

**Perry Hill School**  
**Parent and Student Handbook**  
**2017 - 2018**



60 Perry Hill Road  
Shelton, Connecticut 06484  
203-924-4002

Lorraine E. Williams, Principal  
Karen L. Crosby, Assistant Principal

## **PRINCIPAL'S LETTER**

Dear Parents / Students

Welcome to Perry Hill School. Our school opened in August of 2010 with a population of approximately 860 students in grades five and six. We have a beautiful facility with cutting edge technology. We work to challenge students to meet high academic standards and help them become responsible and caring community members. We strive to create a strong bridge between the elementary schools and Shelton Intermediate School.

Our teaching model is based on teams of two teachers working with approximately 50 students. This model promotes the creation of smaller learning communities that supports meeting the individual needs of each child through the use of best practices such as differentiated instruction, response to intervention and positive behavior support. One teacher teaches language arts and one teacher teaches math/science. The homeroom teacher teaches social studies.

Parental involvement is critical to ensure the success of each child. Maintaining open lines of communication will allow us to work together.

If you have any questions or concerns, please contact the school so that issues can be addressed.

Sincerely,  
Lorraine E. Williams

## **MISSION STATEMENT**

It is the mission of Perry Hill School to provide a student-centered learning environment with high academic and behavioral standards. The partnership of families, educators and community members will foster the necessary skills and challenges for students to become self-sufficient, life-long learners who will succeed in our global society.

## **BELIEFS OF PERRY HILL SCHOOL**

At Perry Hill School, we believe that:

- Families, educators, and community play a critical role in student development.
- Appreciation of diversity promotes a culture where individuals' unique qualities are valued.
- A student-centered learning environment which effectively integrates technology is essential for active learning.
- Expectations of respect, responsibility and safety demonstrated by staff and students promote positive behavior.
- High expectations will encourage high achievement.

## **BUILDING HISTORY**

- Opened as Shelton High School in 1953
- Additions built in 1958 and 1962
- Converted to Shelton Intermediate School in 1974
- SIS 1974 to 2001
- Opened as Perry Hill School in August 2010

## **SCHEDULES**

Students attend either art, music, or gym on a daily basis. Gym is held twice a week for the full year. Art and Music are held three times a week for half year. Each student will have one semester of Health class during the year.

## **CLUBS**

Perry Hill School holds clubs once a week during school hours. This is a time for student to meet with a variety of students throughout the school and experience areas of interest. Some examples of clubs include: art, cartooning, chess, chorus, computers, drama, duct tape, newspaper, sports, Zumba, and student council.

## **SMALL GROUP INSTRUCTION TIME**

During this time, teachers are reviewing information taught, giving extra help, providing enrichment, or assistant students with research projects.

Many students will visit the Academic Support Center at this time. Students may receive remedial help and other "pull out" type activities. No new content is taught during this time. Therefore, students will not miss critical instruction when pulled out of class during this time.

## **HEALTH SERVICE/ILLNESS DURING THE DAY**

If a child becomes ill during the school day, a nurse is available. Students will be given a pass to the nurse. If it is necessary, someone will accompany the student to the nurse's office.

If the nurse is not there at the moment, students should go directly to the Main Office.

Students are not allowed to contact parents without permission from the nurse or office. For safety reasons students contacting parents to dismiss them from school without the knowledge of school personnel will not be released from the building.

All medications prescribed by a doctor to be taken during school hours must be brought directly to the school nurse by a parent or guardian. Written authorization from the doctor and the parent must accompany the medication. Medicines must not be carried by the student.

## **REPORTS TO PARENTS**

Through the Infinite Campus portal, parents and students will have access to their assignments and progress at all times by logging onto the school web-age and entering the Infinite Campus portal. Parents are encouraged to e-mail teachers with any questions or concerns. Two parent-teacher conferences will be conducted. Periodic conferences may also be scheduled when requested by a teacher or parent. The school system maintains an automatic phone system whereby parents receive important information and reminders periodically throughout the year from the office.

### **Report Cards:**

Report cards are issued four times a year. Report cards are posted electronically on the portal for quarters 1, 2, 3. Hard copies are issued in quarter 4. The system used for grading on report cards is:

Number grades ranging from 50 – 100 are given for each subject. Standards are also graded. The standards reporting scale is as follows:

EX – Exceeding grade level

ME – Meeting grade level

PM – Partially meeting grade level

NM – Not meeting grade level

XX – Grade level not yet introduced

## **HONOR ROLL**

1) High Honors: Students must have a grade point average (GPA) of 3.67 or higher in the 5 core academic subjects.

2) Honors: Students must have a grade point average (GPA) of 3.33 – 3.66 in the 5 core academic subjects. Students achieving honor roll will be honored in some form.

## **TEXTBOOKS**

Students must follow the prescribed procedure in the maintenance of textbooks issued to them. Books should be covered at all times. Books lost or damaged must be replaced by the student to whom the book was issued. Fines will be levied for damaged books.

## **GUIDANCE**

Perry Hill School has two full time School Counselors, a Full time School Psychologist and a part-time Social Worker. Parents can contact the Guidance Office to discuss any concerns that may require counseling.

School Counselor: Mrs. Mackniak, Grade 6  
Mrs. DeNigris, Grade 5

School Psychologist: Mrs. Stein

School Social Worker: Ms. Redmond

## **CYBER-BULLYING**

### **Prevention**

- Talk to your child about Internet and cell phone safety
- Monitor the amount of time your child spends online
- Set up the computer in the family room or other room where you can supervise your child's internet use
- Purchase tracking software to block inappropriate web content and check your child's online activities
- Encourage your child to tell a parent or trusted adult about threatening or harassing messages

### **Intervention**

- Save the evidence
- Protect your child from further bullying by blocking offending e-mail addresses and cell phone numbers
- Change your child's phone number and e-mail address if necessary
- Report extremely harmful online speech to the police
- Report incidents and file complaints with e-mail services, internet service providers, web sites, cell phone companies, etc.
- Consider canceling services with providers who do not respond adequately to your concerns about safety or harassment

### **For Students:**

- Ignore the bullying; don't prolong it by engaging with the perpetrator or forwarding hateful messages to others
- Save the evidence to show to parents and the police if necessary
- Don't feel shame; tell your parents or a trusted adult
- Protect yourself from further bullying by blocking offending e-mail addresses and cell phone numbers
- Change phone numbers, e-mail addresses and screen names if necessary

## THE LIBRARY

### HOURS AND USAGE

The library media center is located on the second floor of the building. It is open during the school day.

