



Staff Handbook 2016-2017

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PREFACE:

This handbook provides to the staff with rules, regulations, information, and guidelines that enhance our collaborative efforts.

It is important that staff members review this handbook yearly to responsibly implement all the information contained herein. In order to have an effective and harmonious working relationship, it is important that all rules and regulations be consistently and uniformly followed.

Please keep this handbook in a readily accessible place, and if there is any information that you would like clarified, please ask an administrator at your earliest convenience.

An appendix is provided with frequently referenced board policies and state laws.

Ashford Board of Education Goals:

The Ashford Board shall:

1. Prepare every student with the literacy and numeracy skills necessary to excel in future educational settings;
2. Continue to look at expenditures with the intention of maximizing resources to focus on student achievement;
3. More effectively communicate the mission and goals of the district to the entire community;
4. Review the physical plant to ensure the success of goal #1.

Ashford School Mission

To present a school district that supports all students in achieving their highest educational and personal potential as productive citizens of the diverse, multicultural, and global, 21st century community in which they will live.

Superintendent's Goals

1. Provide positive leadership that contributes to instructional excellence, builds morale, and contributes to a positive climate and a healthy school culture.
2. Establish a culture of achievement, scholarship and self-discipline as the measures of student success.
3. Manage the daily operation of the school ensuring a safe and secure learning environment for all students.
4. Communicate a vision that is student centered, with expectations of respect, pride, and responsibility for all.
5. Engage and communicate with parents and community, enlisting their understanding and support of Ashford School as a community resource and learning center for all students

Ashford School Goals

- Promote creativity, student choice, and critical thinking through the implementation of interdisciplinary curriculum, following the concept of STEAM (Science, Technology, Engineering, Art, Mathematics), which applies to the real world now and in the future.
- Improve informative and positive communication throughout the Ashford community to assist in student success in all areas.
- Develop and implement programs and practices to improve all students' academic and social skills.

Goals for Student Learning:

Habits of Mind

Students will be provided with a supportive climate that is driven by student choice within differentiated, authentic, interdisciplinary learning opportunities, in which they develop the following habits of mind: Autonomy, Collaboration, Communication, Creativity, Critical Thinking, Cultural Competency, Problem Solving, Innovative, Motivation to Learn, Perseverance, Reflection, and Self-control

Mastery of the Basic Skills

Students at Ashford School will read with understanding, communicate effectively, write in a coherent and grammatically correct manner, demonstrate a mastery of fundamental mathematical functions and concepts, demonstrate a mastery of fundamental scientific concepts, exhibit effective problem solving and decision making skills, and exhibit the ability to use technological tools to gather data, solve problems, or increase personal/group productivity.

Acquisition of Knowledge

Students will explore the curriculum in the context of S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics). Connections will be made among key concepts and across content areas. Ashford School accepts responsibility for leading students through a body of knowledge and its applications, investigating real problems and developing solutions.

Understanding Society's Values

As responsible global citizens, students will develop their sense of responsibility to their family, community, school, culture, and world.

General Information:

Attendance:

Attendance Daily Procedures: Attendance must be accurate and completed on PowerSchool by 9:00 a.m. Teachers for Grades K-2 need to record the appropriate lunch request, H-hot lunch, S-sandwich, or Y-yogurt, on the provided form.

NOTE: Names of students absent from class and not on that day's absence list are to be reported to the office immediately.

Tardiness to school: Students who are tardy to school will be issued a pass from the office. Please make sure to check that the student(s) checked in with the office before coming to class.

Class attendance: It is extremely important that classes begin promptly. All students are required to be in their rooms, ready to begin class at 8:30 a.m. An exemption for students in grades 5 through 8 may be made as a privilege, which would allow students to report to homeroom at 8:40 a.m.

Entering School:

Students may not enter school prior to 8:00 a.m. Students arriving between 8:00 a.m. and 8:10 a.m. must wait in the lower lobby. Students are not allowed in other sections of the building before 8:10 a.m. Supervision of children begins at 8:00 a.m. only in the lower lobby. Prior to that time parents are responsible for their child. Students will not be allowed in un-designated areas of the building without written permission from a teacher.

Absences, Student:

Not only is it the legal responsibility of the parent to insure proper attendance in school of all school-age children in the State of Connecticut, but it is also the responsibility of teachers, by providing stimulating instruction, to encourage good attendance.

Absences from school should be carefully monitored, per the state attendance laws. The school is now required by state statute to monitor, evaluate, report and remedy student absence.

Absences, Teacher:

In the event that you will be absent from school, you must notify the Superintendent's office by calling 860-429-1927, press option #4 and then option #1, prior to 6:30 a.m. on the day of the absence.

When a teacher is absent, there is a lack of continuity in the classroom, regardless of the proficiency of the substitute. Consequently, it is the professional responsibility of all teachers to be present whenever possible. Requests for absence must be made according

to the teacher contract. Sick leave can never be requested for personal reasons. **Teachers must leave or send to school complete lesson plans for the substitute teacher.** Include objectives, activities, materials to be used, and the location of those materials. Include the modification sheet from special education student's IEP (p. 8) and any Behavior Intervention Plans. Do not "call in" your plans.

An Emergency Lesson Plan should be updated throughout the year, and left in the classroom in the same location as the "School Safety and Emergency Guide" binder. Hopefully, this will never be used. However the emergency plan serves as a back-up when an emergency situation prevails. Please leave plans to cover a consecutive absence of up to 5 days. Half-day absences should only be requested in an emergency.

In the event more days are used than is stated in the contract, appropriate salary deductions will be made.

Upon returning from an absence, sign the "**Staff Absentee Report**" (see example in Appendices) located in a folder on the right-side of the mailboxes and on the website by signing in and clicking on "For Staff". Return it to the office on the day you return.

Absences: Paraprofessionals

In the event that you will be absent from school, you must notify the Superintendent's office by calling 860-429-1927, press option #4 and then option #1, prior to 6:30 a.m. the day of the absence.

Requests for absence must be made according to contract. Personal days are authorized only for circumstances identified in the municipal employee's contract (page 7). Upon returning from an absence, sign the "**Staff Absentee Report**" (see example in Appendices) located in a folder on the right-side of the mailboxes. Sign and return it to the office on the day you return.

After School Help:

Students will only stay after school for extra help when arrangements have been made between the parent and teacher. The late bus departs the school at 4:30 p.m. and is available for students in Grades 3-8. Parents should plan to pick up their child from the teacher's classroom by the arranged time, typically by 4:15 p.m. Students who have not been picked up by their parents/guardians by 4:25 p.m. will be placed on the late bus, as no supervision is available at the school after 4:30 p.m. The teacher will attempt to make contact with the parent when placing the child on the late bus.

Backpacks and Book bags:

Backpacks and book bags are not allowed in the classroom for safety reasons and need to be left in lockers. For grades that do not have lockers these items should be hung or stored in designated areas or cubbies. For oversized items teachers have discretion as to where to place.

Calendar:

A copy of the current school calendar has been included on the back cover of this handbook.

Care of Rooms:

Teachers are responsible for the reasonable maintenance and cleanliness of their rooms. Classroom doors should be closed and locked when the room is unoccupied. Classroom doors should be open but in the locked position during instructional time.

The general appearance of the room at the close of school should be orderly. At the end of the day:

- all blinds will be at even level,
- all windows must be closed; and
- the classroom door is to be locked.

Care of School Property:

The majority of textbooks, reference materials, audiovisual aids, and technology are in good condition. This in itself should be an incentive for all of us to make every effort to keep school property in as good condition as possible. Inform students that destruction of property, in any form, or defacement of the school building will result in disciplinary measures. The teacher who was responsible for the student committing the offense at the time it was committed should deal with minor infractions. Extreme cases of neglect of school property are to be reported to the office.

It is the responsibility of the classroom teacher to ensure that proper supervision is maintained while the students are using any school issued technology. This entails ensuring that when using a cart all students are filling out the sign out sheets properly. Technology should be checked at the end of each class to ensure the damages are reported as soon as possible. If proper supervision is occurring than students who commit any vandalism to the devices can be dealt with quickly. Students should not be sent to other classrooms to get technology off of carts **unless** close supervision of the sign out process is able to be followed.

NOTE: All textbooks brought home by students are to be covered.

Textbook sign-out sheets are to be used to record every book distributed to a student.

Staff Dress Code:

All employees shall be expected to dress in neat and professional attire. (Torn clothing, shorts, tank tops, halter tops, tee shirts, sweats, spandex/sports apparel, and flip-flops are some examples of attire that the Board considers inappropriate.)

All employees are expected to use good judgment about the type of clothing worn, making sure that it is appropriate to the working environment and tasks to be performed.

Questions about the appropriateness of specific attire shall be directed to, and resolved, by the employee's immediate supervisor. If further questions arise the issue must be brought to the superintendent.

As part of a school fundraiser, Fridays are dress down for staff. This indicates that staff may wear casual dress which may include jeans and for men shirts without collars. Gym shorts, sweatpants, and yoga pants are permissible attire for PE teachers only. On Dress down days, casual shorts are permitted when weather warrants. However, the concept of good judgment must always be considered.

Dress Code for Students:

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

- a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outer wear shall not be worn, carried or kept in the classroom during regular school hours.
- b. Head coverings of any kind, including but not limited to scarves, bandanas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.
- c. Items a. and b. above, must be secured in the student's locker or other storage area before school starts. Items not stored will be confiscated by Principal.
- d. Footwear which mars floors or is a safety hazard.
- e. Sunglasses, whether worn or carried.
- f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.
- g. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.
- h. Attire or accessories which contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute "fighting words".
- i. Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.

- j. Shirts and/or blouses which reveal the abdomen, chest, or undergarments.
- k. See-through clothing, tank tops or sleeveless shirts.
- l. Shorts, miniskirts, or pants which reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.
- m. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board’s policy on student discipline.

Adopted October 4, 2012

Faculty Meetings:

All certified staff are required to attend monthly staff meetings and one section or grade level meeting per month. Paraprofessionals are required to attend one monthly staff meeting, which will usually be the first meeting of the month. You are expected to arrive promptly at 3:30 p.m. so that the meeting can begin and end on time, typically by 4:30 p.m., however meetings may go beyond that time. Staff are expected to stay until the end of the meeting.

Faculty meetings will be held on the following TUESDAYS:

September 6	September 20
October 4	October 18
November 1	November 15
December 6	December 20
January 10	January 24
February 7	February 28
March 14	March 28
April 4	April 18
May 2	May 16
June 6	

Faculty meetings may be rescheduled for various reasons including, but not limited to availability of staff and weather hazards.

For the most part, we will plan to use the first Faculty Meeting of the month for work related to school goals including the planning of interdisciplinary learning under the concept of STEAM. The second faculty meeting will often be used for meetings of the Curriculum and Instruction Committees including the Wellness Committee.

Cafeteria Supervision:

All grade level teachers, will supervise the students on their way to the cafeteria. This will extend to 6th through 8th if need arises. Faculty members and paraprofessionals may be assigned for lunchroom supervision. 6th grade teachers should supervise students modeling acceptable behavior for the first 2 weeks after which time students may be on their own. If at any time students do not follow hallway expectations, the teacher will need to supervise again.

Class Coverage:

A class or group of **students should never be left unattended**. If you must leave your room, get someone to cover for you. The liability situation is such that if anything should occur in an unattended class, the law will not protect you. This is equally true for after-school activities or detentions. Do not assign a detention during an afternoon when you have a scheduled meeting that requires you to be out of your room.

Classroom Cleaning and Maintenance: Daily

Please carefully monitor and maintain the personal cleanliness of your room on a daily basis. Please discuss expectations for “taking appropriate care” of our school with your students when establishing daily classroom routines to be followed throughout the year. Students should be expected to clear, clean and even wash tables, desk and chair surfaces, as needed. Counter space and sink areas should be left clean and uncluttered at the end of each day. Please use best judgment so that students learn and share in the pride of caring for their school and classroom. When any maintenance or custodial work is required in your room a *Request for Maintenance/Custodial Work* form must be filled out and submitted to the principal. However, for minor tasks that should be completed right away, you may make the request on the clip board in the copy room.

Community Use of School:

The school will often be used during the evening hours for a variety of school and recreational programs. Every effort will be made to leave the rooms and areas ready for class the next day. Please lock your personal items. Please inform the main office of any abuse.

Hallway Expectations:

Certified staff are asked to be at their door or at a designated area to greet students as they arrive at school and in passing between classes.

All staff members are at **all times** responsible for student control in the hallways throughout the day. Immediate correction of corridor behavior of an improper nature will go far to eliminate problems. Frequently, a situation can be corrected with a calm request

rather than an authoritative command. Serious cases of disrespect and unruliness should be referred to the administration.

All grade level teachers Pre-K through Grade 5 will supervise their students on the way to specials, cafeteria, recess, or extracurricular events. This will extend to 6th through 8th grade if the need arises.

Handicapped Bathrooms:

We have several handicapped bathrooms throughout the school including a unisex one in the lower lobby. An additional handicapped bathroom is located before you turn to walk into the Middle School wing by Room 28.

The handicapped bathroom in the primary wing can be used by other students, but be sure to remind students to lock the door. If there is an emergency with a student who is using the bathroom, we can open the door from the outside. Although it is considered a unisex bathroom, you might want only boys to use it, since girls have a nearby bathroom.

Mail Boxes:

Mailboxes are located in the teacher's lounge. PERSONALLY check your mailbox each school day. Do not send a student to check your mailbox.

