formats to measure what students *knew*. Most testing administered in schools today is *performance-based*, which means that students must actually demonstrate what they can *do* with what they *know*. The overall goal is for students to apply what they have learned in school to situations they may encounter in life.

The following charts and information will define the various test dates and reporting periods for the 2011-12 school year. Please note: dates may change if there are cancellations of school due to inclement weather.

Elementary School/Middle School Marking Periods (Trimester System)

Trimester 1 Starts: Sept. 6, 2011 Ends: Dec. 2, 2011 Trimester 1 Grades Available: Dec. 16, 2011	Trimester 2 Starts: Dec. 5, 2011 Ends: March 9, 2012 Trimester 2 Grades Available: March 23, 2012	Trimester 3 Starts: March 12, 2012 Ends: June 19, 2012* Trimester 3/Final Grades Available June 19, 2012*
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High School Marking Periods (Quarter/Semester System)

Marking Period 1 Starts: Sept. 6, 2011 Ends: Nov. 10, 2011 Marking Period Grades Available: Nov. 29, 2011	Marking Period 2 Starts: Nov. 14, 2011 Ends: Jan. 27, 2012 Marking Period Grades Available: Feb. 10, 2012	Marking Period 3 Starts: Jan 30, 2012 Ends: April 5, 2012 Marking Period Grades Available: April 27, 2012	Marking Period 4 Starts: April 9, 2012 Ends: June 15, 2012* Marking Period/Final Grades Available: June 19, 2012*
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**Dates may change if there are cancellations of school due to inclement weather. Middle and high school report cards will be issued as soon as possible after the closing of the school year.*

Connecticut Mastery Test (CMT)

The CMT is administered to students in Grades 3- 8 in the spring. The CMT measures reading, writing, math and science skills, (science in Gr. 5 and Gr. 8 only).

District test scores and statewide comparisons can be obtained through the State of Connecticut Department of Education website at www.ctreports.com.

Testing Timetable

CMT

Once again, the State of Connecticut has designated a spring timetable for conducting the CMT for the 2011-12 academic year. Although specific dates for your school will be available at the turn of the year, please know the State of Connecticut has set aside **March 5 - 30, 2012** as the testing timeframe.

Preparing Your Child For Testing

Parents should use a common sense approach to test preparation. If your child regularly attends school, completes his/her homework, and takes part in daily school life, he/she has no cause to worry about taking any standardized tests.

There are some very easy things you can do to help your child perform at his/her best during these tests. In fact, these are qualities from which your child would benefit each and every day -- not just on test day. Make sure your child is:

- ◆ Well-rested, fed, and alert
- ◆ Comfortably dressed
- ◆ Confident and motivated
- ◆ Prepared and on time
- ◆ Ready to follow directions
- ◆ Ready to ask questions when necessary

TRANSPORTATION

Bicycles, Skateboards, and Rollerblades

Elementary School

Only students in grades 3, 4, and 5 may ride their bicycles to school at the elementary level. Parents must sign new permission slips each year. By state law, all bicycle riders must wear a helmet. All riders are to walk their bicycles once on school property and park them at the bicycle rack. Bikes are to be locked at all times. The school is not responsible for the loss of or damage to bicycles.

Rollerblades and skateboards are not allowed on school grounds and will be confiscated and returned to parents.

Transportation, 3541, 3541.5

The Milford Public Schools will provide transportation to all eligible students residing within Milford in a manner consistent with the prevailing Connecticut General Statutes. It shall be the responsibility of the Superintendent or designee to administer this policy.

School Transportation is the procedure, program and plan by which the Milford Board of Education conveys a pupil to and/or from school from his/her residence or bus stop at public expense. The guidelines for determining eligibility for transportation have been determined as follows:

1. All children, kindergarten through grade 3, living one (1) mile or more from the school they attend will receive transportation.
2. All children, grades 4 through 8, living one and one half, (1.5) miles or more from the school they attend will receive transportation.
3. All children grades 9 through 12 living two (2) miles or more from the school they attend will receive transportation.
4. Children grades 4 through 12, living within one and one half miles of their school will not be transported unless a severe traffic hazard exists, with due consideration given to the grade involved.
5. Transportation will be furnished under the following circumstances:
 - a. To pupils who are physically handicapped.
 - b. To pupils who for reasons of health should not walk.

(In both of the above instances, duly prescribed forms, furnished by the Board of Education, are to be filled out by a Doctor of Medicine and submitted annually to the Director of Pupil Personnel.)

6. Regular stops shall be posted with the schedule set, and all operators, pupils, teachers, administrators, and parents will be guided by those posted schedules.
7. Trunk lines will be established, and pupils will be expected to walk a reasonable distance between home and the bus stop. This distance will not exceed the walking distances listed in items 1 through 3 above.

8. Any child who becomes a disciplinary problem, upon the discretion of the principal of the school that the child attends, may lose his/her riding privilege.
9. Judgment of what constitutes a severe traffic hazard for a particular group rests solely with the Board of Education.
10. Request for Change in Bus/Van Transportation.
The Deputy Superintendent of Operations, in conjunction with the bus transportation company, will investigate any request submitted in writing and render a written decision.
11. Appeals Process, Request for Change in Bus/Van Transportation.
 - a. If a parent or guardian is aggrieved by this decision, a written appeal may be made to the Board of Education. This appeal will be forwarded to the Student Health and Safety Committee of the Board who shall hold a hearing following receipt of such request. The formal hearings before the Board will be in compliance with the provisions of Section 4-177 to 4-180 of the Connecticut General Statutes.
 - b. If a parent or guardian is aggrieved by the findings of the Board of Education, an appeal may be made to the State Board of Education.
12. All complaints concerning school transportation safety shall be made to the Deputy Superintendent of Operations. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigation of the allegations. A copy of the written record of complaints shall be provided to the Commissioner of Motor Vehicles within thirty (30) days of the end of the school year.

The Board of Education, or its designee, may consider an exception to any provision in this policy or the regulation wherein it is determined that because of a particular condition or combination of conditions, a hazardous condition exists.

Legal Reference: Connecticut General Statutes

Policy adopted: December 6, 1958

Policy revision adopted: May 9, 1995

Parents Transporting Students

The first few weeks of school may be a bit unfamiliar for parents who may be new to the school. Please remember to treat fellow parents with patience and in the spirit of cooperation.

If you reside in an area that receives bus transport to school, we urge you to use these services provided by the district. Parking at our schools is extremely limited and using the district's school bus services helps to keep school parking lots less congested and safer for our students.

Double parking is strictly prohibited. We ask for your help in these matters since the safety and protection of our children is our primary goal.

If you can't pick up your child promptly, please make other arrangements. This is for the safety of your child. When it is necessary for a parent to pick up a student during regular school hours, parents must report to the office. The student will then be called for dismissal.