We have a beautiful library. It has a bookstore feel. Classes in information literacy and technology and book exchange meet here once a week. There are over 10,000 books to check out. We have a class set of computers in the media center. Book fairs are held here twice a year.

## THE CAFETORIUM

Lunch is served daily in our beautiful cafetorium. The cost for the Maine Entrée lunch is \$2.75. Other choices include a grill station and Pizza for \$3.00, Deli subs for \$3.25. Milk is only \$.50. There will be additional charges for Snapple, Water and snacks. Big meals are an added cost of \$1.00. A computerized system is used for meal purchases. ID cards are swiped to access child's account. Checks may be sent in to homeroom teachers. Checks should be made payable to "Shelton Lunch Program". Breakfast is available daily for \$1.50. Hot breakfast sandwich is served on Wednesdays.

The school lunch program is a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price.

## RECESS

There is a 15 minute recess time each day.

## ATTENDANCE

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy. For Board of Education Policy and State statute information regarding attendance please go to:

<http://www.sheltonpublicschools.org/site/files/5113.pdf>

Excused absences are those resulting from: illness, injury or necessary visits to physicians, dentists or optometrists. All other absences are classified as unexcused. If an absence is excused, the attendance record must still reflect that he/she was absent from school on that day. A student will be considered absent if he/she misses an

entire day of school or attends less than 4 hours of school in a day. Absences are never removed from a student record. The total number of absences and tardies are reported each quarter on the student's report card.

When it is necessary to leave school during the school day for any reason, students must turn in an early dismissal note signed by a parent to their homeroom teacher upon arrival at school in the morning.

Pupils absent for three (3) consecutive days may be required to present a doctor's certificate upon return to school. **Parents are expected to call the school daily whenever their child is absent.** Students must bring in a written note from their parent/guardian to their homeroom teacher when they return to school after an absence.

**Truancy** is defined by the State of Connecticut as four absences in a month. Guidance counselors and the School Outreach Worker will be in touch with parents who have students absent without a parent call to the school for more than four days per month.

Interventions for students that are absent four or more days in a month can include referral to the social worker, referral to the truant officer or referral to a pre-truancy hearing. Possible consequences can include exclusion from extra-curricular school activities, after-school detentions, summer school and possible retention.

## HOMEWORK AND MAKE-UP WORK

It is the policy of the Board of Education to ensure that all students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

Teacher will:

- Give meaningful assignments that reinforce student learning
- Collect homework at the time scheduled for completed of the assignment
- Evaluate all homework in ways that help students to understand their strengths and weaknesses and to improve their learning/content mastery
- Use homework to assess student learning and drive instruction

- Return the reviewed homework promptly to maximize the educational value
- Maintain accurate records of assignments and results for each student
- Avoid using homework assignments as punishment or for disciplinary purposes
- When possible, homework assignments should be coordinated among related teachers (ex. Dyads) to avoid undue conflict on students' time over specified time periods
- Teachers will outline for students at the start of the year, and later if necessary, the homework and grading policies and how they will be applied in their respective classes
- Teachers will communicate to parents/guardians their role and responsibility in monitoring the completion of homework assignments
- Teachers will communicate to parents/guardians of students who are not completing homework assignments
- Homework will not be provided to students who miss school due to family vacations. Missing class and homework assignments will be provided upon the student's return to be completed according to a timeline provided by the classroom teacher
- Assigning homework during scheduled school breaks, religious holidays, and district testing period will be restricted. Planning and discussion will occur among teachers to minimize homework assignments during these times

Suggested weekly homework totals are as follows:

Grade 5 – 3 – 5 hours

Grade 6 – 3 – 5 hours

### TARDINESS

**School:** Students must be in their homeroom by 8:15 a.m. or they are considered tardy. If you are tardy, report directly to the Main Office. If persistent tardiness occurs, a parent conference will be requested and cases will be referred to our Social Worker.

**Classes:** Prompt arrival to all classes is required. Tardiness delays the teachers from starting a lesson, thereby depriving the entire class of a portion of the class period. A tardy student may miss directions, instructions, and materials being passed out. Tardiness may result in disciplinary action.

**SCHOOL COLORS:** Purple and Yellow

**SCHOOL MASCOT:** Panther



### MORNING DROP OFF

Students should not be dropped off at school prior to 8:00a.m. Teacher supervision begins in the main lobby at 8:00 a.m. Students driven to school in the morning must be dropped off in the designated student drop-off area at the front of the school. Autos are not to enter the bus loop or interfere with busses entering the bus chute areas during morning drop off or afternoon pick-up. The drop off area at the front of the building is to be used for pick-up at the end of the day.

### END OF THE DAY PARENT PICK UP

Parents picking up students at the end of the day will be let into the main lobby at 3:00 p.m. not before. Parents should report to the staff on duty. All students need to be signed out daily.

Parents who need to pick up children earlier than 3:00 should report to the main office.

### BUSSES

Shelton Board of Education policy clearly states that students will ride their assigned school busses and use their assigned bus stops on a daily basis. Students are not allowed to ride a bus other than their own. However, we recognize that a family emergency or child care concerns may require that a child be occasionally transported to another household. In such an instance, a note from the sending parent/guardian must be brought to the child's teacher. There are no exceptions to this procedure. Notes will be authorized by the Principal/Assistant Principal and a pass given to the student. The pass should be presented to the bus driver. School bus transportation cannot be used by students for social purposes, completion of projects, or other out-of-school activities, but only for emergency child care situations.

### **EMERGENCY SCHOOL CLOSING**

You or your parents may want to know if school will be closed. In case of heavy snow or if any emergency occurs, follow these simple rules:

1. Dial one of the radio stations listed below and listen for the —No School announcements:  
WICC - 600 WELI - 960 KC101 - 101FM
2. Watch WTNH—Channel 8
3. Access the Shelton School District Website.

### **BUILDING AND EQUIPMENT**

Perry Hill School is a beautiful building. We want students to enjoy your surroundings, the building, the equipment, and materials. If every student follows these rules regarding the care of the building and equipment, we will all be proud of our facilities.