Meetings, Event Requests:

A Request for Maintenance/Custodial Work form must be filled out for any maintenance or special requests for meetings or events.

Parking:

Parking is available in the rear parking lot. School personnel assigned parking in the front parking lot will be notified at the beginning of the year. There is no parking directly in front of the building.

Professional Development:

Teachers may request one professional development day per year to be used for attendance at professional conferences, institutes, workshops, meetings, school visitations, or other opportunities of an educational nature. The school district will only pay up to a set amount, including all costs, for a teacher to attend. (Refer to pg. 21 Teacher Contract.)

Purchasing Supplies:

All purchase requisitions will be handled through the main office. Please note that all purchases, even those that require reimbursement, must have an approved purchase order **before** the purchase is made.

Purchase requisitions must include all ordering information. Please submit a paper copy to the principal or appropriate supervisor for approval. Upon approval by the staff member's supervisor (principal, pupil services director, etc.), the purchase requisition will be sent to the Finance Department. Upon receipt of the approved purchase requisition, the Finance Department will create the purchase order and provide this number to the main office. The Main Office or requesting staff member will then contact the company and place the order. Please note that purchase requisitions need to be submitted at least two weeks or more before it is needed to allow for the approval process and the vendor lead time in providing the requested product.

All packages will be delivered to the Main Office staff, who will verify the package against the purchase order. The main office will contact the vendor if any items are missing or damaged and will notify the person requesting the item of any issues with regard to discontinued items. After checking the packages, the main office staff will deliver the items to the appropriate person.

Requests for Expenditure:

All requests for expenditures must be made on the Purchase Requisition Form provided prior to the actual expenditure. It is important that all money (Student Activity Fund, Lost Book Money, etc.) collected be delivered to the Finance Department accompanied by a deposit sheet detailing the reason for deposit as well as a detailed listing of money by cash and check.

Scheduling Activities on School Cancellation Days:

If school is canceled prior to the normal closing time, all after-school activities will be canceled. If for any reason it is necessary to cancel school for the entire day, all school-related activities for that day will be canceled.

Smoking:

There is no smoking **in the school building or on school grounds.**

Supplies:

All supplies are available **only through the office.** Please plan ahead for your supply needs. If immediate supplies are needed, please ask a neighbor. Submit your request by using the Supply List form or a note by email to Suzanne. She will fill your requests as soon as possible.

Telephones:

Telephones are located in classrooms. Students may use the classroom phone with the permission of the teacher. Telephones in the teacher's room and library are for teacher use.

Volunteers, School:

There is a screening process required for volunteers. Forms will be made available to parents prior to various field trips. Names of volunteers that are in your classroom must be given to Suzanne as soon as known. This includes chaperones on field trips also.

Work Day, Teachers:

Please be in your classroom or assigned area no later than 8:00 a.m. The workday continues until 3:30 p.m. Plan your personal business in such a manner that they will not conflict with your school responsibilities. To leave the school grounds during the school day, you must inform an administrator and sign out and in using the logbook in the Main Office.

Work Day, Paraprofessionals:

Contracted work hours are 8:00 a.m. until 3:30 p.m.

Work Schedules and Recording of Work Time, Hourly Employees:

Hourly employees are required to punch in and out according to their scheduled hours. Hourly staff now have the option to use computers located in classrooms, in addition to the pin-pad clock located in the Teachers' Lounge. The timekeeping software is designed to provide convenience to all employees. In any case that abuse is suspected, your supervisor will be notified.

The Ashford Board of Education requires hourly employees to follow their assigned work schedules unless they have made prior arrangements with their supervisors to work at different times. Any additional hours worked must be approved by the employees direct supervisor prior to payroll processing. If additional time is not approved, there will be no compensation for time worked outside of scheduled hours. Please discuss directly with your supervisor to ensure full compensation for additional duties.

Time-Off request forms must be completed and signed by the requesting staff member and their supervisor prior to submission to Payroll. If you are aware of appointments or necessary time off in advance, please submit your time-off request forms in advance. This will allow the Business Office ample time to record your request and plan for substitute coverage with advance notice. Please completed and signed forms in the Finance Office mailbox. Pay stubs will now indicate Paid Time Off balances and may be

used to plan for advance time off requests. Please refer to your Collective Bargaining Agreement prior to requesting time off.

Academics:

Animals in the Classroom:

All requests to have animals in the classroom or on school property must be submitted to the principal in writing.

Band and Chorus:

Instrumental music lessons are offered to all students in grades 4 through 8. Lessons are usually given in small groups or on an individual basis. Scheduling of lessons can, at times, conflict with regular classroom activities. This will be avoided whenever possible. In the event there is a conflict, the student should complete all work missed during the class time. If the student's academic progress is being impaired, a schedule change should be discussed between the classroom teacher and the music teacher. If satisfactory arrangements cannot be worked out, the parents should be notified and consulted. Do not place the student in the middle of a schedule conflict.

Band and chorus are integral parts of the music curriculum. No students should be kept from participation in these activities for disciplinary reasons.

Drug Education:

State statute requires us to teach about drugs and their effects to all children in grades K-8. Please make certain you allow appropriate time for this during the school year. Drug education awareness should be infused into the curriculum at all grade levels. Health instruction is provided by a certified health teacher for students in Grades 3-8.

Extra Help for Students:

It is part of your professional responsibility to not only hold extra-help sessions after school as a matter of policy, but it is also important that we establish the type of attitudes which will encourage youngsters to partake in this extra help. **It is requested that each teacher post in their classrooms that they are available, upon request, to give extra help.**

Students will only stay after school for extra help when arrangements have been made between the parent and teacher. The late bus departs the school at 4:30 p.m. and is available for students in Grades 3-8. Parents should plan to pick up their child from the teacher's classroom by the arranged time, typically by 4:15 p.m. Students who have not been picked up by their parents/guardians by 4:25 p.m. will be placed on the late bus, as

no supervision is available at the school after 4:30 p.m. The teacher will attempt to make contact with the parent when placing the child on the late bus.

Field Trips:

1. All class trips must be curriculum related.
2. Every effort should be made to allow each grade of the same level to participate in same trip.
3. No child shall be deprived of an experience due to lack of finances. Children in this situation should be brought to the attention of the administration.
4. All class trips must return to school no later than 2:40 p.m.
5. Class trips will be allowed on nonscheduled school days provided adequate transportation is available.
6. Generally, overnight class trips are not permitted.
7. **Supervisory schedule:**
 - a. PreK: 1 chaperone for every five children
 - b. Grades K through 3: 1 chaperone for every eight children
 - c. Grades 4 through 6: 1 chaperone for every eight children
 - d. Grades 7 and 8: 1 chaperone for every ten children
8. Paraprofessionals may be assigned by the administration to accompany individual students on field trips. Assignments are made based on the individual needs of students on the specific field trip and the impact of the paraprofessional's absence on the school needs. Regular and special education teachers should collaborate to determine need and level of assistance appropriate for students attending field trips and then notify administration regarding paraprofessional assignments. If a child's parent attends the trip a normally assigned paraprofessional may not be needed. The administration will make the final determination if an agreed upon arrangement does not materialize.
9. Teachers will make forms available to parents who require screening prior to field trip. Check with Superintendent for which field trips require screening.
10. Names of chaperones and groupings need to be given to Mrs. Schillinger before every trip.
11. The cost of chaperones (ones required to have by grade) will need to be figured into the cost that students pay for the trip. The more free passes you can get the better.

Grades:

1. Grades generally close one week before report cards are issued to students. This is not defined for the third trimester.
2. All grades are to be done on the PowerSchool gradebook. Incomplete grades are to be changed to "F" if work is not made up in the two weeks following the issuance of report cards.
3. Homeroom teachers will issue report cards to students prior to bus departure. Refer to the school calendar for date grades may include + or -.
4. Special education students will be graded the same as other students when appropriate.

5. Each teacher is responsible for recording attendance. Both days absent and days tardy will be recorded. Suspensions are counted as absences.
6. The following point assignments will be used as guidelines to understanding letter grades: (applies to grades 6-8 only)

A+ 97-100 C 73-76
A 93-96 C- 70-72
A- 90-92 D+ 67-69
B+ 87-89 D 63-66
B 83-86 D- 60-62
B- 80-82 F 0-59
C+ 77-79

Grade (Record) Books:

Teachers are required to keep accurate records of each student's academic progress. A clear accounting for issued midterm, trimester grades shall be maintained. Grades records are considered to be a form of student record and are covered under Student Records. Teachers will maintain their grade books and/or student data in Power School, as appropriate for the grade level; however, hard copies should be printed and maintained on a bi-weekly basis. Grade books and student records in Power School may be examined by administration at any time.

Mid Terms: See Progress Reports pg. 17.

Internet and E-Mail Use with Substitutes Guidelines:

Requirements:

Students may use the Internet and email for school related assignments only while under the supervision of a substitute if all of the following criteria are met:

- The substitute is comfortable with his/her personal Internet literacy; **AND**
- The substitute is confident in his/her ability to effectively monitor student use; **AND**
- The substitute is fully knowledgeable of the school's acceptable use policies (attached).

Additional Guidelines:

- It is up to the substitute, on a case-by-case basis, to verify that they are in compliance with the above requirements.
- Teachers planning to have subs use the Internet or email in a lesson must also provide an alternative lesson for a sub to use in case the sub does not feel able to meet all the above requirements.
- Student safety is our first concern and substitutes will be supported in their decision to restrict computer, Internet, or email use.

- Teachers planning to use a computer, Internet or email assignment should make the substitute scheduler aware of this need in advance.
- The substitute scheduler will make qualified sub assignments if possible.
- This notice along with the Acceptable Use Policy is to be in every substitute folder.

Revised 3/6/00

Permanent Records:

The permanent records of all of our students are maintained in the office under the supervision of the Principal. When necessary, these records may be examined by teachers. Information in the permanent record is confidential and is to be used by teachers for professional purposes only. Permanent records are an important piece of information brought to meetings by teachers.

Plan Books:

It is important that all teachers, whatever the subject may be, carefully plan their work. It is very important that lesson plans are in order when illness or other reasons cause the absence of teachers.

Preparation/Planning Time:

Every effort will be made by the administration to provide preparation time for all teachers on the school staff. All teachers are expected to be on call for any eventuality during their preparation time. If you must leave the building, please sign out in the office after checking with an administrator.

Progress Reports: Grades 5- 8

Progress reports (mid terms) will be issued to students' parents at the midway point of each marking period. The reports enable us to communicate with parents including positive information and places where improvement can be made. Progress toward IEP Goals is documented and sent home at the same time. It should be noted that in some instances specials classes may have met only a limited number of times at the time a mid term is sent out.

Concerns may be expressed at any time, by note or phone call, in addition to mid term progress reporting. Positive feedback is encouraged.

Promotion, Acceleration and Retention:

Academic achievement attitude, effort, work habits, behavior, attendance, and other significant learning related factors shall be regularly evaluated and communicated to students and their parents/guardians.

When high academic achievement is evident, the Superintendent or his/her designee may approve a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

The determination of a student grade placement is made following a careful evaluation of the advantages and disadvantages of a placement. The following factors are considered in relation to the group with which a student might be placed: chronological age; ability; as determined by tests, and/or teacher's observation; academic achievement in all subject areas, especially basic skill mastery; work and study habits; physical development; social and emotional maturity; attendance; availability of educational resources; classroom situation; placement of siblings; and, future educational objectives.

The Board expects students to progress through each grade usually within one school year. Providing access to education includes instruction to accommodate the varying interests and growth patterns of individual students and strategies for addressing academic deficiencies when needed.

Schools shall identify students in danger of failing and being at risk for retention. Prior to deciding to retain a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance. Opportunities, provided for supplemental and remedial instruction to assist the student in overcoming his/her academic deficiencies, may include but are not limited to remedial help during the school day, after school tutoring programs, cross-age tutoring or student mentoring.

When retention is considered, the following procedures should be followed:

- Generally, after the close of the second marking period (assuming the problem has manifested itself), the teacher shall confer with the principal and other staff members involved with the student, such as the student's special teachers and school psychologist, and the parents/legal guardians will be notified of specific areas of concern.
- Parents/legal guardians shall then be invited to a meeting with the teacher, principal, and other staff members no later than March 15 for an updated discussion of the concerns. This discussion shall consist of an explanation to the parents/legal guardians of their child's current academic standing in relationship to program objectives and individual ability. Goals shall be set for the period through the third marking period. If goals are not met, another meeting will be called.
- The District shall utilize multiple measures of academic performance indicators as determinants in promotion/retention decisions. Student assessment of performance shall be based upon and aligned with the adopted standards. Student evaluation shall be fair, consistent and appropriate to program goals. The assessment program shall include, but not be limited to, the use of standardized and teacher made tests, projects, portfolios, and teacher observation as integrative parts of a comprehensive evaluation system.

- By midterm of the third trimester, another meeting will be held to review the goals and the student's progress toward goals. In June, the final decision of retention shall be made.

Regulations:

The following guidelines are to be used by staff in considering students for promotion/retention.

Kindergarten

Ordinarily, a student who shows sufficient physical, social, emotional, and intellectual development to have a successful experience in grade one should be promoted.

Grade 1

Ordinarily, a student who reads fluently and with comprehension on a primer level and has mastered the beginning numeracy concepts clustered under grade one should be promoted to grade 2.

Grade 2

Ordinarily, a student who demonstrates reading and skill acquisition which enables the student to obtain an understanding of vocabulary and experiences that are met in the first grade reader and the first part of the second grade reader and has mastered the basic math objectives clustered under grade two should be promoted to grade three.

