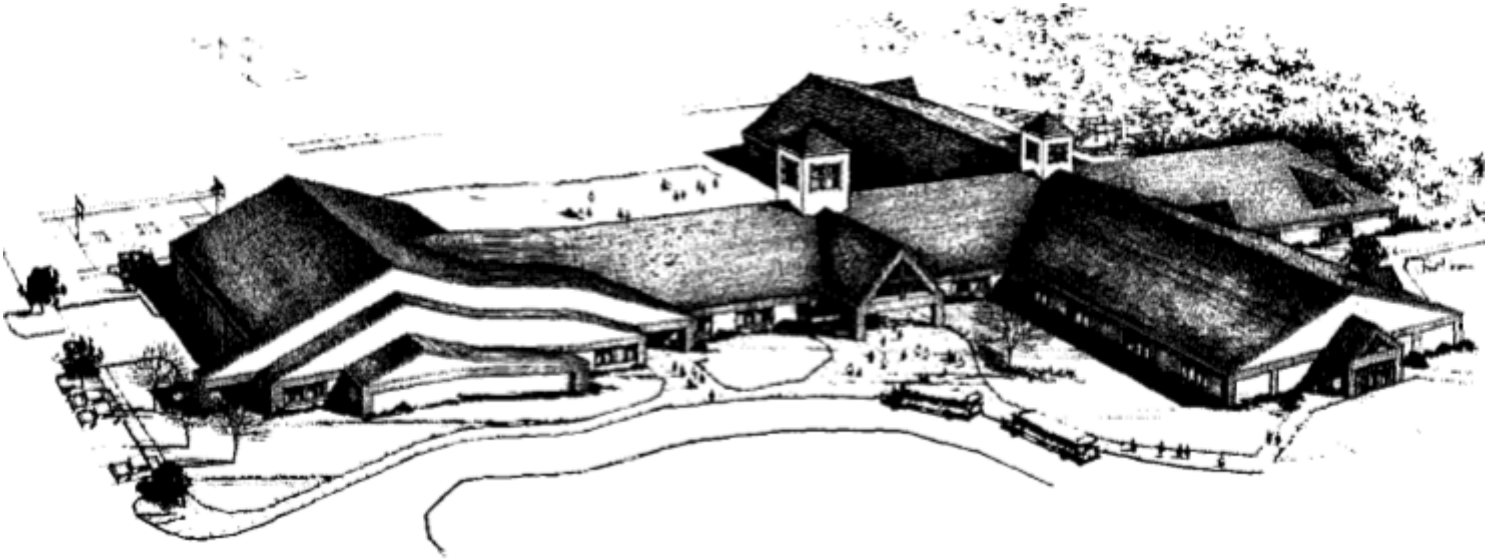


2026-2027
CHAPLIN ELEMENTARY SCHOOL
STUDENT/PARENT HANDBOOK



CHAPLIN PUBLIC SCHOOLS
240 PALMER ROAD
CHAPLIN, CT 06235
PHONE (860) 445-9594
FAX (860) 455-0742
MR. KEVIN J CHAVEZ, PRINCIPAL

TAKE CARE OF YOURSELF; TAKE CARE OF OTHERS;
TAKE CARE OF OUR SCHOOL

PREFACE

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 Material contained herein may, therefore, be superseded by such Board policy, administrative regulation or negotiated agreement.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

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

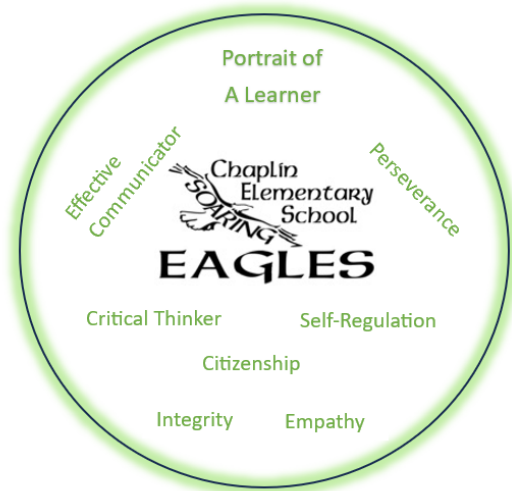
The Student/Parent Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, as policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through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

CHAPLIN ELEMENTARY SCHOOL

MISSION STATEMENT

At Chaplin Elementary School, our mission is to foster ALL students to become caring, competent, and responsible citizens by collaborating with ALL others no matter their similarities and differences. WE STRIVE TO empower students to achieve academically and to develop social-emotional skills necessary for mindfulness in all areas of personal development.

Vision: To empower students who are guided by integrity, perseverance, citizenship, and thoughtful problem solving.



PORTRAIT OF A LEARNER

Chaplin Elementary School



INTEGRITY

- ^ Takes responsibility
- ^ Honors commitments
- ^ Accepts outcomes



CITIZENSHIP

- ^ Views self as part of the community
- ^ Community has many branches
- ^ The sum is greater than its parts



CRITICAL THINKING

- ^ Asks questions
- ^ Analyzes
- ^ Hypothesize
- ^ Makes connections
- ^ Awareness of one's own thinking



EFFECTIVE COMMUNICATOR

- ^ Listens to understand not respond
- ^ Shares ideas through multiple mediums
- ^ Provides solid evidence for claims
- ^ Use communication for a range of purposes (inform, instruct, persuade)



PERSEVERANCE

- ^ Understands that failure is part of success
- ^ Responds productively to feedback and setbacks
- ^ Demonstrates agility in thought actions
- ^ Understands that learning takes Time & flexible thinking



SELF-REGULATION

- ^ Use strategies to support one's success
- ^ Manage reactions and feelings
- ^ Takes steps to control emotions & actions



EMPATHY

- ^ Seeks to understand others
- ^ Expresses compassion & sensitivity to others
- ^ Respect & connect with others' feelings, opinions, and culture

EQUAL OPPORTUNITY

The Chaplin School District does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, age or disability in providing education services. Kevin J Chavez has been designated to coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972, as amended and Section 504 of the Rehabilitation Act of 1973, as amended.

The Chaplin School District does not discriminate on the basis of disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact Mrs. Jocelyn Morse.

Parents/guardians must acknowledge receipt of the Student Code of Conduct and the consequences to students who violate district disciplinary policy. Parents/guardians should also let the district know, within ten (10) days of receipt of the handbook, if they object to the release of "directory information" on their child(ren).