1. Pick up litter.
2. Keep your desk and locker clean.
3. Do not mark on walls.
4. Keep all books covered.
5. Keep lavatories clean and neat.
6. Handle all equipment as if it was your own and you wanted it to last forever.

### **LOCKERS**

Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked and in order at all times. School combination locks are built into each locker. Since lockers are a permanent part of the building, students are expected to keep them in good usable condition.

Teachers will allow students to use lockers within a school day. No one should leave classes to go to his/her locker except with special permission.

### **PHS CELL PHONE AND ELECTRONIC DEVICE POLICY**

Cell phone use, text messaging and cell phone photography are **strictly prohibited** in the building. Upon arrival at school students are to shut off phones and other electronic devices and lock them in their lockers. This policy protects student property from being lost or stolen and it protects the privacy of other students and faculty from being photographed without their knowledge or consent. If at any time a student needs to contact home, they may come to the main office and use the phones upon request. If parents need to contact their students during the school day they can call the main office. Parents are requested to be sure that the school

has their most current home, cell, and work phone information at all times.

### **TELEPHONES**

The office telephones are business phones and should be used by pupils for emergencies only. Parents should not call school to leave personal messages except in cases of real emergency.

### **FIRE DRILLS/SAFETY PROCEDURES**

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions. Lock-down drills and shelter in place drills are also practiced as a part of our school safety program.

### **SMOKING PROHIBITED**

The Shelton Board of Education prohibits smoking on the real property of any school or administrative office building or at any school-sponsored activity.

### **REQUIRED EMERGENCY INFORMATION**

Individual student records must be kept current. Changes in address, telephone number, physician, etc., should be reported to the office as they occur. It is every parent's responsibility to ensure that emergency forms are filled out accurately and returned to school at the beginning of each year. It is every parent's responsibility to notify the school through the house offices of any change in address, phone numbers, parent's work location and phone, or emergency contact information during the year.

### **TRANSFERRING**

A student who is leaving Perry Hill School to attend school in another district should notify the office no later than one day prior to the last day of attendance. School records are forwarded only at the request of the new school and with written parental permission.

### **PERRY HILL SCHOOL PHONE NUMBERS**

203-924-4002 Main Office  
203-922-0140 Fax Main Office  
203-922-0160 Fax Assistant Principal

### **PERRY HILL SCHOOL STAFF**

|                  |                 |     |
|------------------|-----------------|-----|
| Baldino, Colleen | Teacher-Grade 5 | 246 |
| Balog, Deborah   | Para            |     |

|                       |                     |         |                       |                     |     |
|-----------------------|---------------------|---------|-----------------------|---------------------|-----|
| Bambery, Michele      | Spec Ed             | 255     | Ibsen, Lynn           | Teacher-Grade 6     | 165 |
| Baneat, Michael       | Teacher-Grade 6     | 251     | Jelaccic, Chris       | Part-time Custodian |     |
| Billingslea, Cynthia  | Tutor               |         | Joyce, Margaret       | Tutor               |     |
| Bouteiller, Christina | Teacher-Grade 6     | 205     | Kalfayan, Garo        | Tutor               |     |
| Briganti, Frank       | Teacher-Grade 5     | 257     | Keller, Debbie        | Band                | 171 |
| Burne-Keating, Leslie | Psychologist        | 226A    | Koutcakos, Joann      | Café                |     |
| Cascella, Linda       | Speech              | 226A    | Kraynak, Lisa         | Café                |     |
| Castle, Lisa          | Para                |         | Kreho, Gayle          | Interventionist     | 208 |
| Catone, Angela        | Enrichment Teacher  | 218     | Kruk, Linda           | Para                |     |
| Champagne, Michele    | Café                |         | Landi, Tina           | Teacher-Grade 6     | 304 |
| Coe, Katherine        | Special Ed          | 167     | Lawrence, Loredana    | Intern              | 207 |
| Connolly, Beth        | Teacher-Grade 6     | 305     | Lazowski, Sara        | Para                |     |
| Conway, Desiree       | Media Specialist    | 265     | Lengyel, Roberta      | Nurse               | 225 |
| Cooper, Michael       | Art Teacher         | 262     | Lewis, Karin          | Admin Assistant     | 100 |
| Crosby, Karen         | Assistant Principal | 210     | Lipscomb, Sue         | Building Sub        |     |
| D'Amico, Amy          | Teacher-Grade 6     | 309     | Mackniak, Lisa        | Counselor           | 115 |
| DeLorenzo, Irene      | Tutor               |         | McKeon, Erin          | Tutor               |     |
| DeNigris, Sarah       | Counselor           | 108     | Merenda, Jen          | Spec Ed             | 312 |
| DiBenedetto, Donna    | Secretary           | 100     | Michaels, Tara        | ELL Teacher         | 208 |
| Dishian, Courtney     | Teacher-Grade 5     | 244     | Miller, Katie         | Teacher-Grade 5     | 322 |
| DiVita, Alaina        | Teacher-Grade 6     | 325     | Mitchell, Terese      | Spec Ed             | 164 |
| Drezek, Jamie         | Teacher-Grade 6     | 245     | Moon, Roseann         | Spec Ed             | 242 |
| Evans, Phil           | Custodian           |         | Morrill, Sandy        | Teacher-Grade 6     | 249 |
| Fabrizi, Ron          | Teacher-Grade 6     | 209     | Mroz, Ann             | Para                |     |
| Fawcett, LeeAnn       | Spec Ed             | 254     | Mumford, Sean         | Intern              |     |
| Federowicz, William   | Teacher-Grade 6     | 161     | Mysirlidis, Elizabeth | Para                |     |
| Fenstermaker, Melissa | Teacher-Grade 5     | 256     | Opotzner, Kimberly    | Speech              | 226 |
| Ficano, Julie         | Paraprofessional    |         | Padin, Nellie         | Custodian           |     |
| Fida, Michele         | Café                |         | Panek, Jenifer        | Teacher-Grade 6     | 203 |
| Foley, Cara           | Reading             | 314     | Pavone, Christine     | Teacher-Grade 6     | 324 |
| Gambardella, Jen      | Spec Ed             | 227     | Peters, Sara          | Teacher-Grade 6     | 207 |
| Gaudio, Dayle         | Teacher-Grade 5     | 321     | Porto, John           | Gym                 | 219 |
| Gentile, Mary Ann     | Para                |         | Prezioso, Kate        | Para                |     |
| Gergely, Yianna       | Para                |         | Redmond, Kay          | Social Worker       | 109 |
| Gervasio, Jaime       | Para                |         | Reilly, Stacey        | Teacher-Grade 5     | 313 |
| Giampaolo, John       | Gym/Health          | 219/206 | Rizzo, Erin           | Teacher-Grade 6     | 247 |
| Giangregorio, Ken     | Resource Officer    |         | Rogoff, Jamie         | Tutor               |     |
| Giordano, Jessica     | Art                 | 260     | Rua, Jenna            | Teacher-Grade 5     | 200 |
| Giroux, Steven        | Teacher-Grade 5     | 320     | Schiller, Jaimie      | Teacher-Grade 5     | 311 |
| Grabarz, Kim          | Tutor               |         | Seamon, Joanne        | Paraprofessional    |     |
| Hamilton, Adrienne    | Music               | 224     | Sharkey, Bryan        | Special Ed          | 254 |
| Hannon, Janet         | Tutor               |         | Shaw, Calvin          | Custodian           | 221 |
| Hawker, Lee           | Custodian           |         | Spinosa, Sharon       | Secretary           | 210 |
| Hebert, Stacey        | Teacher-Grade 5     | 303     | Staron, Dana          | Teacher-Grade 6     | 307 |
| Heidemann, Kate       | Band/Music          |         | Stein, Joan           | Psychologist        | 116 |
| Holme, Nathan         | Building Sub        |         | Stevens, Jacqui       | Teacher-Grade 5     | 323 |
| Hopwood, Alison       | Spec Ed             | 227     | Sulik, Kate           | Teacher-Grade 5     | 301 |
|                       |                     |         | Sullivan, Meghan      | Teacher-Grade 5     | 253 |
|                       |                     |         | Supan, Krisitn        | Teacher-Grade 5     | 201 |
|                       |                     |         | Szymanski, Lynn       | Café                |     |

