



Empowered Learners Striving for Positive Change

**Student/Parent Handbook
2023-2024**

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INTRODUCTION

The Student/Parent Handbook is intended to be a guide that assists you in your interactions with our school personnel, policies, practices, and rules. We have attempted to answer your questions and provide you with a comprehensive resource that will help you enjoy your time at Ashford School. If you do not find information that you are looking for in this document, feel free to call the school office for an answer. It is our intention to communicate and to serve effectively. We appreciate your input and value your opinion, so please feel free to communicate with us at any time.

GENERAL INFORMATION:

School Address: 440 Westford Road

Mrs. Cynthia A. Ford, Superintendent/Director

Pupil Services

860-429-1927

Mrs. Polly A. Borysevicz, Principal

860-429-6419

Mr. David L. Eichorn, Assistant Principal

860-429-6419

Main Office Phone #: 860-429-6419 x355

Bus Transportation Phone #: 860-429-1927 x370

School Colors Green & Gold

School Logo Wolf

Main Office Hours 7:45 AM - 4:45 PM

School Day Starts 8:30 AM

Afternoon Dismissal 3:10 PM

PreK Hours AM: 8:30 – 11:10

PM: 12:30 – 3:10

Scheduled Early Dismissal

(PreK-8) 8:30 AM – 12:25 PM

Last Day of School K-8 only, no PreK students

Emergency Messages:

No School – Late Opening – Early Closings

Emergency closings and dismissals will be announced via K12 Campus Alerts, and Channels 3, 30, and 61

Sign up at <http://my.k12now.com> for e-mail and text messaging.

Delayed Openings:

Inclement weather or other unavoidable reasons may mandate a delay in opening the school. When circumstances warrant, the school will delay opening 2 hours. Morning PreK is canceled when we have a delayed opening. Afternoon PreK is canceled when there is an emergency dismissal.

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

PREFACE

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

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

In our PreK-8 school, we are acutely aware that the needs and expectations vary with the age of the students. In different sections of this handbook your attention will be refocused on this.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Cynthia Ford is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

EQUALITY OF OPPORTUNITY STATEMENT

District schools recognize and accept the need to prepare students to live and work productively in an increasingly diverse society. This is an integral part of the school system’s commitment to offer an educational program of excellence, which includes teaching students awareness and understanding of the diverse cultures and heritages that form our society.

The school will not tolerate student behavior which insults, degrades or stereotypes any race, religion, gender, sexual orientation, disability, physical or mental condition or ethnic group.

POLICIES, REGULATIONS and BYLAWS

Copies of Board of Education Policies, Regulations and Bylaws may be accessed in the Superintendent’s office.

ADMISSION/PLACEMENT

Parents of students seeking enrollment in Ashford School for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance, or admission through a bona fide foreign exchange program should contact the principal. Parents of incoming students will be required to complete a registration form and sign for the release of records from the sending school. Appropriate documentation of immunization and a current physical, as determined by the school nurse, is required prior to any student attending school. The principal will determine the grade placement of the child based upon: (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.

Connecticut state law requires parents to make sure that their children between the ages of 5 to 16 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence.

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

ADVERTISING

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

AIDS CURRICULUM

It is the policy of the Board of Education to provide during the school day, planned, ongoing, systematic instruction on Acquired Immune Deficiencies Syndrome (AIDS). Parents who wish to have their child excused from such instruction shall communicate this request to the principal.

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

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

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

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity after enrollment, may also take a screening exam.

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

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

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

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

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

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

Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district’s designated Section 504 Coordinator (name) within 30 days of the alleged occurrence.

ANTI-IDLING POLICY FOR CARS / SERVICE VEHICLES

The Board of Education has established an anti-idling policy pertaining to cars. Drivers are requested to turn off their engines while waiting in their cars for more than three minutes to pick up students or adults, weather permitting.

ANTI-RACISM

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

ASBESTOS

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

ASSEMBLIES

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

ATTENDANCE

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly.* Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence. Students are required to attend school on a regular basis both in-person and virtually.