Grade 3-5

Ordinarily, a student who has mastered the basic skills assigned to the appropriate grade level in mathematics and integrated language arts will be promoted.

Grades 6-8

Ordinarily, it is expected that students in these grades will master the assigned skills and concepts in language arts, social studies, math, and science and have demonstrated satisfactory effort in all other subjects. Students who fail to achieve the basic objectives of two or more of the major academic subjects listed above will be considered for retention. The student should pass language arts and mathematics to be promoted.

The major references available to staff in determining the degree to which students possess the listed characteristics for promotion are: (1) assessed performance on criterion-referenced testing, (2) performance on standardized tests, (3) performance assessments, (4) report card grades, (5) teacher -parent/legal guardian input, and (6) attendance. BOE Policy 5123 (a)

Reading Intervention:

Reading assistance to address particular needs is available to students at all grade levels. Teachers should consult with the reading specialist to support the needs of students who have delayed acquisition of skills and/or fluency.

Resource Time:

Resource time for learning support will be arranged by grade level teachers. When appropriate this instruction will occur in the regular classroom.

Student Records:

There is a sign-in sheet in the front of each child's cumulative folder and Individual Education Plan (IEP). Every time the cumulative folder is accessed, the required information (name of person accessing the record, purpose, and date) must be completed.

504 accommodation plans are also to be filed in the student's cumulative folder.

It is expected that teachers will familiarize themselves with IEPs, cumulative folders, and 504 plans within the first couple weeks of school.

Technology Information:

Passwords:

- Many passwords will be distributed. Keep them confidential. Do not share with students.
- Password confidentiality is a technology skill that should be reinforced at all grade levels starting in grade 3.

Permissions:

- Parent permission is required for student use of the Internet or e-mail, publishing student work on the Internet, video taping students or using photographs of students.
- Only students with up-to-date Acceptable Use Policies and parent permission on file may use the Internet or e-mail for any purpose.
- A universal form for all these items is sent home. Homeroom teachers need to keep track of these responses and make sure all students return a completed form. Turn in these forms to the main office. You can review this information throughout the year as needed by accessing the school database.
- Be sure all students entering during the school year also get these forms completed and into your files and the school database.

Staff E-Mail:

- E-mail is the only method of communication for an expanding list of announcements. All staff are required to check their e-mail daily.
- Parents do use e-mail regularly as a method of communication with teachers. You should set and communicate your faculty/parent e-mail guidelines to the parents of

- your students. You must check your e-mail daily and respond to parent concerns, within 24 hours of the email being sent, in an appropriate manner.
- The Board of Education encourages the use of these services to share information, to improve communication, to exchange ideas, and for the purpose of conducting the business of the school system. Occasional, reasonable personal use is permissible. (You can send an occasional personal e-mail but should not be doing it regularly during school hours.)
 - Individual users are responsible for their use of the network, Internet and e-mail. All employees are expected to conduct themselves with the same integrity and personal demeanor in electronic communications as in face-to-face dealings with one another. All employees must sign an Acceptable Use Policy form, which is kept in their file.
 - While all e-mail is considered private and confidential, confidentiality cannot be totally ensured. Never discuss a child's progress other than with a parent in email. Users, therefore, should exercise extreme caution in using e-mail to communicate sensitive matters. E-mail should be read only by the person to whom it is addressed and is not to be read by any staff member, including those with sufficient computer system privileges to do so. However, users should be aware that on occasion, network and computer operations personnel and systems administrators may, during the performance of their duties, inadvertently see the contents of e-mail messages.
 - Use of the Internet and e-mail must be in support of education and research consistent with the goals and objectives of Ashford School.
 - Use of the Internet and e-mail in ways for which the district will incur an expense without permission of an administrator is prohibited (i.e. signing up for subscription sites, purchasing, etc.).
 - Appropriate language and demeanor are expected. The use of vulgarities, or any other inappropriate or abusive language is prohibited.
 - Confidential information must not be revealed, whether about students or employees, including but not limited to photographs, home address, telephone numbers, passwords, social security or credit card numbers.
 - It is important to note that e-mail is not private and may be monitored by designated staff.
 - Sending or receiving any material in violation of federal or state regulations including harassing, threatening, or obscene material is prohibited.
 - Uses for commercial or religious activities, political lobbying, illegal activities, or product promotion are prohibited.

Grades 5-8 e-Mail Filtering and Discipline Process:

- The e-mail system for Middle School filters all middle school e-mail.
- E-mails that are seen as inappropriate are diverted to the Homeroom teacher's account.
- The teacher can then review it and decide if it should be allowed to be sent or not. This should be monitored daily as you check your e-mail.
- If the e-mail is inappropriate the following steps should be taken:

What to do with an inappropriate e-mail:

The Homeroom teacher should determine the severity of the infraction.

The Homeroom teacher can deal with small, first time infractions:

Small infraction: Example: use of an inappropriate word.

Action:

- Speak to sender of e-mail.
- Inform them of the infraction.
- Warn them about loss of e-mail privileges or other actions.
- Possible parent phone call.

Repeat infractions or first time infractions of a more serious nature should be referred to the Grade Level team.

Action:

- Review the e-mail at the next team meeting.
- If you do not attend the team meeting print the e-mail and forward it to those that do.

Middle School team decides on the appropriate action, which can include any of the following:

- Student/teacher conference.
- Student/teacher/parent conference.
- Removal of e-mail account.
- Middle School team must contact Tech Coordinator to disconnect.
- Notification e-mail sent to all middle school staff letting them know this action has been taken.
- Administration notification.

It is important that these issues be discussed at team meetings so that the situation can be dealt with in a manner that is appropriate for the student and the infraction.

Severe Infraction requiring immediate attention:

This is for e-mails that indicate timing is an issue or school psychologist intervention should be considered.

E-mail should be brought to the attention of the administrator in charge of discipline at the time.

General Guidelines for Internet Use:

Board policy requires this:

- If you will be using the Internet with your class, make sure students have signed Acceptable Use Policy (AUP) forms turned in. A copy of our AUP is located in the student handbook and should be returned to school at the beginning of the year.
- The lab aide enters all AUP acceptances into the school database. Print outs of each homeroom permissions will be made available. It takes about 3 weeks for this information to be updated at the beginning of the school year.
- Make sure each new student has a signed form submitted soon after his or her arrival.
- Teachers may use previous year permissions in September until new permissions are handed in.

Students may only go online with teacher permission *each time* and a staff or faculty member must be in the room providing supervision the entire time a student is online.

Teachers must inform students that they must ask permission before going online. Any student breaking this rule should immediately lose Internet privileges in all classes for a period of time.

Students must have a signed Acceptable Use Policy on file.

Internet Filtering:

We do have Internet Filtering at the network level of our system. However, no Internet filtering is as effective as teacher supervision. It is imperative that all students understand they may not use the Internet without first getting faculty permission. It is also required that students may only access the Internet with faculty supervision.

Even with filtering and teacher supervision it is possible for students to inadvertently land at an inappropriate site. All students should be trained to immediately click on the back button, cover the screen and to call for teacher assistance if they ever land at an inappropriate site. Consider it an annual “to do” item to again remind your students of the proper procedures to follow when arriving at an inappropriate site. The guideline is that if a student inadvertently lands on an inappropriate web site and immediately notifies the teacher, there is no disciplinary action required. Students are to be trained in how to handle an inappropriate site. They may either cover the screen and ask for teacher assistance or click on the Back button and request teacher assistance. The first click a student makes to further explore the site or failure to inform the teacher creates a situation requiring disciplinary action. Teachers should remind students of the correct method of dealing with inappropriate sites regularly but at least every year.

It is recommended that teachers randomly check the Internet history of student computers during class time. Students need to know you are tracking their actions.

Substitutes and Technology:

Substitutes should only use the Internet if they judge themselves competent to understand what the students are doing and can provide adequate supervision. Your substitute packet must include instructions to that effect. You must leave an alternative lesson plan in case your substitute is not qualified to use the Internet with students.

Website:

Every teacher is to have an up-to-date website connected to the school website by the end of September. It should include information of interest to your students and their parents. Send the link to the technology coordinator so it can be linked to the school site. Assistance in meeting this requirement is available.

Required Components:

- Welcome page
- Teacher biography, photo encouraged
- Curriculum overview
- Contact information
- Special dates (field trips)
- Class schedule (required for homeroom teachers of grade PK-4 students)
- Assignments (unless entire grade level posts assignments in the same alternative way and the webpage indicates such)

Optional Components:

- Helpful curriculum links
- Copy of class newsletters
- Classroom needs, donations, wish list
- Photos of projects, events
- Other

Back-up:

Computer Hard Drives can and do fail. Each person is responsible for backing up his or her own work. Anytime you have done significant work on a project that you do not want to redo (and it is saved to a local hard drive) back it up! Any files saved to the Network Server are automatically backed up every night. We do take a copy off site at the beginning of each month. KEEP A BACKUP!

Copyright Law:

It is your professional responsibility to be informed on and adhere to copyright laws and their implications in the classroom. The Fair Use definitions do give classrooms some added copyright benefits but the rules are varied and confusing. Additional and detailed information on Fair Use is available from the Technology Coordinator. If you are unsure of the requirements request a copy of the fair use booklet or do an Internet search on "Fair use in the classroom".

Equipment Sign Out:

Some of the equipment can be signed out to leave school grounds for school specific projects. Anyone wishing to sign out equipment, to be taken off school grounds, needs to fill out the appropriate form available from the Technology Coordinator. It must be signed by the Technology Coordinator, an administrator and you. This form indicates that you or your insurance will replace the equipment if it is damaged or stolen while signed out by you. If you will be signing out a particular piece of equipment regularly we can get one form for the year for that item. School equipment is not for personal/family use. You are to return it as soon as possible.

Emergency Preparedness:

Refer to your Emergency Action Plan.

Emergency School Closing Information:

Announcements will be on WTIC and WILI radio, K12 Campus Alerts and Channels 3, 8, 30 and 61. E-mail and cellular pager text messaging from <http://my.k12now.com>

Delayed Openings/Early Dismissals: Inclement weather or other unavoidable reasons may mandate a delay in opening the school or an early closing.

When circumstances warrant, the school will delay openings for 1 1/2 hours. When there is a delayed opening, AM PreK is canceled. PM PreK will be picked up as usual.

If school must be released early it will generally be dismissed at 12:25. AM PreK students will be transported home at the same time as students in grades 1-8. PM PreK will be canceled.

Please note: Our buses are also utilized to transport Ashford grades 9-12 students. When high school half-days or other factors significantly alter our scheduled times for half days or early closings, you will be notified.

General Safety Precautions and Information:

Ask anyone who is not on staff and does not have a visitors pass, "May I help you", direct them to the office to sign in.

Carry your keys and fob with you at all times.

Keep classroom doors locked, but usually open. Doors may be shut for noise control or due to air conditioning.

Magnets will release and doors will shut during fire alarms.

Do not prop open doors.

No waiting in entrance ways between exterior and interior doors of the lower lobby and front entrance. This causes the exterior doors to unlock.

Do not hang anything from classroom ceilings in rooms 15-37 because of security sensors. Please make sure posters and other wall coverings are secure to reduce the chance of falling.

Fire Drills:

Doors and windows need to be closed. Do not switch off lights or computers.

Fire Captains: (All captains need to have a charged walkie-talkie in their room.)

Site A: J. Horn (Compton) Site B: Zotti (Klock)

Site C: C. Benton (Wood) Site D: Hollister (Noheimer)

Site E: A. Dotson (J. Lindsay)

An evacuation plan of exit routes must be posted in your room above the entry door.

Evacuation Map on inside of back cover.

Take your Fire Evacuation Report Form and class roster with you. Lead your class via the nearest exit, as posted in each room, to the outside of the school. Line up your class and take attendance. Follow the 1-7 sequence of steps on the **Fire/Evacuation Report Form**. Submit the names to your fire captain and wait for instruction from the Principal or his/her representative via walkie-talkie or other appropriate system. Classes are to maintain order and silence. Classes will return to the building when signaled by the Principal or his/her representative.

Lockdown:

1. Use PA and Walkie-talkie and say, "Attention Lockdown"
2. Repeat
3. Staff members will:
 - Direct students in the hall into the nearest classroom
 - Close their classroom doors (doors should already be set as locked)
 - Leave windows and blinds as-is
 - Keep the students in their rooms away from the doors and windows
 - If Grades 3-6 are at recess, teachers should bring them to the nature trail
 - If Grades PK-2 are at recess, teachers should escort them down to the lower playground, out through the gate, and gather behind the bus shed
 - If students are on the nature trail, they should stay on the nature trail, unless directed otherwise
5. There will be an "all clear" announcement over the PA and Walkie-talkie, "Students and Staff may now proceed with their regular schedules."
6. Bathrooms will be checked for students by psychologists and administration.

IF A FIRE ALARM SOUNDS AFTER A LOCK DOWN IS IN PLACE, DO NOT LEAVE YOUR CLASSROOM UNTIL DIRECTED BY ADMINISTRATION TO DO SO.

Intruder or Danger on the Playground:

- Use judgment to keep students safe
- If you hear shots fired, yell "drop to the ground"

- Evacuate to safe area if necessary (woods or building)
- Use walkie-talkie to alert office

Safety/Accident Prevention:

Student safety on campus and at school related events is a high priority of the District.

Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety.

A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the school's code of discipline.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff who are over seeing the welfare of students.