|                           |                     |     |
|---------------------------|---------------------|-----|
| Tartaglia, Beverly        | Tutor               |     |
| Tilow, Jessica            | Tutor               |     |
| Torpey, Michael           | Part-time Custodian |     |
| Tucker, Debbie            | Spec Ed             | 242 |
| Ullrich, Tom              | Custodian           |     |
| Untiet, Matthew           | Building Sub        |     |
| Varjas-Weiner,<br>Barbara | Nurse               | 225 |
| Vicidomino,<br>Elizabeth  | Teacher-Grade 5     | 200 |
| Vigent, Angela            | Spec Ed             | 263 |
| Violette-Bailey, Kim      | Café                |     |
| Visci, Elaine             | Para                |     |
| Wade, Charlotte           | Cafe                |     |
| Walker, David             | Custodian           |     |
| Weinstein, Toby           | Music               | 170 |
| Williams, Lorraine        | Principal           | 101 |
| Wood, Kathy               | Café                |     |
| Wood, Sarah               | Teacher-Grade 5     | 250 |
| Ziu-Pires, Gavriela       | Math Specialist     | 241 |

### **TARDIES/DISMISSALS/ILLNESS**

1. If a student is tardy - report to the Main Office.
2. If a student is ill during the day - ask to be excused by your classroom teacher. Report to the school nurse.
3. If a student needs to leave school early - bring a signed request from your parents. Requests should be given to student's homeroom teacher upon arriving at school in the morning.
4. If a student is unable to take part in physical education – a note from the doctor is required and presented to the nurse.
6. If a student is absent from school – parents should call the school in the morning on the appropriate absent line. Bring a note to school with an excuse signed by a parent or guardian when you return to school.

### **SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (PBS)**

Positive Behavior Support (PBS) is a proactive, comprehensive, systematic and individualized continuum of support designed to provide opportunities to all students, including students with disabilities for achieving social and learning success, while preventing problem behaviors. It is a school-wide program, which uses specific expectations and positive programs to encourage all students to behave in an appropriate manner. A universal plan is set for 80-90% of the student population, while special interventions are set for students who need extra support services. Intervention support is given for at-risk students and individual

support is given for students with intense behavior problems. All students who have specific behavior concerns will be given the support they need whether it be through the use of a behavior modification program, school counseling, or any other method that is suitable.

### **How has PBS been implemented at PHS?**

Here at PHS we have developed school-wide expectations, which we teach to all students. Students are encouraged to meet these expectations through school recognition and rewards. We also closely monitor and discourage problem behaviors as part of our PBS program.

### **What are our school expectations?**

A PHS learner values Respect, Responsibility, and Safety. Throughout our school, posters are visible stating our school expectations, and the school rules which coincide with these expectations are clearly outlined for all areas of the school.

### **How are students made aware of our school expectations?**

Teachers, counselors, and administrators address school expectations with the students. Classroom lessons on PBS are administered in September by the counselors and administrators touch on the importance of PBS during back to school assemblies with our students. Teachers continue to teach expected behaviors throughout the year and reinforce the principles of PBS.

### **How are students positively reinforced for exhibiting proper behaviors?**

PHS offers several opportunities for students to be recognized for meeting our school expectations throughout the year. Some reinforcements include:

Raffle Tickets – given to any student for demonstrating good behavior. These tickets are dropped into a raffle box and raffles are held. Prizes include time in the game room and lunch in the courtyard.

### **How are problem behaviors dealt with?**

Behaviors are first identified as **Level 1, 2, or 3 behaviors**.

**Level 1 logs** are those problem behaviors which can usually be dealt with by the classroom teacher. These behaviors may include, but are not limited to: talking in class, arriving late to class, gum chewing, running in the halls, distracting others during class, etc. Teachers address students exhibiting level 1 behaviors and re-teach



them the expected behavior. If the problem behavior continues, teachers may contact parents/guardians, consult with the school counselor, and/or administer.

**Level 2/3 behaviors** are those level 1 behaviors that are not corrected by the student despite several interventions made by the teacher. Students exhibiting level 2 behaviors are sent down to the main office where the principal/assistant principal determines the consequence which may include after school detention

**Some behaviors** are those behaviors that are so severe, they immediately warrant an office referral. Examples include: physical fighting, sexual harassment, vandalism, threatening, etc. Students exhibiting such behaviors are immediately sent down to the main office where the administrator determines the school consequence. Level 3 behaviors may result in a suspension.