Absence means an excused absence or an unexcused absence.

A student is considered to be "in attendance" if present at their assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent.

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

A child whose total number of absences at any time during a school year is equal to or greater than 10 percent of the total number of days that the student has been enrolled at the school during the school year is considered a “chronically absent child.” The child will be subject to review by the district and/or the school attendance team

All children attending district schools must obtain the required immunizations unless they have medical contraindications or religious objections. This obligation may be waived for homeless students.

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

Absence

Every attempt should be made to arrange necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the main office **before 8:30 a.m.** on the day of the absence by calling **860-429-6419, option #4**. For students in the afternoon PreK classes, parents need to call in absences **before 12:30 p.m.**

School policy requires a child stay home if he/she:

- Has a communicable disease or condition, (i.e., chicken pox)
- Has a fever over 100.4 degrees
- Has a rash of unknown origin
- Has been vomiting or has diarrhea
- Has cold symptoms with runny or inflamed eyes, runny nose, frequent coughing or a sore throat

24 Hour Rule:

FEVER: over 100.4 degrees. Your child must be free of fever, **WITHOUT** the use of fever- reducing medicine, for 24 hours before returning to school.

VOMITING or DIARRHEA: Your child must be free of vomiting or diarrhea for 24 hours before returning to school.

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

Excused Absence

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

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

A phone call with no written follow-up will automatically be coded as an unexcused absence. The responsibility for makeup of work lies with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within 7 days after the student returns to school.

Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges. Such absences may also be reflected in the students final grade.*

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

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

Chronic Absenteeism

A student whose total number of absences at anytime during a school year is equal to or greater than the percent of the total number of days that such student has been enrolled at such school during the school year is considered to be a

“chronically absent child,” Such a student will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education. The District will also collect and analyze data on student attendance, truancy and chronic absenteeism for students with disabilities.

Leaving School Grounds/Release of Students From School

Under no circumstances may a student leave the school or school grounds during school hours without permission from their parents/guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student’s parent/guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office. No student may be released in the custody of any individual, not the parent or guardian of the student, unless the individual’s name appears on the list maintained by the school’s principal as authorized to obtain the release of students.

If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian. The Board of Education does not condone/approve students leaving a school campus in third-party ride sharing vehicles; especially such service (Uber, Lyft) whose own policies explicitly prohibit minors from using them unless accompanied by an adult.

Tardiness

When students are tardy, they begin their day at a disadvantage. In addition, students who enter class after it begins may cause a disruption. A student who is repeatedly tardy may be considered truant. Tardiness can impact a student’s attendance record and school performance. Continued tardiness on the part of any student will be viewed as a very serious matter.

Students who are not in their homeroom/classroom by 8:30 A.M. are considered tardy and must report directly to the office. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action including in-school suspension if the principal determines that tardiness is excessive.

*Students are late to school if they are not in their seats at the bell signaling the start of the first period class. If students arrive late, they must report to the office and sign in. Students are allowed 6 tardies per semester. Any student who is late more than six times, a parent meeting will be scheduled.

Truancy

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student age five to eighteen** inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. Disciplinary action may include 1 (one) hour of after school detention for each class/study period missed. Tests and academic work missed in class that day will be recorded as a failing grade.

Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff are mandated by the state to report excessive absences or patterns of concern.

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

BACKPACKS AND BOOK BAGS

Students find it useful to carry book bags, duffel bags and knapsacks. Students are allowed to carry/use these items to and from school only. Students do not need to carry all of their books and notebooks during the entire school day. Lockers should be used. Safety and comfort of both students and adults must be considered.

BICYCLES

Students riding a bicycle to school are responsible to park and secure it properly at a designated area. For the best bicycle security, students should lock and chain the bicycle to one of the provided bicycle racks. Students must have permission form signed and approved by administration prior to riding.

BOARD OF EDUCATION POLICY

Board of Education policies are available on the district's website at www.ashfordct.org. The policies are subject to modifications by the Board at any time.