Health:

Accidents (Also Good Samaritan Law):

A nurse is on duty in the health room to care for students who have been injured or who become ill. However, it is the responsibility of the teacher in whose charge the student is at the time of the injury or illness to take immediate steps to insure the safety and well being of the student in question. In the absence of the nurse, an administrator must make the final decision regarding the student. The Good Samaritan Law protects teachers and other school personnel from liability in rendering emergency medical assistance if that person has completed a First Aid Course and has proof of current certification by the American Red Cross, the American Heart Association, the state Department of Health, or any Director of Health. The law also protects teachers and other school personnel from liability from rendering emergency administration of medication by injection after completion of a First Aid Course and a course on administration of medicine by injection given by the school medical advisor or by a registered nurse. Please indicate your interest, should you wish this training.

ACCIDENT REPORT FORMS are to be completed by the teacher/school nurse in all cases of injury to students or adults requiring specific attention. This is necessary so that the student's parents may make proper claim to the insurance company and to protect the interests of the town in case of liability questions. Accident Report Forms are available in the Nurse's Office.

Emergency Procedures:

Refer to Emergency Procedures in the Appendices. Additional information is in the Emergency Action Plan.

Wellness Policy:

Ashford promotes healthy schools by supporting wellness including social and mental well being, regular physical activity, and good nutrition as part of the environment in which student's learn. The Ashford School supports a healthy environment where children learn and participate in positive practices related to wellness, dietary practices and physical activity.

We encourage parents to practice a healthy life-style at home in support of Ashford School's effort. Improved health will help to optimize student performance.

Staff Wellness:

In addition, staff members are encouraged to engage in physical activity on a daily basis. This can serve as an excellent example of life-long physical fitness for the students. Fitness equipment will be available to staff for use before, during, and after the school day. Staff are encouraged to organize after school fitness activities on or off of school grounds that are open to other staff members.

Communication:

Ashford Parent Teacher Organization (PTO)

Ashford School is fortunate to have an active PTO organization. Providing the funding for assemblies, field trips, class books and equipment are a few of the extras the PTO provides. Attending PTO meetings is one way that teachers can offer support.

Bulletin Boards:

Help insure that bulletin boards and/or walls will not be permanently defaced. Do not use tape on painted surfaces. Note: a heavy object that dislodges from its wall attachment could set off the motion alarm sensors.

Confidential Information:

Much information, which is part of the normal routine of a school, is of a confidential nature. Confidential information such as student discipline problems and academic difficulties must remain confidential. The trusting relationship that exists between various professional people and their clients is no less present between teachers and students. Copies of student performance data, including grades, should be kept in a secure location.

NOTE: State law assumes that a memo to yourself is a "memory aid" until it is shared with one other person. Then it becomes a public document and you may be held accountable for its contents.

Paraprofessionals should defer questions from parents to certified staff.

Distribution of Materials:

Students may distribute printed materials to parents as a means of communications. All requests, from groups or individuals, to distribute materials to the community, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy.

Parent Conferences:

Plan to conduct at least one parent conference per year for each child in your classroom. See the school calendar for dates. Use your judgment as to how many conferences are necessary beyond the minimum.

Be prepared for a parent conference. Have grades computed and samples of work available for parents to examine so that discussion may deal with specifics rather than generalities. Parents need to see exactly what their child has done.

Parent Communication Policies:

Parents are encouraged to become partners in their child's educational successes.

- Telephone Communication: Parents may contact, through e-mail or voice mail, teachers at school. Teachers will return calls at their earliest convenience. A parent calling or e-mailing in regard to a teacher's policies, classroom procedures, or disciplinary actions, should contact the teacher involved prior to any discussion of the matter with the Principal.
- Parents Bringing School Items or Picking Up Children: The office will deliver students' lunches, instruments, clothes, books and assignments. Students may be paged by the office for early dismissal.
- Parents Requesting Conferences: To avoid unnecessary disruption of the normal in-classroom learning process, conferences will be held at the close of the school day or at a mutually convenient time during the school day. Please schedule conferences at least twenty-four hours in advance. When requesting a conference, please state the purpose. During the conference the teacher will take minutes of the meeting. The minutes will state the purpose of the meeting and list the decisions resulting from the conference.
- If the results of the meeting are not satisfactory, the parent may then request the involvement of the Principal. If still no satisfaction occurs, the Superintendent will become involved in like manner. Finally, the Board of Education has a duty to assist in the satisfaction of parent(s), guardian(s), and teacher(s) if the proper procedure has been exercised without satisfaction.
- Parent Conferences: Two parent conference days for Grades K-8 students are scheduled for November 21st and 22nd.
- Grades close on December 6th, March 17th, and June 13th.

Parental Communication:

Please make every effort to make contact with the parents of each student as soon as possible. Teachers are encouraged to telephone and write to parents regarding student progress, behavior, etc. Group announcements and letters sent to all parents of an entire grade level must be carefully proofread and be approved by the principal before publication and distribution. You are strongly advised to keep a PHONE LOG, which lists date, time, name of person contacted, issues discussed, decisions, and resolutions.

Paraprofessionals defer to certified staff to directly communicate with parents.

Parent Involvement:

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities. Parents/guardians should become familiar with all of Ashford School's activities and academic programs. Attendance at parent-teacher conferences, attendance at board of education meetings and being a school volunteer are strongly encouraged. Ashford School fosters participation and effective two-way communication among the parents, school, and community in the following ways:

Ashford School prospers from the contributions of everyone in our educational community.

Parents –

Take an active role in their child's education by supporting the learning process at home and at school.

Teachers –

Provide high quality instruction to Ashford's children and support a strong link between home and school.

Administrators –

Lead the school community, supporting the success of all students, fostering collaboration, and improving program quality.

School Board Members –

Represent the community for purposes of making decisions regarding policy, budget, and due process. Additionally, the Board of Education negotiates contracts and typically serves as the last step in the process of problem solving or conflict resolution.

Community Organizations –

Link together with other school community members to participate in the education of Ashford children.

Behavior:

Bullying:

The Ashford Board of Education promotes a secure and amicable school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying or hazing of any other person is prohibited.

Bullying is defined as any overt act by a person or group of people directed against another person with the intent to ridicule, harass, humiliate or intimidate the other person while on a school bus, school grounds, or at a school sponsored activity, which act is committed more than once against any student during the school year. Such overt acts, which occur - off campus (and not at a school sponsored activity) may also constitute bullying, if it is determined that they have a direct negative impact on a student's academic performance or safety in school. (Hazing is the use of bullying to indoctrinate someone into a group.)

The District's policy requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive.

An anonymous bullying reporting system has been setup on all school computers. To access this report a person that is the victim of bullying needs to follow these steps:

- Log onto the school network in the regular method but choose "9 Schoolwide Information" as your work group. Everyone has access to this work group.
- Open the *Bullying Reporting Folder and the Bullying Report* document inside.
- The *Bullying Report* document has step-by-step instructions on how to complete it and print it to the Principal's printer. Your report can remain anonymous if you choose to not include your name.

Note: You will need to reset the computer to print to your classroom printer.

Please refer to the appendix for more information on bullying (pg. 46).

Bus Conduct:

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the administration. Students must cooperate and maintain good conduct to ensure a safe transportation system.

Students shall:

- stand in an orderly manner and out of the traffic lane at bus stops;
- be at the bus stop 5 minutes before the scheduled pickup;
- move to enter or exit a bus only when the bus has come to a full stop and doors are opened;
- be respectful of the driver and of each other;

- remain seated at all times on the bus unless directed by the driver to move;
- not fight at any time on the bus;
- students are to keep hands, feet and objects to themselves and within the bus;
- will refrain from throwing items in the bus or out of the bus;
- not eat, drink or smoke on the bus;
- keep the aisle of the bus free of all objects;
- have quiet conversations; shouting and using profanity is not permitted;
- respect the property of others;
- not distract the bus driver;
- when necessary, within the driver's view and awaiting the driver's signal to cross in front of the school bus; and
- present passes signed by Mrs. Schillinger, in the main office, to the bus driver in order to get off the bus at a stop other than that assigned or to ride a bus other than the one assigned.

(Vandalism represents grounds for immediate suspension without the usual warning.) Students who violate this policy will be subject to disciplinary action.

Cheating/Plagiarism:

All forms of cheating are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating. Students involved in an incident of cheating or plagiarism will receive a zero (0) for that work. Additional disciplinary action may be taken, such as completing the work without credit.

Electronic Devices:

The use of Electronic Communication Devices such as cellular phones, smart phones, and iPods has become a convenient and common form of communication for students and parents. According to Ashford School policy, students have permission to carry them to school. As cell phones have the potential for adding positively to the learning environment, the use of cellphones in the classroom for educational purposes is allowed at the teacher's discretion.

While we understand the need for parents to maintain close contact with their children, during school hours, students must use the phone in the school office to communicate directly with parents and other individuals responsible for their supervision. Additionally, students need to keep electronic devices out of sight, unless given express permission by their teacher to use their device as part of a lesson or learning experience.

While we do understand possessing an electronic communication device is a necessity, the use of the device during the school day has the potential to cause major disruptions. The problems associated with students using electronic communication devices include the capability of accessing the Internet as well as taking pictures that can be placed on the Internet. This raises concerns over safety and expectation of privacy. In addition, the text-messaging feature provides an opportunity for students to send written messages to one

another, creating the potential for academic dishonesty as well as peer conflicts during school.

Please be advised, the use of cellphones or other electronic devices in an inappropriate or distracting manner may result in the following consequences:

- 1st offense – verbal warning.
- 2nd offense – restorative conversation, phone call to parent/guardian.
- 3rd offense – referral to the office, parent/guardian will be called to pick up device. Permission to have device on school grounds may be suspended

Further defiance will result in additional disciplinary action.

Behavioral Programs, Policies, and Procedures

Ashford School has implemented PBS (Positive Behavioral Support). Our school community believes that school environments that are positive, proactive and predictable lead to a safer and more caring atmosphere and enhances learning. We have chosen three positive school wide values to target: **Respect, Responsibility and Pride**. The PBS program involves teaching, modeling, practicing, and acknowledging expected behaviors related to those values.

Discipline and detention procedures for teachers, paraprofessionals and drivers have been revised to align with PBIS. (Please refer to the PBIS notebook with sample lessons, matrices for the different areas in the school, Referral Form, and definitions of the terms on the Referral Form). The Referral Form **MUST BE COMPLETED ELECTRONICALLY** to assist with behavioral data collection.

Detention

Discipline and detention procedures for teachers, paraprofessionals, and drivers have been revised to align with PBIS. They are outlined in the 2016-2017 Staff Handbook.

A disciplinary detention may be given for any infraction of unacceptable student behavior or for violation of Board policies. Any member of the faculty in the Middle School may give these detentions.* Disciplinary detentions are cumulative on a yearly basis. They are served on Tuesday, Wednesday, and Thursday from 3:30 - 4:30 p.m. Transportation via the late bus is allowed.

Academic detentions may be issued at the teacher's discretion, for failure to do assigned academic work requiring a student to remain after school. Such detentions may result in conferences between parents and teachers to resolve the problems.

Notice of detentions will be in writing on the Referral Form with the issuing teacher's name, and will be sent home for parent or guardian signature. Parents are given 24-hour notice. They are expected to arrange transportation from school at the end of the detention and to pick the child up at the appointed time in the main office. Failure of student, parents, or guardians to comply with the detention procedure may result in a one-

day suspension of the student. The late bus is available to students serving a disciplinary detention that is not related to behavior on the bus.

- Detentions not signed by a parent and returned the next day will result in a two-day detention.
- Missed detentions due to absences must be made up.
- Recurring detentions may result in removal from participation in extracurricular activities.
- Students who receive a detention may not participate in extracurricular activities until it is served.

*Detentions may be issued to students in earlier grades when and if the need arises.

Collaborative Problem Solving

Ashford School utilizes a collaborative problem solving approach (also known as “Plan B”) to discipline. Based on *Lost at School*, by Ross Greene, Ph.D., this encourages staff members to work directly with a student to understand the root causes of behavior issues; additionally, Plan B empowers Ashford students to work with their teachers to develop their own plans to learn necessary behavioral skills and work towards reducing behavioral problems.

Restorative Discipline

In an attempt to teach students empathy and the ability to take ownership for their mistakes, Ashford School utilizes restorative discipline. This process focuses on students building an understanding of how their actions impacted others in their community, so that they may have the opportunity to restore the relationship and avoid further behavioral issues. Consequences may be assigned with administrative approval and parent agreement. Examples may include, but not limited to:

- Restorative conversations between a student offender and the victim
- Writing assignments
- Assisting a staff member
- Community service

Advisory Homeroom (PK-8)

Ashford School staff will work with students within an advisory homeroom to:

- Ensure that each student develops a supportive relationship with at least trusted adult with the school
- Develop habits of mind through character and community building activities, Second Step, classroom meetings, etc.
- Practice and develop proficiency in following school-wide rules and routines

Extra Curricular Activities:

Athletics:

Interscholastic Athletics:

The following sports and activities are offered annually, for boys and girls, depending upon funding and the availability of coaches; cross country, soccer, basketball, boy's baseball, girl's softball and track and field.