Please contact our school counselors for more information on the PBS Program.

### **PHS EXPECTED BEHAVIORS**

#### **CLASSROOM**

Respect:

Respect self, staff, peers, and property

Leave the classroom as you found it

Raise your hand and wait to be recognized

Responsibility:

Be prompt, prepared, and ready to learn, and stay on task

Safety:

Keep hands, feet, and objects to yourself

#### **HALLWAYS/STAIRWELLS**

Respect:

Move quietly

Respect the students who are learning in the classroom

Use appropriate behavior and language

Responsibility:

Go directly to your destination in a timely manner

Always have a hall pass

Safety:

Walk at an appropriate pace and take one step at a time on the stairs

Stay to the right

Keep hands and feet to yourself

#### **LAVATORY**

Respect:

Maintain privacy and personal space

Keep area clean

Place all paper towels in garbage cans

Responsibility:

Go directly to the bathroom and return back to your classroom promptly

Safety:

Walk carefully

Wash hands with soap

Report unsafe conditions immediately

#### **CAFETORIUM**

Respect:

Enter quietly and follow instructions

Be polite and courteous

Use good manners and appropriate language

Responsibility:

Bring all personal belongings to the cafetorium

Clean up area after lunch

Raise your hand and ask permission before leaving your seat

Safety:

Walk at all times

Stay in your place in the lunch line

Eat your own food

#### **RECESS**

Respect:

Play fair, share, and respect school's equipment

Treat everyone with respect and kindness (Include peers in activities)

Use appropriate language

Responsibility:

Line up quietly when signal is given

Bring in all belongings at the end of recess

Return all recess equipment to proper location

Safety:

Use equipment appropriately

Keep hands and keep to yourself

#### **TECHNOLOGY ROOM**

Respect:

Walk into Technology Room quietly, sit at assigned computer, and listen for instructions

Keep personal information private

Keep all objects away from the screens

Responsibility:

Remember to log in and out of computer

Stay on approved websites

Report computer problems to teacher immediately

Safety:

Handle all computer property carefully

Keep food and drink out of the room

#### **THE LOCKERS**

Respect:

Gather and return personal belongings quietly  
Be aware of your locker space without interfering with our peer's space  
Responsibility:  
Go directly to your locker at assigned time and return promptly back to your classroom  
Remember locker combination and keep them private  
Keep lockers clean and organized without anything hung or stuck to the outside  
Safety:  
Use lockers properly and lock when done

### **DISMISSAL**

Respect:  
Remain seated and listen attentively to announcements  
Move quietly throughout the hallways  
Responsibility:  
Organize materials and place chair on desk  
Make sure you have all personal items that need to be brought home  
Go directly to your destination  
Safety:  
Walk to an appropriate pace and take one step at a time on the stairs  
Keep hands and feet to yourself

### **DURING ASSEMBLIES**

Respect:  
Enter and exit cafetorium quietly  
Sit still and be a polite listener  
Respond appropriately to performers and presenters  
Responsibility:  
Keep appropriate personal space  
Follow directions  
Safety:  
Keep hands and feet to yourself

### **PARENT-TEACHER ORGANIZATION**

The Perry Hill School P.T.O. works closely with the school staff and student body during the school year. Many of the school's activities are possible only because of the assistance and support provided by this organization. A membership drive is held every fall. PTO meetings are held the 2<sup>nd</sup> Monday of Sept., Nov., Jan., Mar., and May at 6:30 p.m. at PHS. PLEASE JOIN!  
President – Cindy, Kavasanski/Carla Bucherati  
Vice President – Michele Bialek  
Vice President – Jennifer Chaves  
Vice President – Diana Lia

Treasurer – Christina Puttock  
Treasurer – Dena Renda  
Secretary – Carey Tedesco  
Secretary – Bruna Salvio

### **BOARD OF EDUCATION POLICY MANUAL**

The following rules and policies governing students highlighted below are available in their entirety on the Shelton Public Schools website. For a complete list of all Board Policies including full text please go to:  
<http://www.sheltonpublicschools.org/site/files/policybook.pdf>

### **BOARD OF EDUCATION OFFICES**

Christopher Coulet, Superintendent – 203-924-1023 ext. 302  
Lorraine Rossner, Assistant Superintendent – 203-924-1023 ext., 306  
Edward Drapp, Director of Finance – 203-924 1023 ext. 312  
Carole PannoZZo, Director of Human Resources – 203-924-1023, ext. 339  
Tina Henckel, Assistant Director of STEM/Data Management – 203-924-1023, ext. 337  
Elizabeth Hannaway, Assistant Director of Special Ed, - 203-924-1023, ext. 340  
Victoria White, Supervisor of Literacy Assessment & Professional Learning – 203-924-1023, ext. 316  
Janice Simonetti, Supervisor of Special Ed K-12 – 203-924-1023, ext. 322  
Catherine Araujo, Finance Assistant – 203-924-1023, ext. 342  
Jim Burns, Transportation Coordinator – 203-924-1023, ext. 310  
Landmark Transportation Company – 203-922-1229

### **BOARD OF EDUCATION MEMBERS**

Mark Holden, Chair  
Arlene Liscinsky, Secretary  
Tom Minotti, Vice Chairman  
Dave Gioello  
Darlissa Ritter  
Kate Kutash  
Kathleen Yolish  
Faith Hack  
Win Oppel

**BOARD OF EDUCATION POLICY**  
**STUDENT DRESS**

In order to maintain an environment conducive to the educational process, the Board of Education prohibits the following from wear during the academic school day:

Board of Education Policy #5132 at:

<http://www.sheltonpublicschools.org/site/files/5132.pdf>

Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outerwear shall not be worn, carried or kept in the classroom during regular school hours.

Head coverings of any kind, including but not limited to scarves, bandanas, masks, headbands covering forehead, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.

All above items must be secured in the student's locker before school starts. Items not stored will be confiscated by Principal or his designee.

Footwear which mars floors or is a safety hazard (flip flops).

Sunglasses, whether worn or carried.

"Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.

Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.

Attire or accessories which contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute "fighting words."

Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.

Shirts and/or blouses which reveal the abdomen, chest, or undergarments.