CHAPLIN ELEMENTARY SCHOOL

Staff may be contacted via email using the first initial and last name @chaplinschool.org

Main Office
Mr. Kevin J Chavez, Principal Mrs. Brittany Mulvey, Secretary

Pupil Personnel/Special Education
<u>Director Special Education:</u> Mrs. Jocelyn Morse <u>Special Education Teachers:</u> Miss Molly Hallisey Mrs. Lisa Silva Mrs. Joan Glass <u>School Social Worker:</u> Mrs. Sandra Fine <u>Speech Language Pathologist:</u> Brooke Nye <u>School Nurse:</u> Mrs. Margaret Shieber <u>Interventionist:</u> Mrs. Michelle Bolduc (Math) Mrs. Michelle Moon (Reading) <u>Instructional Coach</u> Mrs. Lena Rossi <u>Occupational and Physical Therapist- Part Time:</u> Cindy Pelletier Aleta Naujunas Britney Lima <u>Paraprofessionals:</u> Mrs. Penny Boomer Mrs. Louise Garland Miss Whitney Hoskins Mrs. Kelly LaFreniere Mrs. Melissa Paradis Mrs. Jane Spencer Mrs. Teri Hebert Mrs. Jessica Marsh Miss, Bryana Noel Mrs. Nicole Kullberg <u>Board Certified Behavior Interventionist:</u> TBD

Special Area Teachers
Mrs. Rebecca Stewart, Art Education (.6 FTE) Mrs. Kyra-Faye Garrison, Physical and Health Education Mrs. Amber Edwards, Music Education (.6 FTE) Mrs. Ann Kaufmann, Librarian

Classroom Teachers
<u>Preschool:</u> Mrs. Carrie Grzywacz <u>Kindergarten:</u> Miss Katie Forostoski <u>First Grade:</u> Miss Celia Cheyney <u>Second Grade:</u> Miss Marissa Krayeski Mrs. Emily Jarrett <u>Third Grade:</u> Miss Shannon Breslin <u>Grades 4, 5, & 6:</u> Mr. Paul Burelle (Science) Mrs. Jessica Carito (Math) Mrs. Megan Reed (ELA)

Cafeteria
<u>Cafeteria Director</u> Mrs. Jessica Texera <u>Lunch Servers</u> Mrs. Sara Bartlett Mrs. Alana Harakaly

Maintenance/Custodial
<u>Head Custodian</u> Mr. Caleb Burelle <u>Night Shift Custodian</u> Ramon Pagan-Borres

Technology Coordinator
Mr. Alex Hill

CHAPLIN BOARD OF EDUCATION

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

Dr. Jaclyn Chancey,

Chairperson

Mr. William Hooper

Secretary

Mr. Eugene Boomer

Vice-Chairperson

Mrs. Diana Alvarez

Mr. Victor Boomer

Mr. Jeremiah Rufini

Mrs. Hayley Tilbert Albert

The Chaplin Board of Education meets on the second Wednesday of each month at 6:30 pm in the CES Library except for the month of July. Board notices will be posted in the main office and on the school website. The public is welcome to attend.

Meetings of the Board follow a planned and posted agenda. At the beginning of the monthly meeting and just prior to adjournment of the meeting, the Board chairperson will recognize Chaplin residents who want to make a statement or to express a viewpoint on agenda items for the meeting. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic.

The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy which reflects community values and expectations.

CENTRAL OFFICE

MR. ANDREW SKARZYNSKI, SUPERINTENDENT

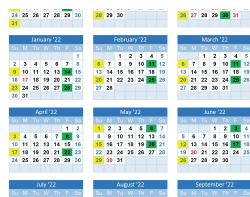
MRS. JOBINA MILLER, FINANCE DIRECTOR

Superintendent of Schools Office at
304 Parish Hill Road, P.O. Box 277
Chaplin, CT 06235
(860) 455-9306

NONDISCRIMINATION POLICY

The Chaplin Board of Education reaffirms that all educational opportunities taught by the Chaplin Public School System are offered without regard to race, color, national origin, sex, creed, religion, age, handicap, ancestry, physical or mental disability, lack of proficiency in the English language, or any other classes protected by state and federal law.

CALENDARS



The Chaplin Public Schools sends a district calendar to each family that includes important dates and information such as: Vacations –Parent Conferences –Early Dismissal Days –Professional Development. Chaplin Elementary School also sends a monthly calendar as part of its newsletter to parents which indicates specific events at our school and incorporates reminders of important dates/times. Check the website for up-to-date information: <http://chaplinschool.org/calendar/>

SCHOOL HOURS



Being on time is very important for all students in order to start their day with their normal routine.

Arrival- Your child's safety is our first priority; due to teacher morning responsibilities, children will not be allowed entry into the building prior to 8:30 AM unless they are registered for Chaplin Kids and your account is kept up to date.

Dismissal- Dismissal begins at 3:15 PM.

In consideration to staff and students, **PARENTS MUST** make every effort to inform school staff of an early dismissal by sending a note to school the morning of, or by calling school before 12:00 noon.

FULL DAY SCHEDULE

8:30 - 8:45	Students arrive at school		
8:30 - 8:45	Breakfast is available		
8:40 - 11:50	Grades 1, 2, & 3- Academics, Intervention, & Specials	8:45 - 11:20	Grades K, 4, 5, & 6- Academics, Intervention, & Specials
11:50-12:20	Lunch – Grades 1, 2, & 3	11:20-11:50	Lunch- Grades K, 4, 5, & 6
12:20-12:50	Recess- Grades 1, 2, & 3	11:50-12:20	Recess- Grades K, 4, 5, & 6
12:50 -3:15	Grades K, 1, 2, & 3- Academics, Intervention, Specials	12:20 - 3:15	Grades 4, 5, & 6- Academics & Intervention (Band & Chorus on Wednesdays)
3:15	Dismissal		

***All students in grades 1-6 will spend a minimum of 15 minutes eating lunch; however, after the first 15 minutes of lunch, students who have eaten their lunch and do not have morning work to complete will be allowed to go out to recess early for extra recess time (excluding days that recess will be inside).**

EARLY DISMISSAL

8:30 AM – 1:15 PM

DELAYED OPENING



If weather or any issue causes a DELAY, CES will begin school **2 hours later than usual**; the school day is **10:40 AM** to 3:15 PM.

NOTIFICATION OF EMERGENCY CLOSING OF SCHOOL: Parents will receive communication through our automated messaging system. The district website will post any emergency changes in schedule. Local TV channels and radio will broadcast the change.

ARRIVAL AND DISMISSAL BY CAR –TIMES AND PROCEDURES



WE ASK PARENTS NOT TO PULL INTO ANY OF THE DROP OFF AREAS DURING BUS TIMES HIGHLIGHTED BELOW!

Staff members actively supervise entrances beginning at 8:30 AM. **FOR SAFETY'S SAKE, STUDENTS SHOULD NOT EXIT THEIR CARS BEFORE STAFF MEMBERS OPEN THE DOORS.** Doors are locked.

Parent drop-off time is 8:30 a.m. to 8:35 a.m.

Parents dropping Pre-K and/or Kindergarten students off in the morning are asked to use the loop at Silliman's Circle (near the Pre-K/K playground). Staff members will actively supervise the traffic and entrance. If you need to walk your child to the gate, we ask that you pull as far forward in the loop as possible.

Parents driving students in grades 1-6 shall use the loop at the main entrance, and students will enter the building at the main entrance. Staff will be posted in the loop to supervise entry into the building.

Bus drop off time begins at 8:35 am, so bus loops should be cleared of parent traffic at this time.