Participation:

- Students in grades 6, 7, and 8 are eligible to try out. For both cross-country and track, students in grades 5, 6, 7, and 8 are eligible to try out.
- All students are required to have a physical examination in order to participate. Only one physical examination is required if a student participates in more than one sport per school year.
- Students are required to have parental permission.
- Team selection will be made by coaches based on their judgment of skills and abilities.
- Games/practice will generally occur four times per week during the playing season. Students who need to ride the late bus may leave practice at 4:25 p.m. On occasion, circumstances such as inclement weather, events using the gymnasium may preempt scheduled sports activity. i.e. concerts, Science Night.
- Students may not participate in a practice or a game on the day they are absent from school or arrive after 11:00 a.m. Exception: An office excused absence, i.e. doctor's appointment.
- All team members are expected to respect opponents, officials, coaches, and spectators as well as behave in an appropriate manner in locker rooms, gymnasium and playing fields. Abuse may result in complete or partial suspension from a team.
- Coaches determine the amount of playing time that each team member receives, based upon such factors as individual skill level, one's ability to contribute to the team effort, the prevailing game conditions, effort during practices, as well as other considerations. At times, both coaches may informally agree to an extra period of play, in order to give game experience to less skilled sports participants.
- Players are to remain in their rooms until called down by the office for practice and games. This will include managers, timers, and scorekeepers on game day. At this time all books should be taken to the locker room.
- Parents are expected to pick up students at the arranged times for games and practices. Failure to do so may result in exclusion from participation.

Academic Eligibility

Students are expected to achieve an appropriate academic level consistent with their abilities. Students who fail to satisfy either standard will be ineligible to participate in the school sports program.

Students must maintain a passing grade in all subjects at all times during the season in order to participate in games or practices. However, if a student's grades fall below

passing (59 or lower) in one course, they will be required to attend after school help sessions scheduled at the teacher's discretion, until a passing grade is achieved. These sessions may or may not occur on game/practice days.

If a student's grades fall below passing (59 or lower) in two or more courses, they are ineligible to participate in athletics until their grades are once again passing.

Behavioral Eligibility

Students are expected to maintain appropriate standards for behavior. Students who fail to satisfy this standard will be ineligible to participate in the school sports program. Any student who misses three practices and/or games due to behavioral detention or other unexcused absences will no longer be a member of that team.

Students receiving an in-school suspension may not participate in a game or practice the day the consequence is served, at administrator discretion.

A student receiving an out of school suspension during a given marking period is ineligible to continue to play/participate on the team for the remainder of the marking period.

Student Spectators:

- Student spectators **must have a signed permission slip to stay after school** to watch a game. **Permission slips must be turned in to the office on arrival at school.**
- Student spectators are not allowed to enter locker rooms.
- Student spectators are not allowed to enter the gymnasium unsupervised.
- Student spectators will wait in the lobby for the staff member in charge of chaperoning. No one is allowed to go outside until his or her parents or the chaperone arrives.
- Parents are expected to pick up students at the arranged time for games. Tardiness may result in loss of privilege to attend games.

Assemblies:

Assembly programs will be held at various times throughout the year. On those days on which assemblies are held, advance notice will be given for those involved to note a change in the daily time schedule. Teachers must attend assemblies and should be seated with their students. The control and supervision of the student body at the assembly programs is a faculty function, which must be shared by all available personnel. Teachers in charge of assembly programs are supervisors to their students when they are on stage or back stage.

Clubs:

The following club options may be available to middle school students. Other clubs may be formed throughout the year based on student and staff interest.

Math Counts

Writing Club
Yearbook
Science Quiz Bowl
Video Yearbook

Dances (Grades 7 & 8):

1. All school rules are also applicable at dances. Any offense, which would result in suspension during normal school hours, will be treated in like manner during dances.
2. Transportation: Parents are responsible for arranging transportation to and from school for dances.
3. In addition to regular school rules, students are expected to conduct themselves according to general guidelines established for dances. If a student is disobeying the established guidelines, any chaperone has the obligation and authority to act upon the violation.
 - Students may not leave the building during the dance.
 - Students may not leave a school dance early without the written permission of a parent or legal guardian.
 - Students exhibiting poor behavior may be prohibited from attending future dances or events.
 - Parents of a misbehaving student may be called to take the student home.
 - Signed permission slips are required for admission. Slips must contain the phone number where a parent can be reached during the time of the event. A student absent from school on the day of the dance may not attend.
 - Students who have received three or more detentions since the last dance will not be allowed to attend the next dance.
 - Students who receive a detention may not attend a dance until the detention is served.

Student Council:

The Student Council is a middle school service organization. The Student Council operates under the direction of a president, vice president, secretary, treasurer, faculty advisor, and the principal.

Library/Media:

A.V. Equipment:

Teachers must sign up for all A.V. Equipment in the library on the day preceding its use. The teacher who signs up the earliest will have priority in the use of the equipment. When ordering, please be specific as to the time (hour) you will use it. If the equipment is to be used for an extended time (2 or 3 days) please indicate this on the request form. If there is anything wrong with the equipment, please attach a note indicating the problem. In case of a malfunction during its use, and notify the part time librarian so it can be replaced.

ONLY students in grades 6, 7 and 8 are allowed to transport carts with monitors on them. Students must be trained in the proper/cautious way to transport carts.

Library Circulation Policies:

Faculty may borrow library materials for a period of two weeks with the exception of overnight reference material, which can be checked out for one day and reference material, which cannot leave the library. Photocopies of articles from reference materials are available. There is no limit on the number of items faculty members may borrow for classroom use. Faculty members borrowing items for classroom use must check out those items.

Movies:

Classroom time for teaching and learning is limited. In addition, active rather than passive modes of instruction are more beneficial to students. Therefore, movies, including feature length movies and clips, are to be used appropriately and sparingly.

Movies will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Movies when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall work and its individual parts, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer.

Movies shall not be used for recreation or entertainment.

The following ratings will be used:

Only G-rated movies may be used at the elementary level.

Only P.G. or P.G.-13 movies may be considered at the middle-school level.

Teachers must preview all movies before showing them their students.

Legal Reference: Publication 94-553; The Copyright Act of 1976, 17 U.S.C. 101 et seq. and 1980 amendments

Policy adopted: January 3, 2002

School-Wide Support:

Special Education:

Special education services, which include speech and language services, are available to students PreK through grade 8. Schools are required to show that a student has had a level of intervention prior to referral to special education. This should include reading and/or math support for a child with learning issues or organizational/behavioral strategies for a child with attention/behavioral concerns.

If a student's response to the interventions is poor, a referral can be made to special education. If a special education evaluation is warranted, before determining eligibility, the disability must demonstrate a substantial impact on the student's achievements.

As research progresses, teaching improves, and the application of special education is refined, eligibility requirements to determine if a child has a disability have become more stringent. In the cases of younger children, evaluations for learning disabilities are not considered valid (by research and regulation) before the age of eight or the end of second grade. IDEA 1997 regulations require that schools reserve specialized programs for students whose demonstrated disabilities have a substantial impact on their learning.

504 Accommodations Plan, Referral to Special Education:

When a substantial concern for a student's learning or behavior persists, despite interventions, the Child Study Team meets to consider review for a 504 Accommodations Plan or Referral to Special Education. Should a student eventually be determined eligible for special education, documentation of interventions is considered by the planning and placement team (PP) and becomes part of the student's special education file.

Section 504 of *The Rehabilitation Act of 1973* is civil rights legislation that prohibits discrimination against pupils with handicaps in school systems receiving federal financial assistance. Schools are not required to produce the identical result or level of achievement for handicapped and non-handicapped pupils, but must afford students with handicaps equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the pupil's needs. Any student who has a condition or disorder that substantially limits his or her ability to participate in school programs and activities and who needs special assistance because of his or her limitations is eligible for special school accommodations under 504.

Supporting Student Learning:

Adjusting Instruction:

Best practices and federal and state regulations (i.e., 1997 Individuals with Disabilities Education Act, IDEA 1997) guide us to provide a continuum of instructional interventions for students who are experiencing difficulty progressing in the grade level curriculum. Through observation and analysis of student work, regular education teachers determine and implement alternative instructional arrangements and strategies to support student learning.

Student Intervention Team (SIT):

The SIT process is used to create an intervention plan for a student. This process examines students who have failed to demonstrate adequate progress in response to differentiated instruction and interventions designed by the classroom teacher and the

grade level collaborative team. Teachers refer students for SIT using the SIT referral forms. Prior to referring a student, teachers would have consulted with appropriate faculty members, including school psychologist, math and/or reading specialist, and administration. Teachers are encourage to make this communication early to insure that we are providing the best possible learning supports for each student.

Reading and Math Support/Intervention:

Intervention (remediating) in reading and mathematics is overseen and implemented by Mandy Makuch, Elementary Reading Teacher, Susan Cunningham, Secondary Reading Teacher, Shawn Dimmock, Elementary Math Specialist, or Jessalyn Salisbury, Secondary Math Specialist. In many cases, students may receive temporary support without a recommendation from the SIT.

ESL Support

Any student for whom 'English is a Secondary Language' is eligible for ESL support classes that will provide for and support their development of English as a spoken and written language. Contact the administration with questions or if you feel your student is need of ESL support.

Appendices:

Gift and Grants Solicitation and Acceptance

Abuse of Children: BOE Policy 006.15

Staff Acceptable Use Policy

Bullying Policy and Report Form

Crisis Services and Management Policy

Emergency Procedures

Live Animals in the Classroom

**Nondiscrimination, Equal Employment Opportunity, Equal Education
Opportunity,
Sexual Harassment**

Complaint Resolution Procedure

Discrimination Grievance Procedure and Form

Asbestos

Pesticide Application

Gift and Grants Solicitation and Acceptance

Gifts and grants of personal property to the district, including monetary donations, that meet criteria set forth in these administrative regulations are welcomed and encouraged.

The terms "gift," "donation" and "grant" shall be used interchangeably. The term "solicit" shall include grant application.

Protocol for Solicitation and Authorization

- a. No member of the staff will solicit gifts for any purpose without receiving proper prior authorization from a district Administrator. The Ashford School Principal or Special Services Supervisor may approve gifts that are valued up to \$500; gifts of a value in excess of \$500 require approval of the Superintendent. The District Office will provide a form for staff to use to document solicitation authorization requests, the donor/grantor's conditions for acceptance, and approval/disapproval.
- b. Any gift offer or solicitation request that is not approved shall be promptly reported to the offeror or requesting solicitor with the reason(s) for disapproval.
- c. All gifts in excess of \$500 shall be reported to the Board of Education at the next regularly scheduled meeting from which the gift is constructively received.

Criteria for Acceptance

In order to be accepted, donations shall meet the following criteria. The donation shall:

1. be consistent with the instructional and operational objectives of the district;
2. cause no additional current or future costs to the district;
3. be offered by a donor acceptable to the Board of Education;
4. place no restrictions on the school program;
5. require no effort by students as a condition of acceptance that is not already an established part of the curriculum;
6. not imply endorsement of any business or product;
7. not conflict with statutory requirements or policies of the district;
8. become the permanent property of the district.

All gifts shall be acknowledged upon receipt by the Superintendent or his/her designee. Acknowledgement of non-cash gifts shall be descriptive only; the district will not attest to the value of any non-cash donation.

Policy Reference: Series 3000 - GIFTS, GRANTS, AND BEQUESTS TO THE DISTRICT

Issued: May 5, 2016

Abuse of Children

006.15 Reported Suspected Child Abuse - Neglect

State Policy: To protect children whose health and welfare may be adversely affected through injury and neglect and to strengthen the family and to make the home safe for children by enhancing the parental capacity for good childcare.

What Must Be Reported

Child Abuse: defined as any child under the age of eighteen who has had physical injury or injuries inflicted upon him/her by a person responsible for his/her health, welfare, or care by a person given access to the child by the responsible person other than by accidental means or has injuries which are at variance with the history given of them, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment, or has been neglected.

Child Neglect: defined as a child under the age of eighteen who has been abandoned, or 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/her well being or has been abused.

Child at Risk: reasonable cause to believe or suspect a child is in danger of being abused as opposed to the belief that the abuse has actually occurred.

Child Under 13 With VD: a physician or facility must report to DCF on the consultation, examination, and treatment for venereal disease of any child not more than twelve years old.

Who Is Mandated To Report

School personnel, including, but not limited to, teachers, administrators, psychologists, nurses, and other pupil personnel professionals are required to report suspected child-abuse/neglect.

Mandated reporters are only required to report situations they become aware of through their professional capacity.

Reporting Procedure

When making a report, a mandated reporter is required to provide the following information, if known:

1. names and addresses of the child and his parents or responsible care giver
2. child's age and gender
3. nature and extent of injury(ies), maltreatment or neglect
4. approximate date and time the injury, maltreatment or neglect occurred
5. the circumstances in which it became known to the reporter
6. information about previous injury, maltreatment or neglect of the child or siblings

7. name of the person suspected to have caused the injury, maltreatment or neglect
8. any other information the reporter believes would be helpful
9. any action taken to treat or help the child.

How to report

- Mandated reporters must report orally to DCF or law enforcement agency **within 24 hours** of suspecting that a child has been abused. **This includes reports in which a school employee is the suspected perpetrator;** under former law, such reports were made to the Superintendent or his/her designee.
- **If the oral report is made to DCF and includes all of the required information contained on the DCF-136 form, if known, a written report is not required.** However, we recommend that you file a written report after you make an oral report by telephone, and provide a copy to the Principal and keep a copy for your personal records. **If reports are made directly to the police, then a written report must be submitted to DCF within 48 hours.**

Police must report to DCF **immediately** (rather than within 24 hours) **upon receipt of any oral report of abuse or neglect.**

DCF must report to the police within 24 hours upon receipt of a report alleging sexual abuse or serious physical abuse.