See-through clothing, tank tops or sleeveless shirts, shorts, miniskirts, or pants which reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline. Policy 5132 Adopted July 1, 2006 Shelton Public Schools.

**STATEMENT OF NON-DISCRIMINATION**

In compliance with Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, the Shelton Board of Education does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status, sexual orientation, or handicap/disability in establishing and implementing hiring and employment practices and establishing and providing school activities and educational programs. The Title VI and Title IX Compliance Officer is the Executive Director of Special Services and Curriculum, who may be reached at the Shelton Board of Education Central Office: (203) 924-1023 Ext. 350.

**U.S. DEPARTMENT OF EDUCATION OFFICE**  
**FOR CIVIL RIGHTS**

The Office of Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal/financial assistance from the Department of Education. This department has jurisdiction over Title IX, Civil Rights Act of 1964, Title VI, the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Boy Scouts of America Equal Access Act and No Child Left Behind.

U.S. Department of Education Office for Civil Rights  
33 Arch Street  
Boston, MA 02110-1491  
Phone # (617) 289-0111  
[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

## **INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973**

Board of Education Policy #5146.2 is available at:  
<http://www.sheltonpublicschools.org/site/files/5145.2.pdf>

Section 504 is an Act which prohibits discrimination against persons with a handicap/disability in any program receiving federal financial assistance. The Act defines a person with a handicap/disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such impairment; or
3. is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Shelton school district recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer. Other persons who feel that they may be entitled to services under Section 504 should contact the Section 504 coordinator. If they disagree with the resolution offered by the school, they may file a grievance. The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. The Act gives the parent or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of all individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refuses to make the amendment. If there are questions you may contact David Marchitto, 504 coordinator for the school district, at (203) 924-1023 Ext. 340.

## **STUDENT DISCIPLINE – BOARD OF EDUCATION POLICIES AND DEFINITIONS**

For complete Board of Education policies and information on student discipline please go to:  
<http://www.sheltonpublicschools.org/site/files/5000.pdf>

The Shelton Board of Education recognizes that any society must establish rules and regulations to insure the welfare and safety of its members and to accomplish the goals of that society. The Board further recognizes that a public school system is a society whose goals or mission is to educate its members so that they may become productive participants in a more encompassing society. The success of any set of rules depends on making the members aware of the rules and then enforcing those rules under a consistent and fair procedure, one which recognizes the individual rights of the member as well as his/her obligation to the society. To accomplish this end, the Shelton Board of Education has established and approved this policy.

### **I. Definitions**

- A. Exclusion** means any denial of public school privileges to a pupil for disciplinary purposes.
- B. Emergency** means a situation in which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
- C. School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- D. Removal** is the exclusion of a student for a class period of ninety minutes or less. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal at once. A student may not be removed from class more than six times in one school year or more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- E. In-School Suspension** means an exclusion from regular classroom activity for no more than five consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on 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.

**F. Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below.

**G. Expulsion** means the exclusion of a pupil from all school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year. When a pupil is expelled, he or she shall be excluded from not only academic activities, but also from athletic, extra-curricular and any other school-sponsored activities.

**H. School Days** shall mean days when school is in session for students.

**I. Seriously Disruptive of the Educational Process** means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

**J.** Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district

to another regular education classroom program in the district shall not constitute a suspension or expulsion.

## **II. Actions Leading To Disciplinary Action, Including Suspension and/or Expulsion**

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (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, as defined in Conn. Gen. Stat. section 29-38, and whether any injuries occurred; and (4)

whether the conduct involved the use of alcohol and/or controlled substance.

Conduct which may lead to disciplinary action (including but not limited to suspension and/or expulsion) includes, but is not limited to, the following:

1. Willfully striking or assaulting a student, members of the school staff or others.
2. Theft.
3. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
4. Violation of smoking, dress or transportation regulations.
5. Refusal to obey a member of the school staff, or disruptive classroom behavior.
6. Refusal by a student to identify himself/herself to a staff member when asked.
7. A walk-out from or sit-in within a classroom or school building.
8. Blackmailing, threatening or intimidating school staff or students.
9. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, metal knuckles, pellet gun, explosive device, fire-arm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
10. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
11. Explosive/Fire---Possession or ignition of any fireworks or other explosive materials, or ignitions of any material causing a fire.
12. Unauthorized possession, sale, distribution, use or consumption of tobacco, drugs or alcoholic beverages. For the purposes of this Paragraph 12, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
13. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (12) above.
14. The willful destruction of real, personal or school property, such as, cutting, defacing or other-wise damaging property in any way.
15. Accumulation of minor offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

16. Deliberate trespassing on school grounds while on out-of-school suspension or expulsion.
17. Making false "Bomb Threat" calls or calls of a similar nature to the public schools or to the police.
18. Repeated and/or intentional defiance of school rules and the valid authority of teachers, supervisors or administrators.
19. Throwing snowballs, rock, sticks and similar objects.
20. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
21. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process.
22. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
24. Possessions and/or use of a radio, Walkman, beeper, paging device, cellular telephone, walkie talkie or similar electronic device, laser pointer, or paint-ball gun on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
25. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.
26. The use of obscene or profane language or gestures.
27. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

### **III. Procedures Governing Suspension**

A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a pupil who is the subject of an informal hearing may be received by the principal, but only considered in the determination of the length of suspensions.
3. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and state the causes leading to the suspension.
4. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), within one school day of the suspension action where practicable, and offering the parent or guardian an opportunity for a conference to discuss same.
5. Notice of the original suspension shall be transmitted by the principal or designee to the superintendent of schools or designee by the close of the school day following the commencement of the suspension.
6. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.
7. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the pupil graduates from high school.
8. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

B. In cases where the student has already been suspended, or such suspension will result in the student's being suspended, more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing.

### **IV. Procedures Governing In-School Suspension**

A. The principal or designee may impose in-school suspension in cases where a pupil's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. No student shall be placed on in-school suspension more than fifteen (15) times or total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

## V. Procedures Governing Expulsion

A. A principal may consider recommendation of expulsion of a pupil in a case where he/she has cause to believe the student has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process or is in violation of publicized Board policy, or conduct off school which is seriously disruptive of the educational process and violates a publicized Board policy. In making a determination as to whether such conduct off school grounds is seriously disruptive of the educational process, the principal of a school, or designee on the administrative staff of the school, may consider, but such consideration shall not be limited to, the following factors: (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 weapon, as defined in Conn. Gen. Stat. section 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol and/or controlled substances.