Pre-K and Kindergarten breakfast will be provided in the classroom. Students in Grades one through six will have access to breakfast in the main lobby of the building.

Parents who have a child in Pre-K/K and any other grade **MAY** use the main loop and have the older student walk the Pre-K/K student to their classroom.

If there is a need to walk your child into the building, and you have called ahead to make arrangements, you must park in the marked parking spaces (**not in the bus loop at the main entrance**). Parents should then walk with their child across the parking lot to the main entrance. **Parents must say goodbye in the main foyer allowing your child to walk to class on their own.** Students who arrive in their classrooms later than 8:45 AM are marked tardy (unless lateness is due to a bus delay).

ALL students who arrive at school **later than 8:40** shall enter through the main entrance and report to the office. The parent may give the reason for the late arrival at the intercom or ask to come into the office to talk with the school nurse or administrative assistant.

DISMISSAL for students begins at 3:15 PM. If you are picking a child up, you should drive to the northwest/far end of the building and park near the playground. As the main entrance is being used for bus dismissal, parent pickup will take place at the entrance to the gym/cafeteria. Children will wait in the gym. Parents will not enter the school building at dismissal. School staff members will be on duty to assist students in connecting with their transportation. PHOTO ID MUST be provided when picking up a student. Staff will call children to the exit and check the child off and list the person who is picking the child up.

If an adult is not present to receive their child getting off the school bus, the driver will not allow the student to exit the bus. The student will be brought back to school for the parent to come pick up. If your child has permission to get off the bus without an adult present, the school must receive written permission. The information will be passed to the transportation company.

We understand that plans change occasionally, so if your child is going to be picked up from school, please be certain to send in a note to the teacher, who will forward it to the office.

Chaplin Board of Education Bus Policies do not allow children to ride any other bus but their own unless it is for after-school care purposes. The parent of the child who is making the change and the parent receiving the child must send notes to school acknowledging the change for the day. Any child must have a note of permission from his/her own parents to ride home with another adult in their personal vehicle.

If you are picking your child up for early dismissal, please visit the office to sign your child out. Office staff will call the specific room, and your child will be asked to report to the office. **Please do not go to the particular classroom for your child.**

PLEASE PLAN AHEAD: Please make sure that you have addressed childcare issues that might arise due to a late start or early dismissal. It is a good idea to set up a plan for an unplanned situation. **Chaplin Kids Before School Care does not operate on a late start. After School Care will only operate on early dismissal days for Parent-Teacher Conferences.**



VISITING SCHOOL

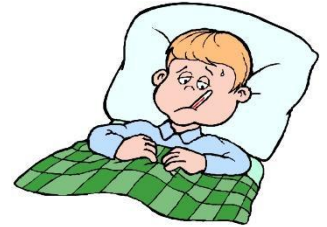
Our visitor identification and monitoring system for our front entrance is in use throughout the entire day. Anyone who wants to access the building will have to request admittance at the front entrance. You may be held in a locked and secure foyer before being allowed in the building. You may also be asked to leave items to be delivered to your child in the locked and secure area. All other entrances to the building will be secured. At an appropriate time, the office will contact the classroom to arrange delivery of the item. In this way, the instruction in the

classroom is safeguarded against interruptions. **Visits to individual classrooms during instructional time shall be permitted only with the principal's prior approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.**

When granted entrance into the building, visitors must sign in at the secretary's desk in the office. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be tolerated.

STUDENT ATTENDANCE

Connecticut state law requires parents to ensure that their children, between the ages of 5 and 18, attend school regularly.* Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. Attendance policies are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.



Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school before the school day begins, but no later than 10:00 AM, and leave a message with your child's name, teacher, and reason for absence. If your child is absent and you do not call us, a phone call will be made to your contact number around 10:00 A.M. If you are not available to take this call, a message will be left for you. In this case, the school will make note that no one answered the call. This procedure will be followed in order for us to ensure your child is safe and under your care.

In general, if a child is running a fever of 100 degrees or more, is vomiting, has diarrhea or a communicable disease, **they are to be kept home** for their own well-being as well as that of their classmates. A child should remain at home without a fever (without the assistance of any medications) for a period of 24 hours before returning to school. The Chaplin Board of Education has approved a "NO NIT" policy. The implication to parents is that students will not only be excluded for "LIVE" lice, but also for the presence of their "NITS."

A student is considered to be "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.

All absences are best served with a note from your child's medical professional within ten days of the absence. Once it is received, we will be able to code the absences as a medical excusal. Without a note after nine instances, all absences are considered unexcused regardless of parent call. Students who have unexcused absences four times in a month or ten times in a year are considered truant by state statute. The school will notify you when you get close to any of these thresholds.

Please visit the CES website Board of Education/Board Policies and search 5113.

TARDINESS

Students who are not in their assigned classroom by 8:45 A.M. are considered tardy and must report directly to the School Nurse's Office. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant.

TRUANCY

The Board of Education recognizes the importance of early intervention for students exhibiting truant behavior. "Truant" means a child enrolled in a grade from kindergarten to grade 8 who has **four unexcused absences in one month**, or **ten unexcused absences in one year**. A "**habitual truant**" means any such child who has **twenty unexcused absences within a school year**.

Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student's truancy problem. Please visit the CES website Board of Education/Board Policies and search 5113.2.

EXCUSED ABSENCE

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

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits written documentation to school officials.
- B. Students receive an excused absence for the tenth absence and all absences thereafter, when they are absent from school for the following reasons:
 1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Student's observance of a religious holiday. (Documentation required)
 3. Death in the student's family or other emergency beyond the control of the student's family.
 4. Court appearance which is mandated. (Documentation required)
 5. The lack of transportation that is normally provided by the district.
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.
 7. Additional 10 days for children of service members.

The responsibility for makeup of work lies with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within 5 days of the student's return to school.

UNEXCUSED ABSENCE

Unexcused absences are those which do not fall under any of the excused absences.

Absences which are the result of school or district disciplinary action are excluded from the definitions.

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

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

TRUANCY VS. CHRONIC ABSENCE

Chronic absence and truancy are not interchangeable terms. They describe different aspects of the absence issue and require different approaches. Truancy is a term that generally refers to unexcused absences. Chronic absence, on the other hand, incorporates all absences: excused, unexcused absences, and suspensions and expulsions served.

For more information, please visit

[Guidelines for Excused and Unexcused Absences | Attendance Works](#)

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 17.



TRANSPORTATION CHANGES

We plan for children to ride the neighborhood school bus unless we have a notice in writing from the parent. Each year we update our dismissal plans for students who attend day care or have a routine plan to be picked up. We need to ensure that students are sent to the appropriate dismissal destination. Any changes should be reported to the main office as soon as possible.

TRANSPORTATION

Please note that students are expected to ride the bus to which they have been assigned. If there is some extenuating circumstance that requires your child to ride another bus, please advise the office



a day in advance so that this may be approved. Changing buses for social engagements will not be allowed due to the added confusion for the drivers and the school. We appreciate your cooperation in this matter.