Anonymity

Mandated reporters are asked to give their name when they make a report to DCF. This greatly aids in the investigation of the report. However, reporters may request anonymity. This means that DCF would not disclose their name or identity unless mandated to do so by Connecticut General Statutes (Sections 17a-28 and 17a-101). Information not disclosed upon request includes the name of the reporter or any identifying information regarding the source of the report (e.g. school personnel, medical facility).

DCF will advise all reporters that the Department cannot maintain the anonymity of the reporter under the following circumstances:

- when court activity to protect a child requires the Department to call the reporter as a witness.
- in any report resulting in criminal prosecution, when the Department is mandated to share the case record and all information with the state's attorney or designee.
- Unless the reporter has authorized disclosure, in all cases in which a parent or legal representative wishes to review the case record, DCF shall protect the identity of the reporter by eliminating all references to the reporter's name or any identifying information.

Immunity and penalty

- Immunity from civil or criminal liability is granted to people who make required reports in good faith.

- **Anyone who knowingly makes a false report of child abuse or neglect may be fined up to \$2,000 or imprisoned for not more than one year, or both.**
- **Employers may not discharge, discriminate or retaliate against an employee for making a good faith report or testifying in an abuse or neglect proceeding. The attorney general can bring a court action against any employer who violates this provision, and the court can assess a civil penalty of up to \$2,500 plus other equitable relief.**

Informing the family

- Mandated reporters are under no legal obligation to inform parents that they have made a report to DCF about their child. However, depending on the circumstances, it may be necessary and/or beneficial to do so.
- When a child is suspected of being abused or neglected by a member of the staff of a private or public school or an institution that cares for the child, the person in charge of the school or facility **must** immediately notify the child's parent or other person responsible for the child's care that a report has been made.
- Health care professionals **may need** to talk with parents to assess the cause of a child's injuries.
- However, in cases of serious physical abuse or sexual abuse, it may **not** be wise to talk with parents before reporting the case to DCF. This may put the child at greater risk and interfere with a possible criminal investigation.

Investigation of abuse or neglect report

- DCF is responsible for immediately evaluating and classifying **all** reports of suspected abuse and neglect. **This includes reports in which a school employee is the alleged perpetrator;** previously school superintendents investigated these reports.
- **If the report contains sufficient information to warrant an investigation, DCF must make its best effort to begin an investigation within two hours if there is an imminent risk of physical harm to a child or another emergency; and within three days for all other reports.**
- **In all cases, DCF must complete the investigation in 30 calendar days.**
- **When conducting a child abuse or neglect investigation, DCF or a law enforcement agency must coordinate activities to minimize interviews with any child.**
- DCF must obtain consent of the parent, guardian or person responsible for the child's care for any interview unless DCF has reason to believe such person or a member of the child's household is the alleged perpetrator.

When such consent is not required, the interview must be conducted in the presence of a 'disinterested adult.' If a disinterested adult is not available after reasonable search and immediate access is necessary to protect the child from imminent risk of physical harm, DCF or a law enforcement agency will still interview the child.

- If, after the investigation has been completed, serious physical abuse or sexual abuse is substantiated, DCF must notify the local police, and either the Chief State's Attorney/designee or a state's attorney in the judicial district in which the child resides or in which the abuse occurred. A copy of the investigation report must also be sent.

Abuse by a school employee

- School superintendents **must** suspend a public school employee (in a position requiring a certificate) when the investigation produces evidence that the employee abused a child. (Previously, this was allowed, but not required.) The suspension will be with pay, will not diminish or terminate the employee's benefits, and will remain in effect until the local Board of Education takes action.
- The superintendent may suspend any other school staff member in similar circumstances.
- The state's attorney must notify the superintendent, or supervising agent of a non-public school, and the Commissioner of Education when a certified school employee, or any person holding a certificate issued by the State Board of Education, is convicted of a crime involving an act of child abuse **or neglect**.
- Any private school or public or private institution or facility providing childcare may suspend a staff person when an investigation produces evidence that the person abused a child. The suspension must be with pay, not diminish or terminate an employee's benefits, and remain in effect until the investigation is completed.

To report suspected child abuse or neglect, call:
Child Protection CARELINE (24 hours a day)
1-800-842-2288

If you are unsure if a situation is reportable under the law, feel free to call the Child Protection CARELINE; the social work staff will be happy to discuss the situation with you.

If you have any questions, feel free to call the Eastern Region Willimantic office at 860-450-2000, or the DCF Public Affairs & Information Office at 860-566-2497.

Ashford School Staff Acceptable Use Policy

Network, Internet access, and e-Mail services are available to staff at Ashford School. The Board of Education encourages the use of these services to share information, to improve communication, to exchange ideas, and for the purpose of conducting the business of the school system. Occasional, reasonable personal use is permissible.

Individual users are responsible for their use of the network, Internet and e-mail. All employees are expected to conduct themselves with the same integrity and personal demeanor in electronic communications as in face-to-face dealings with one another.

While all e-mail is considered private and confidential, confidentiality cannot be totally ensured. Never discuss a child's progress other than with a parent in an email. Users, therefore, should exercise extreme caution in using e-mail to communicate sensitive matters. E-mail should be read only by the person to whom it is addressed, and is not to be read by any staff member, including those with sufficient computer system privileges to do so. However, users should be aware that on occasion, network and computer operations personnel and systems administrators may, during the performance of their duties, inadvertently see the contents of e-mail messages. Except as required legally or in extreme emergency, they are not permitted to do so intentionally, nor to disclose or otherwise use what they may have seen. The Administration, however, reserves the right to periodically monitor employees' use of any electronic system.

The following guidelines are provided so that users are aware of the responsibilities required to use this technology.

- Use of the Internet and e-mail must be in support of education and research consistent with the goals and objectives of Ashford School. It may not be used for chat rooms, AOL Instant Messaging, personal shopping, downloading of large files (like MP3's) or general surfing.
- Use of the Internet and e-mail in ways for which the district will incur an expense without permission of an administrator is prohibited. (i.e. signing up for subscription sites, purchasing, etc.)
- Appropriate language and demeanor are expected. The use of vulgarities, or any other inappropriate or abusive language is prohibited.
- Confidential information must not be revealed, whether about students or employees, including but not limited to photographs, home address, telephone numbers, passwords, social security or credit card numbers.
- It is important to note that electronic mail is not private and may be monitored by designated staff.
- Users must not interfere with other's work or with the performance of the network, computers, hardware or software.
- Use of the network in such a way that would be disruptive or cause disruption of the computer resources by others (i.e. introducing virus', downloading huge files such as MP3s or videos, adjusting settings) is prohibited.

- Only approved software may be installed on computers. Any personally owned software requires system administrator approval and a guarantee that the license agreement is being adhered to.
- Users are not to enter network areas that they have not been granted permission to use.
- Users may not establish an official representation of the school (i.e. Internet home page) without obtaining prior approval of the school administration.

Board Policy requires that each staff member sign an Acceptable Use Policy acknowledging that they have received and read these rules and regulations about network, e-mail and Internet services. This form will be maintained in the employee's personnel file.

Any use of these technology services perceived to be illegal, harassing, offensive, or in violation of other policies, could be the basis for disciplinary action ranging from restriction of access to the system, up to and including termination of employment.

As a user of the Ashford School computer network, Internet and/or e-mail, I have read, understand and hereby agree to comply with the outlined rules and regulations.

Staff Signature _____

Date: _____

Bullying

The Ashford Board of Education promotes a secure and amicable school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that any form of bullying behavior within the classroom, on school property, on a school bus, or at school-sponsored events is expressively forbidden.

“Bullying” shall mean any overt acts a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, on a school bus, or at a school-sponsored activity, which acts are committed more than once against any student during the school year.

“School-sponsored Activity” shall mean any activity conducted in or off school property (includes school buses and other related vehicles) that is sponsored, recognized, or authorized by the Board of Education. Such overt acts, which occur - off campus (and not at a school sponsored activity) may also constitute bullying, if it is determined that they have a direct negative impact on a student’s academic performance or safety in school. (Hazing is the use of bullying to indoctrinate someone into a group.)

Conduct that occurs off-campus (e.g. harassment over the Internet, physical intimidation in the community) is not bullying under Board Policy. While not considered bullying conduct that would otherwise be considered bullying occurring off-campus (outside of school-sponsored activity) may subject the perpetrator to disciplinary action. Discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the education process.

BOE Policy 5131.911 (a) (b), on web site and located in Superintendent’s Office.

- Physical violence and attacks.
- Verbal taunts, name-calling and put-downs including ethnically based or gender-based verbal put-downs.
- Threats and intimidation.
- Extortion or stealing of money and/or possessions, exclusion from peer groups within the school.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Persons who engage in any act of bullying, while at school, at any school function, or in connection with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials, and further, in the case of an employee, up to and including termination.

A comprehensive program involving everyone in the school and the community, to address bullying at all school levels, is essential to reducing incidence of bullying. Such

a program must involve interventions at any and all levels, school-wide, classroom, and individual.

The District's program:

1. Permits anonymous reports of bullying by anyone and written reports by parents or guardians, or employees;
2. Requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students' anonymous reports; and requires an investigation of staff complaints regarding bullying by any other person. In all cases, the victim will be interviewed prior to an investigation.
4. Requires the school to maintain a publicly available list of the number of verified bullying acts that occurred there, whether student or adult;
5. Requires the school to have an intervention strategy for school staff to deal with bullying, including language about bullying in various codes of conduct; and
6. Requires notice to parents or guardians of all students involved in a verified act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying. In a similar manner, a written record will be placed in the personnel file of an offending member of the staff, in accordance with employee contracts.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The Principal or his/her designee is responsible for handling all complaints of alleged bullying of or by children. The administration must investigate staff complaints and should use the grievance procedure from the contracts of employees, where appropriate.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for everyone to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

This policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent. A template shall be designed for anonymous reporting through the use of a computer. Access to the report will be restricted to the administration to protect the

identity of the reporter. Activities for prevention and intervention will be provided throughout the year (example: posters, skits, speakers, etc.) The focus of discipline will be “education”, as opposed to simply punishment. Any record may be cleared upon satisfactory change of behavior. The degree of severity will relate to the grade of the child or the experience of the employee. The record will indicate the offense and the degree of severity of each individual incident, whether student or staff.

Crisis Services and Management Policy

The Crisis Services and Management Policy has been developed in accordance with Ashford School's continued commitment to provide a strong program that is considerate of, and responsive to the diverse educational needs of our student population. A Crisis Management Team has been established to address situations that are unusually complex, severe, and/or sensitive in nature.

Purpose

The Crisis Management Team shall exist as a standing committee functioning as a decision-making body, and as a resource team providing for staff and students. The Team shall respond to situations that fall within its purview. The very nature of crisis demands a sense of urgency and sensitivity. The Team will be organized so that its response is consistent with these requirements. The Team will utilize all of its resources in order to make programming decisions, to implement and/or direct referrals to outside agencies, to notify proper authorities, to control the flow of information, and to assure follow-through and support, as appropriate. The Crisis Management Team shall not supplant the current role of the existing Child Study Team in responding proactively to students at risk, or with special needs.

Membership

The Crisis Management Team shall be made up of the following multidisciplinary group of professionals:

- Superintendent
- Principal
- School Psychologists
- School Nurse
- Appropriate Instructional Staff

Crisis Issues

The Crisis Management Team is designed to address issues that fall within the following categories:

- Serious Family Problems (i.e.-abuse, neglect)
- Death
- Self-Destructive Behavior/Suicide
- Sexual Abuse
- Alcohol/Drug Abuse
- Serious Involvement with Legal Authorities
- Chronic Distress/Depression

Resources

The team will draw upon the collective professional training and experience of its membership. Additionally, the Team will follow guidelines in accordance with the following resources:

- State Department of Education Guidelines
- District Policy
- School Programming
- Guidelines for Dealing With the Effects Of A Death
- Guidelines for Dealing With Students At Risk of Suicide

The Team will make available to the staff, resources and information as appropriate.

Media Policy

Release of Information to the public during a crisis situation:

In the event of a crisis, the Superintendent or his/her designee (administrator) shall be the spokesperson for the district. An immediate embargo will be placed upon the school and all members of the press will receive information directly from an administrator, until that point in time when it is determined that the emergency has passed.

The purpose of this policy is to ensure the accuracy of information released to the public. Additionally, it is the responsibility of the School to protect the rights of its members.

Emergency Procedures

Purpose: To provide a clear chain of command which will be used in the event of an emergency situation in the school. The emergency can involve a student, staff member, or visitor and can be limited to a single individual or multiple involvements.

You are encouraged to obtain your C.P.R. (Cardiopulmonary Resuscitation) certification from either the American Red Cross or the American Heart Association. It would also be to your advantage and the school if First Aid certification can also be obtained.

General Emergency Procedures:

1. An adult must stay with the injured and remain CALM.
 - a. Send somebody to notify the school nurse.
 - b. If the nurse is not in her office, notify the school principal or secretary to page her.
2. Keep the person as quiet and comfortable (including warmth) as possible. DO NOT MOVE the person and urge him/her to remain as they are.
3. Depending upon her assessment of the emergency, the school nurse will:

Major emergency:

- notify the Principal that an emergency exists;
- administer emergency first aid procedures;
- designate an adult to control onlookers;
- prepare, or designate another person to prepare the Documentation Nursing Intervention form (found in the emergency kit), a copy of which is to accompany the person and the other which is to remain in the school files; and
- once the E.M.T.'s arrive, they are in control of the emergency and all staff should follow their directions.