The principal must recommend expulsion proceedings in all cases against any student when the administration reasonably believes a student:

1. was in possession on school grounds or a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
2. off school grounds, possessed a firearm as defined in 18 USC 921, in violation of Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; or
3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. 21a-277 and 21a-278

4. The following definitions shall be used in this section:

- a. A **“firearm”** as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device. As used in this definition, a “destructive device” includes an explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½ inch in diameter. The term “destructive device” does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- b. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
- c. **“Dangerous instrument”** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle”.
- d. **“Martial arts weapon”** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.
- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term **“Weapon”** means any pistol or revolver, any dirk knife or switch knife or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, black jack, sandbag, metal or brass knuckles, stiletto, knife the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.
- f. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation. If the Superintendent or his/her designee, determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation.

## **Procedures For Expulsion Hearings Conducted By the Board of Education:**

1. Except in an emergency situation, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined below. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.
2. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three affirmative votes to expel are cast. Alternatively, the Board may appoint an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.
3. In accordance with Board Policy, written notice of the special hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) a reasonable time prior to the time of the hearing.
4. A student may be represented by any third party of his choice, including an attorney, at his/her expense or at the expense of his/her parents.
5. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language or is handicapped.
6. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, board members and counsel, and swear in any witnesses called by the administration or the student.
7. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.
8. The charges will be introduced into the record by the Superintendent or his designee.
9. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
10. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by Board members.
11. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn,

will testify, and will be subject to cross examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board. Concluding statements will be made by the administration and then by the student and/or his or her representative.

12. In cases where the respondent has denied the allegation, the Board must determine whether the respondent committed the offenses(s) as charged by the Superintendent.

13. The Board must also deliberate on the disciplinary action to be imposed upon the student. The Board may review the student's attendance record or academic record during its deliberations on this issue. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

14. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be received at the hearing, but may only be considered in the determination of

length of expulsion and nature of alternative educational opportunity to be offered.

15. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

16. The Board shall make findings as to the truth of the charges, if student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

17. In keeping with Conn. Gen. Stat. 10-233d and the Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for: the conduct described in Section V. (A) (1), (2) and (3) of these policies. The Board may modify the term of expulsion on a case-by-case basis.

18. Whenever the Board of Education expels a student, it shall offer any such student less than sixteen years of age an alternative education program. The Board of Education will provide an alternative education to a



sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows. The Board of Education is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity. The age limitations for the provision of an alternative educational opportunity shall not apply to pupils requiring special education as defined by federal law.

19. Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

20. Where a student enrolls in the district during the period of expulsion from another school district, the Board may adopt the decision of the pupil expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion would also warrant expulsion by the Board.

21. Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall compete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

22. If a pupil enrolls in the district while an expulsion hearing is pending in another school district, such student shall not be excluded from school pending completion of such expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the pupil or to conduct its own expulsion hearing.

D. Procedures concerning students who have been identified as having one or more disabilities under the IDEA, or who have received special education and/or related services under the IDEA within the last three

years, or who have been referred for special education within the last three years: Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA, or who have received special education and/or related services under the IDEA within the last three years, or who have been referred for special education within the last three years (an "identified student").

1. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of an identified student's conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for an identified student who has engaged in other behavior that violated a rule or code of conduct of the school district that applies to identified or non-identified students, the following procedures shall apply:

a. If an identified student engages in conduct that would lead to a recommendation for disciplinary action not contemplated by a child's behavior plan: 1) the parents of the student must be notified of the decision to take disciplinary action on the date on which the decision to take that action was made and must also receive notice of all special education procedural safeguards; and 2) in the case of a recommendation for expulsion, or a disciplinary action that would result in the suspension of an identified student for greater than ten (10) school days per school year, the district shall convene the student's planning and placement team (PPT) as soon as possible, but in no case later than ten (10) school days after the recommendation for such discipline was made for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline, in order to determine whether the student's behavior was a manifestation of his/her disability. During the process of a manifestation review, a student may be suspended for up to ten (10) school days. An identified student must not be suspended for more than ten (10) days per calendar year, without the school district's conducting a manifestation PPT.

b. If the PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the IEP of the identified student does not contain a current behavior intervention plan, the PPT must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the IEP of the identified

student contains a current behavior intervention plan, the PPT must convene as necessary to review and/or modify the behavior intervention plan.

c. If the PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a non-identified student would be subject to such discipline. During any period of expulsion, or suspension of greater than ten (10) days per school year, an identified student shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of the student's exclusion. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than ten (10) school days per school year.

Notwithstanding the foregoing, the placement of an identified student may be changed as a disciplinary measure under the following circumstances: School personnel may transfer an identified student to an appropriate interim alternative educational setting another setting, or suspension for not more than ten (10) schooldays per school year if such disciplinary action would also apply to non-identified students; or

d.. School personnel may transfer an identified student to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the student 1) was in possession of a dangerous weapon, as defined in 18 U.S. C. 930 (g) (2), as amended from time to time, on school grounds or at a school- sponsored activity, or 2) knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school- sponsored activity; or

e. School personnel may take disciplinary action against an identified student that would be taken against similar behavior by a non-identified student, including expulsion, if a PPT review of the relationship between the student's disability and the behavior subject to disciplinary action concludes that the student's behavior was not a manifestation of the student's disability. Under such circumstances, the Board of Education must continue to provide a free appropriate public education to the identified student.

3. The Board of Education may report a crime committed by an identified student to the appropriate law enforcement authority. When the Board reports such a crime, copies of the student's special education and discipline records must be transmitted for consideration by the authorities who received the report of the crime. As used in this sub-section D., the term "dangerous weapon" means a weapon, device, instrument, material,

or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include pocket knife with a blade of less than 2.5 inches in length.

4. Procedures concerning students who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act, which student does not fit the criteria listed in subsection D., above (a "student with disabilities"):

1. Notwithstanding any prevision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities' conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for student with disabilities who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to students with or without disabilities, the following procedures shall apply:

a. If student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion, (1) the parents of the student must be notified of the decision to suspend or expel on the date on which the decision to take that action was made; and (2) in the case of a recommendation for expulsion, the district shall convene the student's Section 504 Team (504 Team) as soon as possible, for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline, in order to determine whether the student's behavior was a manifestation of his/her disability.

b. If the 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The 504 Team shall consider the student's misconduct and revise the 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must convene as necessary to review and/or modify the behavior intervention plan.

c. If the 504 Team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline.