BUS CONDUCT- THE STUDENT'S RESPONSIBILITY

Transportation to and from school via buses is a privilege provided for Chaplin's children. The bus drivers are licensed and screened through EastConn Transportation. Appropriate behavior is important to aid the drivers' attention to the road and in order for students to ride happily and safely. The bus ride to and from school is considered an extension of the school day; thus, we expect that students abide by classroom and school policies, procedures, and expectations on the bus. The driver is in full charge at all times, so his/her instructions should be obeyed. Student behavior should demonstrate respect and responsibility by:

- Not distracting the driver in any way that endangers the bus and its passengers
- Respect the property of others at all times including property at and around the bus stop.
- Enter the bus in an orderly manner.
- Remain seated while the bus is in motion. Do not interfere with other passengers.
- The carrying of weapons, or any object that may be used as a weapon, is prohibited by State Law.
- Quiet and appropriate conversation is encouraged. Do not distract the driver by loud talk or shouting.
- Students and their parents will be held responsible for malicious damage to the bus.
- Students and parents are invited to discuss any bus problems with the school principal.

Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

*** Suspension means the student has temporarily lost their bus privileges and must be driven to school by a family member or family friend. The day a student loses bus privileges, he/she will be allowed to ride the bus home. Students who lose bus privileges are still required to attend school. It is the responsibility of the parents to see that the students are in school. Administrators will assure that parents are notified before transportation privileges are suspended and that due process is followed in each case.

ONLY authorized students may ride the bus; an authorized student is one whose name is on the list for the bus route or who has obtained special permission to ride that bus.

The regulations and code of behavior are in effect for all students riding buses of the Chaplin Public Schools to and from the Chaplin schools and all other schools to which the Chaplin Board of Education provides school bus transportation.



SCHOOL LUNCH PRICES

Chaplin Elementary School will participate in the Community Eligibility Provision (CEP) during the 2026-2027 school year. This service provides nutritionally balanced **free** lunch and breakfast to children each school day. The National School Lunch Program (NSLP) is a federally assisted meal program operating under the U.S Department of Education (USDA). A "grab and go" style breakfast will be offered daily starting at 8:30am. All school lunches include a full serving of meat/meat alternative, vegetable, fruit, grain, and choice of milk (1%, chocolate, strawberry). Milk may be purchased separately from a school meal and must be paid for in advance or at the time of service (\$.50). Ice cream is sold on Fridays only (\$1.00).

Menus are sent home monthly via the automated messaging system and can also be found on the school website. If you require a printed copy of the lunch menu, please contact the school office.

If you are seeking dietary modifications for your student or need additional information, please contact Jessica Texera, Food Service Director @ 860-455-9593, or jtexera@chaplinschool.org

ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office.

AUTOMATED PHONE MESSAGING SYSTEM

The Chaplin Elementary School system uses an automated phone/email/text messaging system which gives the school office the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. If you are not receiving these messages in any one or combination of formats, please contact the school office.

AMERICAN WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

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

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



Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly.

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

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

1. Has a physical or mental impairment which substantially limits one or more of such person's major life activities.
2. Has a record of such an impairment, or
3. Is regarded as having such an impairment

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

Students with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments.



CT SCHOOL CLIMATE

Public Act 23-167 significantly modified existing school climate legislation and policy. Districts are required to implement the new school climate provisions beginning in the 2025-26 school year. The following elements are included among the changes:

- Requires the adoption of a new School Climate policy
- Outlines expectations on responding to “challenging behavior”
- Redefines terms and responsibilities associated with school climate personnel
- Establishes new training requirements

Before outlining critical elements of legislation, it is critical to frame this law in the context of best practices around school climate. According to legislation, school climate is, “the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.”

Connecticut’s legislation supports districts in their attempts to align efforts, and work proactively with their community to co-create school environments that support student well-being and success. School districts must adopt restorative practices and a restorative response policy, which must be implemented for incidents of challenging behavior or student conflict that is nonviolent and not a crime. The school climate improvement plan is to be used in the prevention of, identification of, and in response to “challenging behavior,” which the law defines as follows: “behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.” School climate improvement plans must align with Connecticut school climate standards and must include protocols and supports to enhance classroom safety and address challenging behavior.

Restorative practices are proactive. We know good teaching is relationship-based. Healthy relationships strengthen classroom and school communities. Restorative practices create positive school and classroom climates thus providing safe, supportive, and inclusive learning environments. The majority of restorative practices are proactive. They foster supportive relationships before conflicts arise.

Restorative Practices help solve issues. When conflicts or problems occur, restorative practices help everyone involved to work together to resolve the issue. For example, this might include:

Circles. Groups of students and teachers come together to talk about how they’re feeling or to solve problems.

Conferences. A structured conversation where students, teachers, and sometimes parents discuss an incident and agree on how to move forward.

Agreements. Students take responsibility for their actions and make commitments to repair any harm caused.

Restorative Practices improve our schools.

Prioritizing Relationships. Restorative practices help build stronger connections between students, teachers, and parents, creating a more positive school environment.

Teaching Life Skills. Students learn how to communicate effectively, resolve conflicts, and take responsibility for their actions—skills that will help them throughout their lives.

Increasing Accountability. Students understand the impact of their behavior and take active steps to repair any harm caused. Restorative practices often go hand-in-hand with traditional school consequences. In fact, consequences are more effective with the added layer of restorative practices.

Creating a Safer School. When students feel heard and respected, they are less likely to engage in harmful behavior, leading to fewer conflicts overall.

Restorative practices focus on solutions rather than punishment. They help students feel supported and valued. This approach promotes student growth and improves their school experience. Often, this work includes parents, giving them a voice in their child’s education and behavior. This collaboration helps create a united front to support the student.

The new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered

response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student — including, but not limited to restorative practices.
Multiple subsequent offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline program; services/ programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

(This refers to any incident of challenging behavior that meets the criteria for implementing a tiered response. For an instance to constitute a subsequent offense, the conduct need not be precisely the same type of challenging behavior nor the same tiered response. For instance, a student's first offense might be some behavior that requires temporarily clearing the classroom. A subsequent incident would occur if, for example, the student was to engage in challenging behavior resulting in an injury requiring medical attention beyond basic first aid. Because these are two instances of behavior that meet the criteria set forth in C.G.S. Section 10-222hh(b)(6), they would be counted as two separate tiered response incidents.)

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT). In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.

Bullying is still covered under the law and is considered a subset of "challenging behavior" with the latter term broader in scope. For instance, pursuant to C.G.S. Sec. 10-222ee, one of the school climate specialist's primary duties is "leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment" (emphasis added). Thus, bullying is one type of challenging behavior covered under Connecticut's new school climate policy. (It is important to observe that the definition of the term "bullying" changes under Connecticut's new school climate policy. As outlined more fully in C.G.S. Sec. 10-222d(a)(1), the legacy school climate provisions define "bullying" in very specific fashion: a direct or indirect act that is "severe, persistent or pervasive," and which (A) causes physical or emotional harm, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. This definition goes on to specify that the term includes, but is not limited to, communications, acts or gestures based on a series of "actual or perceived differentiating characteristic." The new definition of "bullying," as specified in C.G.S. Sec. 10-222aa(4) is more general and includes a broader range of conduct. The term will now be defined as follows: "unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.")