Minor emergency:

- administer first aid procedures;
 - notify parent(s)/guardian of incident and any recommended follow-up care, including the need for referral to medical/dental care if appropriate;
 - if transportation for medical care is needed, and the situation is not deemed to be an emergency requiring ambulance transportation, it is the responsibility of the parents/guardian to provide such transportation. School personnel are unable to provide transportation.
4. The school Principal, upon notification that a major emergency situation exists, shall:
 - a. designate an adult to call the ambulance;
 - b. notify the Superintendent of the situation;
 - c. direct the ambulance personnel where the injured person is located;
 - d. determine, from the child's health card in the nurse's office, the preferred hospital, if any, and the child's primary health provider or doctor;

- e. notify the parents/guardian/next of kin of the situation and the actions taken;
 - f. proceed to the emergency location to provide assistance; and
 - g. in the event the school nurse is unavailable, the Principal shall designate a staff member with first aid training to assess the situation.
5. The person designated to notify the ambulance shall:
- a. call 911 and report the following information:
 - their name, location (Ashford School) and telephone number;
 - the service requested , i.e., ambulance;
 - the exact location of the injured person, which entrance is closest, and that someone will meet the ambulance to further direct them; and
 - the nature and status of the emergency as reported by the school nurse.
 - b. remain at the telephone to facilitate communications as needed. NO information is to be given out to any person other than the parents, guardian or next of kin.

Post-Emergency Procedures

1. The school nurse, or other designated staff member, shall:
 - a. contact the parent/guardian the next school day to determine the outcome and implications of the emergency;
 - b. complete a school insurance form and send it to the superintendent's office;
 - c. complete a school accident form and send it to the superintendent's office;
 - d. place a copy of the Documentation of Nursing Intervention form in the student's folder and attach another copy to the school accident form; and
 - e. ask the principal to review forms periodically to determine if hazardous conditions exist and if remediating is necessary.

Protocols for emergency procedures:

- Standing orders of the school physician shall be reviewed annually for relevance and currency and signed by the physician.
- Health policies shall be reviewed annually and revised according to State of Connecticut requirements and/or the school's standing.
- Each child with a known medical condition shall have an individual emergency plan based upon parents' input, the child's primary health provider's input and/or the standing orders of the school. This emergency plan shall be kept in the nurse's office with the child's records. It shall be updated annually or as necessary.
- Children with potentially severe medical conditions shall be listed annually, according to class, on a master list to be distributed to each teacher and the principal. This information is confidential and is not to be posted publicly or left where others can gain access to the information.
- The nurse shall meet with each teacher regarding the medical conditions of the students in his/her class.

Specific Medical Emergencies:

Bee/Insect Stings:

- If a child has a known allergy, immediately send the child to the nurse's office with another person.
- If the child has no known allergy, and develops signs of severe localized reaction (swelling beyond site of sting) or generalized reaction (hives, difficulty breathing, difficulty swallowing, collapse) either accompany the child to the nurse's office or send for the nurse.

Convulsions:

- Notify school nurse.
- Protect the child from further injury by removing objects from the immediate environment.
- If able, try to place child on side.
- DO NOT attempt to force teeth open.
- Loosen clothing if possible.

Electrical Shock: PROTECT YOURSELF FIRST

- Turn off source of current, if possible.
- Notify school nurse.
- Separate person from source of electricity using a non-conductive material (long, dry stick, rope).
- Administer C.P.R., if knowledgeable.

Foreign Object in Throat:

- If person is coughing, speaking or breathing, try to reassure them, calm fears and have him cough to expel object.
- Notify school nurse.
- If person unable to breathe or make a sound, perform the Heimlich maneuver immediately.

Heimlich Maneuver:

If the victim is standing or sitting, stand behind the victim and wrap your arms around his/her waist, hip to person's back for leverage). Place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the rib cage, grasp your fist with your other hand and press it into the victim's abdomen with a quick upward thrust. Repeat until airway is cleared, or the victim goes unconscious.

Massive hemorrhage:

Using gloves and universal precautions:

- Notify school nurse immediately.
- Apply firm and constant pressure with clean cloth to the site of bleeding.
- If limb severed, protect the severed part.

Poisoning:

- Notify school nurse.
- Find, if possible, the source of poisoning and keep with the victim.
- If not breathing, proceed with mouth-to-mouth resuscitation, if knowledgeable.
- If no pulse, immediately begin C.P.R., if certified.

Chemical burn of the eye:

- Notify school nurse.
- Immediately irrigate eye(s) with large amounts of water. Try to flush with as low pressure as possible to prevent further injury to the eye, irrigate from inside corner to the outside to prevent the chemical from traveling to the other eye.
- Retain chemical agent for transfer with victim.

Major burns:

- Cover area immediately with cold water to stop the burning process.
- Notify the school nurse.

Accidental loss of tooth:

- Locate the missing tooth and transport with victim.
- Send victim to the school nurse's office with another person.

Other suggestions, for dealing with students with health problems:

- a. Asthmatic (Severe attack): Always have someone accompany student to health office or send for nurse.
- b. Severe Bleeding: Apply pressure and either accompany student to health room or summon nurse.
- c. Seizure Disorders: If seizure occurs in class, protect student from injury by moving furniture away. Do not restrain. If student complains of 'warning signals', e.g., headache, lights floating, have student lie on floor and move things away from him or her. Summon nurse to room.
- d. Diabetic: Students may feel shaky, faint, clammy (low blood sugar), or very thirsty with frequent urination (high blood sugar). Accompany student to health room.
- e. Fainting: Have student lie down, if possible, on the floor or put head down between knees while on floor. Summon nurse to classroom.
- f. Nosebleeds: Have student pinch own nostrils together. Keep head upright and send to health room.
- g. Migraines: Allow student to go to health office at the earliest onset of symptoms. The sooner the treatment, the more effective the results.
- h. Hearing Loss: Allow student to sit near front of class, to right or left of instructor's desk or usual lecture spot.

Live Animals in the Classroom:

Instruction

Live Animals in the Classroom

The Board of Education recognizes that there are medical and physical dangers associated with animals, both wild and domesticated, in the classroom and/or on school property. The Board also recognizes that under proper conditions, animals can be an effective teaching aid. The following guidelines are adopted regarding all animals (mammals, birds, reptiles/amphibians, fish, insects) in the classroom or on school property.

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. The Principal has the discretion to permit or deny the presence of animals.
- Parents/guardians must be notified in writing prior to any activity involving animals.
- Students and teachers with allergies must receive special consideration before animals are brought into a school. Prior to any exposure to animals in school, the teacher should be aware of any condition such as allergies that could be exacerbated by exposure to animals. Appropriate and reasonable accommodations will be accorded to protect the health of such individuals.
- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.
- No domesticated animals, including dogs, cats, primates, or livestock, shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided. Students will not handle any domesticated mammal that is too young to be immunized for rabies.
- No wild animal (i.e., skunks, raccoons, bats, ground hogs, monkeys, or fox) shall be allowed unless under the control of an individual trained in the care and management of the animals (i.e., zookeepers, docents, veterinarians, etc.)
- All animals brought for exhibit must be restrained by the owner/handler.
- No poisonous animals are allowed unless brought in cages/containers that prevent contact with students and faculty.

- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in the school.
- 6163.3(b)
- Animals will be allowed to in classrooms only for a specified and appropriate educational purpose for the time necessary to achieve the educational goal.
 - It is the responsibility of the teacher to provide a plan of care for classroom-housed animals including care on weekends and during emergency closure. No animals shall be housed at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of the animals. All waste products must be cleaned from cages on a daily basis by an adult such as a teacher, assistant, volunteer, etc. Students will not clean Cages and students will not have direct contact with animal waste products.
 - Each teacher is responsible for the proper control of animals brought to the classroom for instructional purposes, including the effective protection of students. This includes keeping the animals in appropriate cages or containers for the protection of the animal and individuals.
 - No animals will be allowed free range in the facility.
 - Students will conduct supervised hand washing for a minimum of twenty seconds with soap and water after handling animals. Hand washing will be conducted immediately after the activity has ended and prior to any further school or classroom activity. Eating/drinking will not be allowed during the animal exhibition or during activities involving animals.
 - The Principal and parent/guardian must be notified as soon as possible if an individual is bitten by an animal or any incident occurs which could have an adverse effect on physical or emotional health. The supervising teacher will complete a written report describing the incident.

6163.3(a)

Policy adopted: January 3, 2002 ASHFORD SCHOOL

Nondiscrimination, Equal Employment Opportunity, Equal Education Opportunity, and Sexual Harassment

Nondiscrimination

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American With Disabilities Act, the Ashford Board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policies.

Equal Employment Opportunity

Both federal and state law prohibits discriminatory practices in hiring and employment. It is the policy of the Ashford Board of Education to prohibit acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. As an equal opportunity employer, the Ashford Board of Education does not discriminate on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, sexual orientation, past or present history of mental disorder, mental retardation, learning disability, regarding any individual who can perform the essential functions of the job with or without reasonable accommodations physical disability (including blindness) or other disability (except in the case of a bona fide occupational qualification or need.)

Equal Education Opportunity

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Ashford Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

The Civil Rights Coordinators for the Ashford Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Coordinators are set forth below. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Students shall not be discriminated against, including but not limited to, in the areas of:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Athletics
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts of Professional Agreements

Sexual Harassment

Sexual harassment has been established as a form of sexual discrimination and is defined as follows:

“Any **unwelcome** sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile or offensive working environment.”

Examples of specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment include, but not be limited to:

Touching, Verbal comment, Sexual name calling,
Sexual rumors, Inappropriate public display of affection,
Too personal conversation, Corner/blocking
Gestures, Leers, Jokes/cartoons/pictures, Attempted rape/rape
Pulling at clothes, Harassing telephone calls

If you believe that you have been discriminated against in regard to either of the preceding policies, you may file a grievance that your rights have been denied or violated.

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact the **Superintendent of Schools, our system Civil Rights Coordinator**, or an administrator.

Forms are available in our Guidance Office or from our Civil Rights Coordinator. Contact with the Civil Rights Coordinator should take place within forty (40) calendar days of the alleged occurrence.

Complaint Resolution Procedure:

Federal regulations require state education agencies adopt written procedures for the receipt and resolution of any complaint, which alleges that the state education agency has violated a federal statute or regulation. A copy of the complete Complaint Resolution Procedure can be found on the school web site or is available in the superintendent's office

Discrimination Grievance Procedure and Form

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems, which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Ashford Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officer or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Officer or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, department chairperson, head custodian, or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

Level II: The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the Civil Rights Officer. Within five (5) working days a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III: Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing; and within five (5) working days of the hearing, resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for consideration.

Level IV: The Board of Education, Superintendent and the Civil Rights Officer shall proceed in accordance with the appropriate laws or regulations.

Legal Reference: Connecticut General Statutes
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.
Federal Law
Title VII of the Civil Rights Act 1964
Section 504 and the Federal Vocational Rehabilitation Act of 1973,
20
U.S.C. 706(7)(b).
American Disability Act of 1989.
Chalk v. The United States District Court of Central California.
Title IX of the Education Amendments of 1972.
Civil Rights Act of 1987.

Policy adopted: August 13, 1998, ASHFORD SCHOOL
Ashford, Connecticut

0521 - Appendix A

Discrimination Grievance Form

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, sex or handicap may discuss and/or file a grievance with the Civil Rights Coordinator of the Ashford Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinator:

Superintendent of Schools at 860-429-1927

Name of Presenter/Complainant: _____

Employee _____ Employment Applicant _____ Student _____

Parent/Guardian: _____

Home address: _____

Phone _____ Date of Claim _____ Date of Incident _____

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).
2. Please attach any additional information/documentation as necessary.

Signature of Presenter: _____

Signature of Civil Rights Coordinator: _____

Date Received: _____

*Forms are available from the Civil Rights Coordinator,
Administrators, and Guidance Offices*

Asbestos

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

Pesticide Application

Pesticide Application
(Effective as of August 2000)

The Ashford Board of Education has adapted an Integrated Pest Management Plan Policy (Policy #3524.1). In brief, this states that the school will only have a certified pesticide applicator apply pesticides when all other pest control techniques have been tried. Pesticides will not be applied to the building or school grounds during regular school hours or during planned activities.

Parents or guardians of students and any school staff may register to receive prior notice of any pesticide application. **Please call the Superintendent's Office at 860-429-1927 if you wish to receive notice of pesticide application.**

Please note that emergency applications of pesticides may be used during school hours or scheduled activities if necessary to eliminate an immediate public health threat. (No restricted pesticides would be used and children would be removed from the area and not allowed to reenter the area until it was safe.) A notice of this emergency application will be given subsequently to those who have registered a request for notification.

The
ADMINISTRATIVE GUIDE
To
SCHOOL FINANCIAL MATTERS
And
TRANSACTIONS

Created: 8/23/2013

Last Revised: 8/22/2016

INTRODUCTION

This document is provided by the Superintendent and Financial offices of the Ashford School district for the purpose of providing all staff members, vendors and interested organizations with guidelines and expectations. This includes purchases and requests for services funded by state and or federal grants, local grants, parental organizations and student activity funds, as well as payroll and benefits administration. The information contained in this document is based upon Connecticut General Statutes and/or Ashford Board Education policy.