## **VI. Notification to Parents or Guardian**

A. The parents or guardian of any minor pupil either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.

B. The Superintendent of Schools shall forward to the pupil concerned and his/her parents, or the pupil if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent sends out the notice that an expulsion hearing will be convened.

## **VII. Readmission to School**

An expelled pupil may apply for early readmission to school. The Board delegates the authority to make decisions on readmission to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

## **VIII. Dissemination of Policy**

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all student, parent(s) and/or guardian(s) of this policy governing suspension and expulsion.

## **IX. Compliance With Reporting Requirements**

1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. 53a-3, the violation shall be reported to the local police.

### **BOARD OF EDUCATION POLICY** **SEXUAL HARASSMENT**

The full text of the Shelton Public Schools Board Policy 5145.5 at  
<http://www.sheltonpublicschools.org/site/files/5145.5.pdf>

Sexual harassment is forbidden by federal and state law and by the Shelton Board of Education, and will not be tolerated in the Shelton School District. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees of the Shelton Public Schools, fellow students and to the public. Students have the right to be in an educational environment free of sexual harassment whether by employees of Shelton Public Schools or by other students. Should sexual harassment be alleged, Board policy dictates that it shall be thoroughly investigated. Confidentiality will be maintained to the extent possible by all persons involved in any phase of this procedure and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

### **Definition**

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student; or conduct of a sexual nature which substantially interferes with the student's learning or creates and intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Sexual harassment may include such actions as: sex-oriented verbal "kidding", "teasing", or jokes; repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal abuse of a sexual nature; graphic or degrading comments about an individual or his/her appearance; the display of sexually suggestive objects or pictures; subtle pressure of sexual activity; physical contact such as patting, pinching or brushing against another's body; or demands for sexual favors.

### **Complaint Procedures**

If a student believes that he/she is being or has been subject to behavior that could constitute sexual harassment, that person should immediately inform a parent or guardian, teacher, or administrator. The student or adult should immediately inform the perpetrator that his/her behavior is unwelcome and unacceptable, offensive, in poor taste, unprofessional and/or highly inappropriate and that such behavior must stop. It is recognized, however, that victims of sexual harassment are not always able to express their feelings to their harasser or to others. In all cases, the responsibility for

ending the harassment rests with the harasser, not the victim.

### **Informal Complaints**

**Level I:** As soon as a student or the adult in whom the student has confided feels that he/she has been subjected to sexual harassment, e/she should file an “initial written complaint” with the building administrator. (Complaint forms are available in the building administrator’s office.) The building administrator or his/her designee will promptly discuss the complaint with the alleged harasser. If satisfaction cannot be made through this initial investigation, the following procedure shall be followed:

### **Formal Complaints**

**Level II:** Within ten working days of the initial investigation, the building administrator shall forward the “initial written complaint” along with details of the procedures used to resolve the complaint to the **Affirmative Action Officer, c/o Director of Special Services, 124 Meadow Street, Shelton, CT 06484**, who shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonable believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter within ten working days of receipt of the Initial Complaint Form, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all others directly concerned.

**Level III:** 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 shall respond to the complainant, in writing within ten working days after receipt of the

Appeal Form. If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to sexual harassment may include reassignments, transfer or disciplinary action up to and including termination of employment or suspension or expulsion from school, as deemed appropriate by the Board.

The harasser 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.

Each year, the school district will distribute copies of its policy and grievance procedure to all staff and students in an effort to maintain an environment free of sexual harassment.

### **BULLYING BEHAVIOR IN THE SCHOOLS**

For a complete text of the Shelton Board of Education Policy go to:  
<http://www.sheltonpublicschools.org/site/files/5131.911.pdf>

“Bullying behavior by any student in the Shelton Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time. Students and parents may file verbal or written complaints concerning suspected bullying behavior, and student shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request”.

### **DRUG AND ALCOHOL POLICY IN THE SCHOOLS**

For the complete Board of Education Policy on Drugs and Alcohol please go to:

<http://www.sheltonpublicschools.org/site/files/5131%206.pdf>

Perry Hill School provides families with information, procedures, and a variety of notices as required by law and board policy. You will find access to this information through the links below:

Non-discrimination Policy:

<http://www.sheltonpublicschools.org/site/files/5145.4.pdf>

Unlawful Harassment/Sexual Harassment Policy:

<http://www.sheltonpublicschools.org/site/files/5145.5.pdf>

Bullying Behavior in Schools:

<http://www.sheltonpublicschools.org/site/files/5131.911.pdf>

Hazing:

<http://www.sheltonpublicschools.org/site/files/5131.91.pdf>

Special Education/Child find Procedural Safeguards:

[http://www.sde.ct.gov/sde/lib/sde/pdf/DEPS/Special/Prosa\\_fullversion.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/DEPS/Special/Prosa_fullversion.pdf)

504 Policies:

<http://www.sheltonpublicschools.org/page.php?pid=221>

Community Resource Handbook/Intervention Services:

<http://www.sheltonpublicschools.org/site/files/communityreso.pdf>

Health Services:

<http://www.sheltonpublicschools.org/page.php?pid=63>

Attendance and Truancy:

<http://www.sheltonpublicschools.org/site/files/5113.pdf>

Pesticide Management Policy:

<http://www.sheltonpublicschools.org/site/files/1331.1.pdf>

Confidentiality of Education Records:

<http://www.sheltonpublicschools.org/site/files/5125.pdf>

Acceptable Use of Computer Resources/ Internet Access:

<http://www.sheltonpublicschools.org/site/files/6141.321.pdf>

Military Recruiters:

<http://www.sheltonpublicschools.org/site/files/2235.pdf>

Protection of Pupil Rights/Student Privacy:

<http://www.sheltonpublicschools.org/site/files/5145.1.pdf>

Pay to Participate:

<http://www.sheltonpublicschools.org/site/files/5139.pdf>

Title I Parental Involvement:

<http://www.sheltonpublicschools.org/site/files/6170.1.pdf>