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: Student ☐, Parent and/or Guardian ☐, or School Employee ☐

Email: _____

Phone Number: _____

Contact me by: Phone ☐ Email ☐

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

☐ On school property

☐ At a school-sponsored activity or off school

property

☐ Electronic communication, internet, and social media

☐ On a school bus

☐ On the way to/from school

☐ Outside of school

☐ Other _____

Approximate date of incident (if known): _____

Please describe what happened?

the following statement(s) check any that may describe or include what happened:

- ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication
- ☐ Spreading rumors or gossip
- ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression

- ☐ Making intimidating, and/or threatening gestures or remarks
- ☐ Getting another person to do any of the behaviors listed above
- ☐ Unwanted contact of a sexual nature (verbal, nonverbal, physical)

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

For school climate specialist use only:

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this “Investigation Form” but will be provided with a copy of the “Response Process(es) Notification Form” after an assessment is completed.

Date “Challenging Behavior Reporting Form” Received: _____

Today’s Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous):

Name of student or students who were allegedly subjected to the challenging behavior:

Name of person or persons who allegedly engaged in the challenging behavior:

Where did the alleged incident occur?

Date and time alleged incident occurred: (if known):

Description of the alleged incident:

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐	Was this investigated as an assault? YES ☐ NO ☐
Was this a verified act of bullying? YES ☐ NO ☐	Was this a verified assault? YES ☐ or NO ☐
Was this investigated as cyberbullying? YES ☐ NO ☐	Was this investigated as an act of physical violence? YES ☐
Was this a verified act of cyberbullying? YES ☐ NO ☐	NO ☐
Was this investigated as teen dating violence? YES ☐ NO ☐	Was this a verified act of physical violence? YES ☐ or NO ☐
Was this verified teen dating violence? YES ☐ or NO ☐	Was this investigated as a protected class violation/harassment? YES ☐ NO ☐
This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil	Was this investigated as a Title IX violation? YES ☐ NO ☐
Was this a verified protected class violation/harassment?	
YES	
☐ NO ☐	Was this a verified Title IX violation? YES ☐ or NO ☐
	Was this a verified act of challenging behavior not listed above? YES ☐ NO ☐

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School based threat assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.



CES POSITIVE AND SAFE SCHOOL CLIMATE

Soaring Eagles at Chaplin Elementary School adhere to the motto of "Take care of yourself; Take care of others; Take care of our school." Positivity is taught throughout the school as students learn what it means to treat all others fairly. The whole school regularly meets together for "CES Talks" in which monthly core values are discussed through an open-dialogue for all students and staff. Teachers conduct explicit teaching of the core values in order to build student leadership and empathy for peers and others in our

community.

APPROPRIATE DRESS

There are two basic rules:

1. Students should refrain from wearing any item that may distract from the educational process through style or inappropriate printed messages.
2. Any shoes that lack a back or back-strap are not permitted at school for safety reasons. Children should wear sneakers on days their class has physical education.

Parents will be notified of any issues that might occur.

CONDUCT

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. Each student shall learn to respect the rights of others as individuals and as groups. The student shall learn the norms that govern appropriate behavior in his/her class at CES and obey the established norms. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

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

1. Attending school regularly and on time.
2. Being prepared for each class.
3. Being dressed appropriately.
4. Showing respect toward others.
5. Behaving in a responsible manner.
6. Obeying all school norms, including safety rules, and rules pertaining to Internet safety.

WEAPONS AND DANGEROUS INSTRUMENTS

The Chaplin 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, other dangerous instruments, or facsimile of a weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity. Please be mindful that sometimes young children do not understand the implications of bringing such items to school because they just want to show them (i.e. the Boy Scout knife) to friends. Having a conversation at the beginning of the school year helps to deliver this message and can help prevent any mistakes from occurring.

Possession and/or use of any such weapon or dangerous instrument by a student in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is grounds for disciplinary action.

DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. The Chaplin Public Schools disciplinary actions follow a "restorative justice" approach to ensure that the victim is the priority by listening and responding to the needs in the moment. Following the investigation, all attempts will be made to mediate the students in order for there to be an opportunity for learning, growth, and community building by helping the misbehaving student to deal with the harm caused to their peers and school community. The goal is to encourage accountability and responsibility before reintegrating the harmer into the community as a valuable, contributing member. However, there may be times that call for the use of one or more discipline management techniques, such as detention, in school suspension, out of school suspension, or expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law, that student may be

referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off school property and during non-school time. To prevent a student from injuring themselves or others, physical restraint may be carried out by a PMT trained employee within CES when deemed necessary.

SUSPENSION

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

The administration may suspend a student for an infraction that causes harm to a person or property. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days. However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instances the informal hearing will be held during the suspension.

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

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

The Chaplin Board of Education expects specifically that students will conform to high-quality standards of speech and conduct; will refrain from violating or impairing the rights of others; and not engage in conduct that deprives other students of an orderly atmosphere for study. The Board expects students to be appreciative of the opportunity for education offered to them and to regard as a privilege their attendance in Chaplin Elementary School.

CHILD PROTECTION

Under Connecticut law, school employees (because their work involves regular contact with children) are “mandated reporters” and are therefore required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 and any child under the age of 21 if the child is a DCF client, has been abused, neglected or is placed in imminent risk of serious harm. Staff receive training in specific procedures governing the reporting of abuse and neglect. For a complete copy of the law, refer to Sections 17a-101 through 17a-103a, inclusive of the Connecticut General Statutes.

Child abuse occurs when a child has had physical injury inflicted upon him other than by accidental means, has injuries at variance with history given of them, or is in a condition resulting in maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

Child neglect occurs when a child has been abandoned, is being denied proper care and attention physically, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his well-being.

Posted in the office is the telephone number of the Department of Children and Families’ child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students.

CHANNELS OF COMMUNICATIONS

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

COMPUTER RESOURCES



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

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. **Students may not access social media sites using District equipment OR while on District property OR at a District sponsored activity unless the posting is approved by a teacher. The District will not be liable for information posted by students on social media websites, such as Facebook, My Space, YouTube, etc., when the student is not engaged in District activities and not using District equipment.**

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

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

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore, students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

ELECTRONIC DEVICES (STUDENT & PARENT AGREEMENT)

Students are not permitted to use personal electronic devices once the school day has begun unless prior permission has been obtained from the principal. Without such permission, the items will be collected by teachers and turned into the principal.

Students are solely responsible for any electronic device brought to school. Students should not leave them unattended. CES is not responsible for lost, damaged, or stolen devices.

Electronic devices will NOT be used to record, transmit, or post photographic images or video of a person or persons without parent permission during school hours or during school sponsored activities including riding on district provided transportation to or from school. Failure to abide by this guideline will result in disciplinary action by administration and may result in notification to local law enforcement. All appropriate privacy protections, such as FERPA, will be honored at all times.