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 expressly forbidden.

Anonymous Forms are available on the district website, for students, parents, and staff to report an incident of bullying.

“Bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

- causes physical or emotional harm to such student or damage to such student's property;
- places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- creates a hostile environment at school for such student;
- infringes on the rights of such student at school; or
- substantially disrupts the education process or the orderly operation of a school.

Examples of bullying include but are not limited to:

- 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,
- repeated harassment or intimidation including email, and
- spreading personal, private content against a peers wishes, with the intent to cause harm or embarrassment.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior 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:

- permits anonymous reports of bullying by anyone and written reports by parents or guardians, or employees. No disciplinary action can be taken based solely on anonymous reports. The process by which students may make formal, informal and anonymous complaints shall be publicized annually in the student handbook;
- requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive;
- 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;

- requires the school to maintain a publicly available list of the number of verified bullying acts that occurred there, whether student or adult;
- requires the school to have an intervention strategy for school staff to deal with bullying, including language about bullying in various codes of conduct;
- 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;
- requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may require both counseling and discipline;
- requires students to be notified annually of the process by which they may make reports of bullying; and
- requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel responsible for taking a bullying report and investigating the complaint.

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.

The full text of the Board of Education bullying policy is available on the school website at www.ashfordct.org, or in the school offices. 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. Prevention and intervention strategies will be provided throughout the year including a school wide Positive Behavior Support (PBIS) Program, grade level team interventions, curricular focus (i.e. Health, Swings, Wings), posters, skits, 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.

Reports

All students are encouraged to report incidences of bullying to an adult. If a student wishes to make an anonymous report, a template on the school's website and sent anonymously to the principal's office. The directions for this procedure are available in your child's classroom.

BUS CONDUCT

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

The bus driver is in complete charge of the bus and the children being transported. The driver may make changes in seating, arrange for discipline as it is required, and may take all reasonable steps to ensure the safety of his/her bus and its passengers. The 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 must remain seated at all times while the bus is in motion. Students may leave their seats only when the bus is stopped and directed by the driver or stopped at their destination.

No student shall leave the bus without permission from the driver or school authorities except at the student's regular bus stop or at the school.

Conduct on the buses will be like classroom conduct except that reasonable conversation is permissible.

CAFETERIA

Eating is generally restricted to the cafeteria. Soda and high-energy drinks are not sold or permitted in the school during school hours. Food and beverages are not allowed to leave the cafeteria after lunch. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or other such disciplinary action deemed appropriate for the misconduct.

My School Bucks Lunch Payment System

We encourage you to make use of the online My School Bucks Prepayment System for funding your child's lunch account. This system allows you to conveniently pay online using your credit card or PayPal account. Visit the school web site at www.ashfordct.org for more information.

National School Lunch Program

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Hot meals are served each day in the school cafeteria **except on the last day of school**. The cost of hot lunch is \$2.85. Advanced lunch purchases may be made through the cafeteria manager each morning before the start of school in the cafeteria. Milk is available to all students at a cost of \$0.50. Snacks are available for \$0.25 and up. The menu for each month is posted on Ashford School's web site, www.ashfordct.org.

Breakfast Program

Free and reduced priced breakfast is available based on financial need. Guidelines and applications for the free and reduced price breakfast program are available in the principal's office. Breakfast is served from 8:10-8:30 a.m.

Free and Reduced Lunch Program

Free and reduced priced lunches are available based on financial need. Guidelines and applications for the free and reduced price lunch program are available in the principal's office.

CALENDAR

The district calendar shows the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods and other pertinent dates. The board of education will establish a firm graduation date which is no earlier than the 180th day noted in the school calendar originally adopted by the board for the school year.

CELL PHONES/ELECTRONIC DEVICES

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

The use of cell phones and other electronic devices have become a convenient and common form of communication for students and parents/guardians. According to Ashford School guidelines, students have permission to carry them to school. As cell phones have the potential for positive contributions to the learning environment, the use of cell phones in the classroom for educational purposes is allowed at the teacher's discretion.