Questions regarding information contained in this document should be addressed by contacting the following staff:

Purchasing, Accounts Payable and Student Activity (field trips)

Darcy Morgan x 372

dmorgan@ashfordct.org

Payroll, Employee Benefits, Grants

Lalaine San Diego x 371

lsandiego@ashfordct.org

Professional Development and all Other Questions

Jen Barsaleau x 365

jbarsaleau@ashfordct.org

Donald A. Neel, Part-Time Business Manager dneel@ashfordct.org

PROFESSIONAL DEVELOPMENT REQUESTS

Staff members must complete the appropriate forms to attend professional development activities (Appendix A). This form is two sided and the other side is the Time Off Request Form. Forms must be complete, including the signature of the appropriate building administrator and Superintendent, not later than 2 weeks before the date of the activity. And for the purpose of finding coverage and recording when a teacher may be out of the school for training purposes, please be sure to complete **both sides** of Appendix A.

- If a substitute is needed for your classroom, you must be sure to indicate this on the form.
- If mileage reimbursement or other reimbursement will be sought, it must be noted on the request form. **If such notice is not given, you will NOT be eligible for reimbursement.**

Upon completion of the registration process, an executed copy of the form will be returned to you for your records.

We understand that there are occasions when you will be directed to attend professional activities by your administrator, sometimes without advanced notice. In this case, you only need to fill out as much information as you have available to you. Forward the form to the administrator for completion. They will then forward the form to our office to complete the registration process.

Professional activities or conferences that require more than one day of absence, travel and overnight accommodations are not common. However, should this occur, extra notice will be required to make arrangements for accommodations, etc. Staff will NOT be reimbursed for anything other than mileage, unless the staff member is attending as the result of an administrative directive.

Mileage reimbursement is calculated by the finance office and the method used for calculation is done with MapQuest. The beginning destination is the address of the event and back to Ashford School. The posted IRS mileage rate as of the date of occurrence is used to calculate the reimbursement. Receipts must be submitted within 30 days of the date of event. Reimbursements will NOW be included on your paycheck and will display on your W2s.

The above applies to all district professional development activities, no matter the source of the funding.

Persons seeking exceptions to the guidelines stated must submit a written request to the Superintendent. Upon review of the request, the Superintendent will provide notice of his decision.

REIMBURSEMENTS FOR APPROVED PURCHASES

Effective 2015-2016, a time limit to submit for reimbursements was implemented in order for the Business Office to provide an accurate accounting of the school's expenditures. This policy will carry going forward. All purchases pre-approved by a supervisor, not inclusive of requisitions submitted for procurement, MUST be submitted to payroll no later than 30 days of the date on the receipt in order to receive the reimbursement. Sales tax paid on the receipt will not be included with the reimbursement.

Persons seeking exceptions to the guidelines stated must submit a written request to the Superintendent. Upon review of the request, the Superintendent will provide notice of his decision.

REQUISITIONS AND PURCHASES OF GOODS AND SERVICES

(Includes Revisions effective February 16, 2016)

Purchasing goods and services are the primary responsibility of the Purchasing and Accounts Payable personnel. All staff requests for the purchase of any supplies, goods, materials, subscriptions or services MUST follow the procedure outlined in this guide for consideration. Failure to do so will result in the item or service not being ordered.

Purchasing Outline:

1. Email Suzanne Schillinger at sschillinger@ashfordct.org (for regular education) or Catherine Klessner at cklessner@ashfordct.org (for special education) for availability of funds prior to initiating a requisition. If either of the individuals is unavailable, please email Darcy Morgan at dmorgan@ashfordct.org to inquire on available funds for purchasing, prior to initiating a requisition.
2. Complete the required request form (Appendix B) with detailed information regarding the vendor information, as well as the item number, description, price, quantity, size, color, or anything else that may be applicable. Failure to do so may cause the wrong item to be ordered.
3. Submit the completed request form to the proper administrator for approval. (Mr. Hopkins for regular education and Mrs. Ford for special education)
4. Following administrative approval, the requisition shall be provided to the Accounts Receivable/Payable, Darcy Morgan, who will verify that sufficient funds are available in the appropriate line item(s) for the purchase.
5. If the funds are insufficient, the requisition will be returned to the administrator with the amount of funds available, if any.
6. If there are enough funds available, a Purchase Order will be created. In order for a PO to be valid, it must be signed by the Superintendent.
7. Best efforts will be made by the Business Office to issue a valid PO within one week of receipt of the completed requisition.
8. The Business Office will provide the signed PO to the vendor or, in the case of on-line purchases, complete the purchase with the internet vendor. A copy of the PO will be provided to the approving administrator or his/her secretary.

The most important guideline is that staff members must provide adequate notice to the administrator of items they wish to purchase. Any deadlines for receipt of items must be clearly noted on the request form. The district has a credit card account for purchases to vendors that do not accept purchase orders, such as Amazon.com. If the vendor you request to purchase from will only accept credit card as payment, it must be noted on your requisition. Only authorized financial office staff may use the district credit card.

Per Board of Education policy, purchases over \$10,000 require the district to obtain three (3) written quotes from vendors prior to purchase. Requests for purchases in excess of \$20,000 require a formal sealed bid process and Board of Education approval prior to

purchase. No member of the staff may commit the district to any purchase that does not comply with the Board's purchasing policies.

To foster positive vendor relationships, all deliveries are to be directed to the Administration Office where they will be checked in and the contents cross-checked with the purchase order. This process will ensure that orders with incorrect items will be addressed with the vendor immediately, and will ensure that invoices are paid in a timely manner. Any interruption to this process may result in past due accounts and late fees assessed to the district.

ADMINISTRATIVE REGULATION CONCERNING INVENTORIES AND DISPOSAL OF OBSOLETE OR SURPLUS EQUIPMENT/MATERIALS

EQUIPMENT

An inventory of equipment shall be maintained in a manner authorized by the State Board of Education. All items whose current value exceeds \$300 shall be included in the inventory, with the exception of equipment permanently affixed in a building such as heaters or lockers. The equipment inventory shall serve both the functions of control and conservation. The inventory shall include the description, name, date of acquisition, identification numbers, original cost, and location of use of all items. A record of the date and mode of disposal of all equipment removed from inventory shall also be kept. Any equipment in the inventory that is removed from service by age, damage or attrition may be donated or sold in accordance with Board of Education policy. If donation or sale is unsuccessful, only then will they be disposed of in a lawful and acceptable manner.

INSTRUCTIONAL EQUIPMENT

An annual inventory of instructional equipment for each classroom shall be maintained. Such items include, but are not limited to classroom furnishings, bookcases, textbooks and resource materials. Personal items belonging to an individual staff member are not to be included in this inventory. Staff members are responsible for labeling and safeguarding any materials they bring into a classroom, the district shall not be responsible for theft, damage or loss associated with such items.

SUPPLIES

A physical inventory of supplies that are warehoused shall be maintained for the instructional, cafeteria, maintenance and operations personnel and shall be recorded annually. These inventories shall be updated by the appropriate personnel as items are removed from, or added to the recorded inventory list.

PROPERTY/EQUIPMENT/SUPPLIES - IDEA and GRANTS

All property, equipment and supplies that are purchased with IDEA funds, including equipment supplied to students with disabilities attending private schools at parental expense will be labeled as being purchased with IDEA funds, and;

- Clearly marked to indicate that all property, equipment, supplies are for assistive technology for instructional or educational use and shall be inventoried in Accordance with Federal Guidelines;
- Identified on purchase orders that indicate the source of funding;
- Labeled and inventoried as required if item has an acquisition cost equal to or greater than \$5,000 per unit and a useful life of one or more years; or a value less than \$5,000 per unit and a useful life of more than one year will be labeled naming the grant source and budget code.

Any property, equipment and supplies purchased with grant funding, regardless of value or length of useful life, will be labeled as being purchased with grant funds. Labels will include the name Ashford Public Schools, the appropriate grant source and the year purchased.

The inventory system shall be under the supervision of the Superintendent of Schools and/or designee, Business Manager.

This regulation may be updated or amended to reflect change, additions or deletions that may be necessitated by legislative action of the State, annual audit requirements or the directives of the Ashford Board of Education.

SCHOOL ACTIVITY FUND

The School Activity Fund is an account designated for storing funds collected from students for, but not limited to, field trip admissions, athletic uniforms, consumables and student based clubs and groups within Ashford School.

A request for deposit form (Appendix C) must be completed and submitted to the Accounts Payable personnel. The funds collected must equal the total amount on the form. Upon completion of the deposit form and ALL funds have been collected, submit in its entirety to the Accounts Payable personnel. All funds will be reconciled by the Accounts Payable personnel to confirm accuracy. Once all funds have been confirmed, a purchase order and check will be issued to the appropriate vendor on behalf of the club or class making the request.

For field trips, funds should be collected far enough in advance to allow adequate time to process payment and, if necessary, mail to the vendor ahead of the scheduled trip, if required. Please allow Accounts Payable personnel at least a week upon receipt of the required form and ALL funds from the actual date of the field trip. **You will need to provide accurate information regarding the vendor/recipient of the payment; otherwise, a delay can occur.**

School Activity Funds should never be overdrawn. Staff is responsible for calculating the required amounts to collect from participants to cover all costs. If there is a shortfall or overage from the funds collected, we expect the staff member planning the field trip to manage this, along with other arrangements, with the vendor. Accounts Payable

personnel will only produce a check for the amount of money that has been collected. Once the funds are submitted to Accounts Payable, it will be deposited within a week.

Hardship funds are limited. If there is a true hardship, please notify Account Payable personnel. Hardship funds should not be used to cover under-collection and shortages.

DONATIONS, GIFTS, GRANTS AND BEQUESTS

Donations from parents, business, community organizations and other groups may only be accepted according to the terms of Board of Education policy, and must be approved by the Board of Education prior to acceptance. If the gift or donation is monetary, all normal purchasing procedures must be followed.

The District Office must be notified of any charitable donations for goods, supplies or equipment to the school (such as from DonorsChoose or other similar organizations). A list of items received and an estimated value, if retail value is unavailable, is required in order to update the inventory list and fixed asset list. Any technology equipment requires consultation with the Technology Coordinator to confirm the ability to support the hardware/software and other maintenance needs.

The donating entity is to receive a letter from the school or district informing them of how the funds were expended. Purchases made using donated funds must be tracked for accountability and audit purposes.

TIMEKEEPING AND PAYROLL

Hourly employees are required to punch in and out according to their scheduled hours. Hourly staff now has the option to use computers located in classrooms, in addition to the pin-pad clock located in the Teachers' Lounge. The new timekeeping software is designed to provide convenience to all employees. In any case that abuse is suspected, your supervisor will be notified.

Any additional hours worked must be approved by direct supervisor prior to payroll processing. If additional time is not approved, there will be no compensation for time worked outside of scheduled hours. Please discuss directly with your supervisor to ensure full compensation for additional duties.

In reference to a staff memorandum that was distributed in August 2015, regarding the Reporting of Staff Absences:

To report an unscheduled absence, please call the school at (860) 429-6419. When the automated message begins, please press 4 and then 1 to report your absence. At the tone, you should leave a brief message stating your name, the date or dates of your absence (if partial day, state AM or PM), the reason for the absence(s), and whether or not you will need substitute coverage.

Absence Report and Request forms (Appendix A) must be completed and signed by the requesting staff member and their supervisor prior to submission to Payroll. If you are aware of appointments or necessary time off in advance, please submit your time-off request forms in advance. This will allow the Business Office ample time to record your request and plan for substitute coverage with advance notice. Please leave completed and signed forms in the Finance Office mailbox. Paystubs will now indicate Paid Time Off balances and may be used to plan for advance time-off requests. Please refer to your Collective Bargaining Agreement prior to requesting time off.

Voluntary deductions and payroll taxes may be changed throughout the course of the school year by utilizing the proper payroll change forms. There are specific forms required for each voluntary deduction and payroll tax. Blank forms will be provided in the Teachers' Lounge and in the Business Office.

Completed change forms and Time-Off requests must be submitted by the end of the pay period in order to be included in the upcoming check date. See Appendix D for pay schedule.

Payroll discrepancies must be reported to Payroll in a timely fashion. If in fact money is owed, it will be included with the following check date.

BENEFITS

Upon New Hire Eligibility date or Life Status change date, employees have 30 days to complete and submit paperwork in order to participate in health and dental benefits. If not completed and submitted within 30 days, the employee must wait until the Annual Open Enrollment period to submit an application, which is generally in May.

Any questions or concerns regarding Timekeeping, Payroll, and/or Benefits may be directed to Lalaine San Diego x 371, lsandiego@ashfordct.org
You may email your questions or concern, or make an appointment to come into the office and discuss.

The Administrative Offices treat your benefits and compensation information with the utmost privacy and confidentiality. Please be certain to read ALL communications from Payroll as it may pertain to important information regarding your benefits and compensation.

SUMMER MAINTENANCE AND REPAIR WORK

Requests for summer maintenance or repair should include items that are larger in scope or are laborious and would not be addressed during the school year, unless deemed an emergency or represents a safety hazard to students, staff and visitors.

Requests that involve replacement furniture, electronic or office equipment, wiring, and other equipment/items must be submitted to the appropriate administrator for further

action. These may have budget implications and must be submitted by March 1st annually. Unless considered a safety or emergency situation, the request will not be considered. The request will be filed for consideration for the following school year, but at the discretion of the Superintendent, may be revisited at any time of warranted.

In order to facilitate scheduling of summer projects and estimating costs associated with these projects, requests should be submitted no later than May 1st annually.

Finally, if there are any questions about the content or procedures outline in this document, please contact a member of the Finance or Superintendent of Schools office for assistance.