The sending, sharing, viewing or possessing pictures, emails or other material of a sexual nature in electronic or any other form on cell phones or other electronic devices is prohibited in the school setting.

Students found to be using any electronic communication devices in violation of Board policy and school rules shall be subject to disciplinary action at the discretion of the school administration and will include, but not be limited to, seizure of the device or requiring a parent to pick-up the device after school hours.

EXTRACURRICULAR ACTIVITIES

Dances and Social Events- School dances may be scheduled periodically during the school year. Only legally enrolled students of this school may attend dances unless other arrangements have been made and approved by the administration. Students are expected to dress appropriately for all dances. Standards of dress, admission costs, and other pertinent instructions for a particular dance will be announced prior to the dance.

After School Clubs- In order to be fair and have activities available for all students, permission enrollment slips will go home with students in advance of the initial activity meeting. Due dates for return of the forms should be noted carefully as club enrollment is



time sensitive.

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity. The Board of Education strongly encourages all transportation of students to be on buses or other transportation vehicles which conform to the requirements of law and regulations of the State Department of Education. The Board realizes 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.

Your child will have the opportunity to go on occasional educational field trips. It will be necessary for you to give your written permission for your child to go. A field trip permission slip is always sent to parent/guardian for his/her signature when a trip is planned.

FINANCIAL ASSISTANCE

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



FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A minimum of three crisis response drills will be held in addition to fire drills. Such crisis response drills will be planned and may be conducted with the local first responders.

Students are expected to follow the direction of teachers or others in charge quickly.

Notification of a drill generally occurs via email through the CES automated messaging system.

STANDARDS ALIGNED GRADING

Connecticut schools have adopted the Connecticut Core Standards in the curriculum areas of English Language Arts and Math; Science follows the Next Generation Science Standards. The standards define the knowledge and skills that are most critical for all students to master and state specifically what students should have mastered in each area by the end of the school year. Intermittent report cards are an indication of progress the child is making toward the end of the year expectation. Parent/Teacher conferences are vital for the parents/guardians to understand the progress being attained throughout the school year.

Report cards are issued to students three (3) times a year. Students are expected to deliver report cards to their parents. Report cards must be signed by the parents and returned to the school within 5 days.

Grades arrived at by a teacher will be considered final and will be changed only (1) by the teacher, with the consent of the principal after a re-evaluation of the student's work or (2) by an appeal made to the school principal and then to the superintendent or designee. Please refer to chaplinschool.org under the “Students and Parents” tab for report card and standards information.

HEALTH SERVICES

The school health office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Hearing and Vision screenings are administered in all grades except 2nd, and Scoliosis screening is conducted for female students in Grade 5, per State law. . The results are provided to the parents.

Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

ADMINISTRATION OF MEDICATION

Administration of Medication- Parents of students requiring medication during school should contact the Nurse Margaret Shieber to get the special forms that are required to permit the administration of medicine in school. All medications must be in the original container with proper labels.



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

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at all times with the signed authorization of a physician, physician assistant or advanced practice nurse. A written authorization of the parent/guardian is required.

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

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

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

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

Students with any medical condition which, within the school setting, may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse. Before a child may return to school after an absence due to such a condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

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

Homebound- Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

Homeless Students- Homeless students, are defined as “individuals who lack a fixed, regular and adequate nighttime residence.” These students will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is the school principal. Homeless children have the right to attend the school of origin “to the extent feasible,” unless doing so is contrary to the request of such student’s parent/guardian or unaccompanied youth.

Physical Examinations- All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) Health assessment shall also be required in grade 6. All students in grades K-6 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K, 1,3, 4, and 5. Postural screening will be conducted for female students in grade 5. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district’s homeless liaison.

Immunizations- All students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis A, Hepatitis B, Varicella (Chickenpox), Meningococcal, Pneumococcal, Rubella, Influenza and Haemophilus Influenzae Type B.* Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into seventh grade. The school must enroll any homeless student even if the student is unable to produce the required medical and immunization records. **For further information regarding immunizations contact the school nurse.**



HOMEWORK

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student.

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

In order for homework to be an effective support for learning, it requires a partnership among the school system represented by the teacher, the student and their parents.

INSURANCE

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, it is suggested that parents take advantage of the opportunity to provide adequate protection for their children while in school.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

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

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, CES Summer Learning Academy, after-school assistance, assistance with homework and tutoring.

Students stay in bilingual education programming for up to 30 months or until meeting exit criteria. Students—on a case by

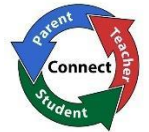
case basis—can stay up to an additional 30 months in a bilingual program if the district requests on behalf of the students one-year extensions (up to three times) from the CSDE for a total of three additional school years

MAGNET SCHOOLS

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

PARENT CONFERENCES

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



PARENT INVOLVEMENT/COMMUNICATIONS

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

PARENT-TEACHER ORGANIZATIONS

The CES PTO is a vital link between the school, community and the parents it serves. Thus, parents are urged to join and take an active part in the PTO.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/Guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/Guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Kevin Chavez.

PHYSICAL EXERCISE

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



School employees may not prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment.

PROPERTY AND EQUIPMENT

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student. Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Students should not attempt to repair school equipment but should notify the main office immediately if it isn't functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students are warned not to bring large sums of money or valuables to school, liability for these items remains with the student.

PUBLIC COMPLAINTS

The right of community members to register individual or group concerns about district instruction, programs, materials operations and/or staff members is recognized. Complaints and grievances will be handled and resolved as close to their origin as possible. Complaints will be referred back through the proper administrative channels before investigation or action by the Board unless the complaint concerns Board actions or operations only. A procedure also exists for the placing and response to criticism or approval of instructional materials.

Specialized complaint procedures exist regarding identification, evaluation or educational placement of a student with a disability; loss of credit due to absences; discrimination on the basis of sex; harassment; sexual abuse or harassment; and instructional materials.



SCHOOL CEREMONIES AND OBSERVANCES

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged. Chaplin reminds students, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. School and class environments shall not be overly religious, and church-like scenery will be avoided;
2. Religious music shall not entirely dominate the selection of music; and
3. Program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the Building Principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

SCHOOL SECURITY AND SAFETY

Chaplin Elementary School has developed and implemented a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. CES, as required by law, has an established school security and safety committee which assists in the development and administration of the school's security and safety plan. CES will conduct a security and vulnerability assessment every two years.

CES will maintain and implement an emergency disaster preparedness and response plan ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection. Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

Staff undergo training for different responses to a variety of safety and security emergencies.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-6 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SEXUAL HARASSMENT

The Chaplin School District wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is defined as unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, school psychologist, administrator, school nurse or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint.

The district will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor and will notify parents of any incident of sexual harassment or sexual abuse by an employee. A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator.