While we understand the need for parents/guardians 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.

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.

Maintaining the integrity of the learning environment is the top priority.

- Grades 4-8: cell phones will be stored for the day in student homerooms. Students will store their cell phones in their homerooms upon arrival to school and retrieve their cell phones at dismissal.
- Cell phone charging is not allowed on school grounds.

If a student is caught using a cell phone during class, in the halls, restroom, etc., the following consequences will apply:

- The student will be instructed to bring the cell phone to the main office. Parent/Guardian will be notified by the school office. Student will receive a detention that day. The cell phone will be returned to the parent/guardian at the 4:30 p.m. pick up time.

Airpods and headphones must be kept out of sight, unless permission is given by a staff member.

(During times of testing and other student evaluations, teachers may request that students remove their cell phones from their possession, reducing the possibility of compromised test security.)

No recording, video or audio, or photographs may be taken in school unless it is part of a lesson and all appropriate privacy protections, such as contained in FERPA, are honored.

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

CHANNELS OF COMMUNICATIONS

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

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism, including by electronic means, are not acceptable. The misrepresentation by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Students involved in an incident of cheating or plagiarism may receive a zero (0) for that work at the teacher's discretion. Additional disciplinary action may be taken.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, superintendents, administrators, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, paraprofessionals, social workers, psychologists, licensed nurses, physicians, licensed behavior analysts, and substitute teachers are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives training in their use, as required by state law.

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

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.

CHILDREN IN FOSTER CARE

The District collaborates with state and local child welfare agencies to ensure school stability for children in foster care. A child in foster care must remain in their school of origin if it is determined to be in the child's best interest. Transportation will be arranged as required. The District's Liaison for Homeless Students is Alissa Tatro and is also the point of contact for the education of children in foster care.

COMPUTER RESOURCES

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

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

information posted by students on social media websites, such as Facebook, MySpace, YouTube, etc., when the student is not engaged in District activities and not using District equipment.

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

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

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore students and staff will be permitted to access the District's wireless network with their personal devices during the school day.

CONDUCT

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

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

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.*
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Abiding by the code of conduct.
7. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
8. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

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

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Cheating, plagiarizing, including by electronic means.
25. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.

26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
27. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.
28. Damaging in a willful manner school electronic equipment and/or software.

Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative circles or peer monitoring.

During school dances, the school building and school grounds will be secured and adult supervision will end. Students without such written permission will not be allowed to leave and reenter the dance activity. Smoking is not allowed at any school functions. All school rules are in effect during such activity.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is “seriously disruptive of the education process” for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Education (unless the Board has delegated authority for readmission decisions to the Superintendent.) The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

Dress Code

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive to the educational process or contrary to law. Administrators will use reasonableness and discretion when determining the appropriateness of attire. The school staff will enforce the dress code in a consistent manner that does not reinforce or

increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Enforcement of the dress code will be gender neutral.

Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g. uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited.

Final determination of dress code violations will be determined by administration.

Smoking

Student shall not possess nor smoke or use tobacco products or e-cigarettes or vapor product devices on all school property both inside and outside, or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

As stated in the CONDUCT section of this handbook, the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions:*

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal laws.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that

substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages may result in a recommendation for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived at jointly by the student and educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

As required by statute, instruction will be provided regarding the “knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine, of tobacco, and of drugs.”

CONTACTING TEACHERS

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

CORRIDOR BEHAVIOR

In order to ensure student safety and that of others, students will keep to the right when passing in the corridors, adhere to the HANDS OFF policy, walk, move at a reasonable pace, not obstruct the passage of others, and use the doors on the right hand side. Students in the hallway during class time require a pass.

COUNSELING

The school’s counseling department is committed to a program of comprehensive developmental services structured to anticipate and nurture the personal, social, career, and educational growth of all students as they pass through specific developmental stages. Social services and counseling are rendered by professionally qualified members of the school staff. The responsibilities of the social workers and school counselor include helping the student function more successfully within the school environment.