STUDENT RECORDS

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

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

Parents of a minor or of a student who is a dependent for tax purposes, and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

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

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student. The District, when a student moves to a new school system or charter school, will send the student's records to the new district or charter school within ten business days of receiving written notice of the move from the new district. Unless the parents/guardians of the student authorize the record transfer in writing, the sending District is required to send a notice when the records are sent to the new district.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS



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

TESTING

All students in grades 3 through 6 shall annually, in the spring, take a mastery examination in reading, language arts and mathematics. Students in grades 5 shall annually, in the spring, take a statewide mastery examination in science. The mastery examination test is one of the measures to be used to determine if students have met the identified standards.

Students in grades K-3 participate in AimsWeb Plus assessments, and students in grades 4-6 participate in NWEA assessments in ELA, Math, and Science. These assessments, given three times during the school year (September, January, and May), are benchmark and progress monitoring assessments that inform teachers as to where their students are in mastery of the standards for that particular grade. This progress monitoring assessments aid teachers as they plan units and lessons throughout the school year. The results are used as one data point to determine if students are in need of Tier 2 and 3 intervention.

Teachers also use curriculum based assessments to progress monitor student learning. Students will have an array of performance tasks and written assessments throughout the school year.

TITLE I

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

Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

VACATIONS

School policy strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session may be considered "unexcused absences" in light of CSDE guidelines.

VIDEO RECORDERS ON SCHOOL BUSES/SCHOOL CAMPUS

Video equipment is used to enhance the safety and security of all individuals. It is also used to monitor student behavior on school buses and common areas at CES. The principal or his designee will review the tapes as necessary, and student misconduct will be documented. Discipline will be in accordance with the CES discipline policy. Any student, staff members, or visitor to CES is prohibited from tampering with or damaging the school's video surveillance equipment.

WITHDRAWAL FROM SCHOOL

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

For a complete view of Chaplin Elementary School Policies, please visit the school website <http://chaplinschool.org/> and click on the Board of Education tab. Then click "Board Policies"

ATTENDANCE MATTERS!

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in ensuring students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. We also know that when students miss too much school— regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!!

Clearly going to school regularly matters!

We want to avoid widening learning gaps that are discouraging for our scholars. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your children go to school every day unless they are truly sick.
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers, administrators, and the school social worker for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something unexpected demands a change in your routine. Call on a family member, neighbor, or another parent to take your child to school.

Let us know how we can best support you and your children in attending school on time every day. We want your children to be successful in school and in life! If you have any questions or need more information please contact CES.

CHAPLIN ELEMENTARY SCHOOL

WE SOAR TO SUCCESS!

HOME/SCHOOL COMPACT

Chaplin Elementary School and the parents of the students agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve Chaplin's and Connecticut's high standards.

*This Home/School Compact is in effect during the **2026-2027** school year.*

School Responsibilities

Chaplin Elementary School will:

- 1. Provide high-quality curriculum and effective instruction in a supportive learning environment that enables participating children to meet Connecticut's Core Standards as follows:**
 - Through district support, the instructional focus of CES is to accelerate the academic achievement of all students by implementing rigorous curricula aimed at ensuring that all students are provided effective teaching, high-quality instructional material, literacy-rich learning environments, and additional time and support to reach academic standards.
 - Teachers and administrators meet regularly to learn about research-based instructional practices. We learn through discussions, observations of practice, feedback, monitoring, and action research.
 - All students will receive instruction at their appropriate level through tiered learning with students beginning in Tier 1.
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Teachers will schedule a conference based upon the student's individual needs or at the request of a parent.
 - Parent/Teacher Conferences will be scheduled following the first and second trimester report cards.
- 3. Provide parents with frequent reports on their child's progress.**
 - Standards-based report cards are issued three times a year at approximately thirteen-week intervals.
 - Assessment grade reports will be distributed following curriculum-based assessments..
- 4. Provide parents reasonable access to staff.**
 - The CES website (<http://chaplinschool.org>) will be kept up-to-date for parents to learn about activities taking place at school.
 - Staff will respond to parent concerns received through voice-mail, written note, email, or phone call within 24 hours
 - Staff will send monthly newsletters to our families to keep them informed about school topics and activities.
- 5. Provide parents opportunities to volunteer and participate in their child's education, and to observe classroom activities, as follows:**
 - CES will notify parents of opportunities to volunteer and participate in their child's education, (for example, the CES PTO, special events, fundraising events, and agreed upon classroom volunteers). Parents must arrange 24 hours in advance with individual teachers for classroom visits.
 - Staff will schedule volunteers to read to classes, participate in class activities, and chaperone school events.
 - Staff will schedule Family Engagement evening activities at least twice a year.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Ensure that homework is completed.
- Monitoring my child's activity (including but not limited to: social media, television watching, and recreational and computer/video gaming).
- Volunteering at CES, if possible.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, email or US mail and responding as appropriate.
- Serving, to the extent possible, on the PTO or other school advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement of Chaplin's high standards. I will:

- Give my personal best effort in all I do.
- Act Responsibly by:
 - o Making the most of my education.
 - o Doing my homework and asking for help when I need it.
 - o Giving to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Read daily outside of school time.
- Take care of myself; take care of others; and take care of CES.

CHAPLIN ELEMENTARY SCHOOL

WE SOAR TO SUCCESS!

PARENT INVOLVEMENT PLAN

I. Chaplin Elementary School will have annual meetings with the school PTO sub-committee to review the Parent Involvement Plan. The sub-committee will include parents from all grade levels.

II. Chaplin Elementary School will plan and implement Family Engagement activities.

III. Chaplin Elementary School will keep the school website updated with important parent involvement issues. There are links for parents to access important information relevant to their child's education. Meeting notices will be posted on the CES website.

IV. Chaplin Elementary School will hold an Annual Back-to-School Night at the beginning of each school year. This will give parents and family members an opportunity to visit the school and meet their child's teacher and principal as well as learn about the curriculum for the school year.

VI. Chaplin Elementary School will hold Parent-Teacher Conferences twice per year. The conferences will be held at the end of the first and second trimesters.

VII. Several activities will be put in place at Chaplin Elementary School.

- Discussions for parents to learn more about curriculum.
- PBIS activities to promote academic improvement, positive social interactions, and increased attendance by all students.
- Other activities such as Family Literacy Night, Family Math Night, STEAM Night, Field Day, and Interpreting Test Scores for Parents are good examples.

VIII. Chaplin Elementary School will keep parents informed of various issues including:

- Parent Involvement Plan
- Board and school policies
- Calendar of events for the district and our school.

IX. Chaplin Elementary School will provide a number of opportunities for parent involvement. Opportunities may be meetings that discuss topics such as:

- Improving communication between the school and home
- Discussing current student assessment data and student progress
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement plan to foster parent participation
- Providing training programs to help parents support and work with their children at home and at school
- Valuing cultural diversity

X. Parents are notified annually of individual student assessment by the classroom teachers.

XI. During parent meetings, parents will be given the opportunity to make suggestions. Responses to their suggestions will be reviewed in a timely fashion. Topics that are appropriate to school subcommittees will be placed on the agenda for the next regularly scheduled meeting by the school administration.

BINDING STATEMENT

DIRECTORY INFORMATION

I understand and consent to the responsibilities outlined in the Chaplin Elementary School Student/Parent Handbook. I also understand and agree that my child, _____, shall be held accountable for the behavior and consequences at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location outlined in the Chaplin Elementary School Student/Parent Handbook. I understand that any student who violates the behavioral aspects of the Chaplin Elementary School Student/Parent Handbook shall be subject to disciplinary action, up to and including suspension, expulsion and referral for criminal prosecution for violations of law.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. Directory information may be released by the district to anyone who requests it unless I object to the release of any or all of this information within ten (10) school days of the time this handbook was issued to my child. I have marked through those types of directory information listed above that I wish the District to withhold.

CES will release to the PTO the student names, addresses, parent telephone numbers and email addresses (unless CES is informed by September 15 of the school year that designation of such directory information has been refused as to a particular student) provided such information is to be used by the PTO for its own school activities or school business.

Parent Signature _____

Date _____

Chaplin Elementary School P.T.O

CES P.T.O is a non-profit organization whose membership includes all staff, parents, and legal guardians of students attending Chaplin Elementary School.

The mission of the CES P.T.O. is to sponsor assistance to the students and staff in classroom settings, to raise funds for supplemental educational materials and experiences. The CES PTO also provides a non-biased forum for discussing information that impacts Chaplin Elementary School students.

It is our belief that the team effort of the parent-teacher organization encourages the best possible learning environment for the children of Chaplin Elementary School.

Staple events that the P.T.O puts on and/or assists with include but are not limited to:

- Fundraisers (i.e. pie sales, cookie sales, plant sales)
- Craft Fair/ Breakfast with Santa
- Spaghetti Dinner/ Silent Auction
- Raffles
- 5K Fun Run
- Movies Nights
- Easter Egg Hunt

The CES P.T.O holds regularly scheduled meetings the first Wednesday of every month at 6:30 PM and can be contacted at chaplinpto@gmail.com with any questions.



Chaplin Elementary School

Take Care of Yourself; Take Care of Each Other; Take Care of Our School

Mr. Kevin J. Chavez
<http://chaplinschool.org>

240 Palmer Road
Chaplin, CT 06235
Phone: 860-455-9593
Fax: 860-455-0742

7/1/2026

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that Chaplin Elementary School has made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your children will be cared for by school staff. Chaplin Elementary School has submitted a detailed emergency operations plan, formulated to respond to all hazards, with The Connecticut Division of Emergency Management and Homeland Security.

Your cooperation is necessary in any emergency.

1. Do not come to the school or telephone the school. Telephone lines may be needed for emergency communication. If necessary, you will be notified, through our Blackboard Connect by phone, text, and email, of a reunification location.
2. In the event of a serious emergency, students will be kept at a designated reunification location until they are picked up by a responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk a distance, if roads are closed to automobiles.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn on your radio for emergency announcements. If students are to be kept at school, radio stations will be notified. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency. Please be patient and understanding with the student release process.

When the dangerous incident has subsided, an all-clear notification will be sent out to all families.

Please discuss these matters with your immediate family. Planning ahead will help reduce concerns during emergencies.

Sincerely,

Kevin J Chavez
Principal
Chaplin Elementary School

CONSENT FOR PERMISSION TO
USE AND/OR RELEASE MY CHILD'S PICTURE AND VIDEOS

I, _____ am the parent/guardian of _____

who is a student at Chaplin Elementary School. By signing this document, I am voluntarily giving the administration at Chaplin Elementary School my written permission to take and use photographs and videos of my child in any of its publications that are distributed at school, sent to members of the public and/or posted on any social media account. This includes, but is not limited to, photographs and/or videos of my child playing sports, attending class, participating in extracurricular activities or any other activity that occurs on school grounds or at a school-sponsored activity.

I also understand that these photographs and/or videos may be used in such publications that include, but are not necessarily limited to, yearbooks, sports posters, informational materials, emails and social media.

In the event that your child's photograph(s) or video(s) are used in the manner set forth above, do you request to be provided with notification of such use.

YES _____

NO _____

I further understand that I can revoke this Consent at any time, in writing. However, such revocation shall not apply to any photographs or videos that have been taken or used by the school district prior to submitting such revocation. In order to revoke this consent, I understand that it must be sent, in writing, to:

Kevin Chavez
Chaplin Elementary School
240 Palmer Rd
Chaplin, CT

Name/Print

Name/Signature

Relationship to Student

Date

Please also see CES BOE Policy 1112.5 (Community Relations- Media Access to Students)

Chaplin Elementary School Technology Acceptable Use Policy

While at CES, your child will have access to a device (an iPad, Chromebook, or desktop computer), and their responsibility is to take good care of the device while using it. Students are asked to not leave devices unattended, on floors, or to mark or decorate the devices. They are not to eat food or drink while using their devices. They are to take special care of the keyboards and wires and not play with electrical chargers. Special care is to be taken when putting devices away for the day as chargers and charging ports are fragile. If a student intentionally damages a device or is neglectful of its care, it is the parent or guardian's responsibility to pay for a replacement.

Computers in all forms, and the ability to communicate between them has been a powerful resource for many years and young people have used these resources to empower their learning. We encourage parents to engage with their children in conversations and always stay open to questions regarding technology. As with all things, there is acceptable use and unacceptable use.

While using the internet, students must not attempt to bypass filtration. Internet access is filtered by the school in the local network and at the state through an iBoss filtration portal. Students must not create their own cellular, unfiltered networks. Please ensure that hotspots are disabled on student cellular devices. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications.

Students should understand that their student devices are neither private nor anonymous. Their network usage is logged at the device, school, and state levels.

Students should expect a loss of privileges if they misuse their device or the network, and parents will be notified.

Please be aware that personally owned devices used outside of school are not monitored by the school. You, as parent or guardian, are responsible for your child's behavior online.

School devices stay at school unless there is a specific need for a device outside of school.

Parents have a reasonable expectation that their student's use of technology will be monitored at school. Screens will be viewed periodically by the teacher.

Parents should have a reasonable expectation that their students will not be exposed to tracking software, advertising or communications with anyone outside of the school unless directed by a teacher. (for example, pen pals or supervised foreign language chat with a similar age student.)

Chaplin School District reserves the right to change its policies and rules at any time.

*User Agreement (to be signed by **all Parents/Guardians** and student users above grade 4)*

I have read, understand, and will abide by the above Acceptable Use Policy when using computers and other electronic resources provided by the Chaplin School District. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)

4 5 6
Grade

User Signature

Date

Parent Agreement

As Parent/Guardian of [please print name of student] _____, I have read the Acceptable Use Policy. I understand that this access is designed for educational purposes. Chaplin School District has taken reasonable steps to control access to the Internet but cannot guarantee that all inappropriate content will be inaccessible to student users. I agree that I will not hold the Chaplin School District responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use network resources, including the Internet, that are available through Chaplin School District.

I also understand that if my student damages a device intentionally or through neglect for its care, I may be held fiscally responsible for damage caused.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date