School counselors will use a variety of methods to assist students in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and to ensure that every child learns in a safe, healthy and supportive setting.

Referral for psychological and/or psychiatric assistance by other social services agencies within or outside the school may also be recommended. Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parents/guardian's written consent.

Ashford Youth Services Bureau is a grant-funded agency that provides support for families residing in Ashford. The director of the Ashford Youth Services Bureau has an office in Ashford School. You can reach Melissa McDonough by calling 860-429-6419.

CYBERBULLYING

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

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

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

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school. Also, such conduct must be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student.

Disciplinary action may include loss of computer privileges, detention, suspension or expulsion. A communicated threat or a hate crime will be reported to the police.

Students will be provided instruction about appropriate online behavior.

DEFIBRILLATORS IN SCHOOLS (AED'S)/SUDDEN CARDIAC ARREST

Each school will have (1) one automatic external defibrillator (AED) and (2) school personnel trained in AED operation and cardiopulmonary resuscitation (CPR). The AED and trained personnel will be available during the school's normal operational hours, at school-sponsored athletic events and practices on school grounds and at school-sponsored events not taking place during normal school operational hours. The school also has an emergency action response plan addressing the use of trained school personnel to respond to individuals experiencing sudden cardiac arrest or similar life threatening emergencies. Coaches, as required by law, review before beginning his/her assignment the State's sudden cardiac awareness education plan. Parents of participating students will be provided with a copy of the State-adopted informed consent form authorizing their child to participate in the intramural or interscholastic athletics.

DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. The disciplinary actions may include using one or more discipline management techniques, such as a restorative justice model, detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time. The school district believes that exclusionary discipline practices (suspension, expulsion) limit students' access to classroom instruction and fail to improve student outcomes and school climate. These practices will be used as a last resort.

See Behavior Consequence Matrix below:

The following descriptions are intended to educate students about behaviors that do not create a positive educational environment. Behaviors are defined as minor and major behaviors. Minor behaviors are addressed and handled by staff within the educational setting. Major behaviors include a written referral and are addressed and handled by administration.

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
Inappropriate and/or Abusive Language and/or Body Language, Profanity	<ul style="list-style-type: none">Student uses a low intensity swear, near swear, or offensive gesture which is not necessarily directed maliciously towards an individual.	<ul style="list-style-type: none">Student uses swears, racial slurs, near swears, offensive gestures or sexually oriented comments directed maliciously towards an individual.	<ul style="list-style-type: none">Meet with Social Worker or other pupil services staffRestorative meeting with all affected individuals

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
		<ul style="list-style-type: none"> ● After teacher interventions, student repeatedly (3 times) uses minor level inappropriate language. 	<ul style="list-style-type: none"> ● Reflective essay
Disrespect	<ul style="list-style-type: none"> ● Student delivers socially rude or dismissive messages to adults or students. ● A low intensity, disrespectful disagreement with staff or peers. ● Minor disrespectful behavior which has a negative impact on environment and/or feelings of others. 	<ul style="list-style-type: none"> ● Insolent, blatant behavior which negatively impacts the environment and/or feelings of others. ● After teacher interventions, student repeatedly (3 times) engages in disrespectful behavior which negatively impacts the environment and/or feelings of others. 	<ul style="list-style-type: none"> ● Facilitated meeting to brainstorm and create plan with teacher and student ● Data collection on possible triggers
Insubordination /Defiance	<ul style="list-style-type: none"> ● Student engages in brief or low intensity failure to respond to adult request, or responds inappropriately to a reasonable request. ● Student refuses to comply in a non disruptive manner. ● Student engages in brief or low intensity failure to engage in an academic task after clarification of task demands. 	<ul style="list-style-type: none"> ● Intentional unwillingness to respond to authority or blatant refusal to respond to a reasonable request. ● Refusal to comply which puts the safety of self or others at risk. ● Student engages in a prolonged or high intensity failure to respond to peer or adult request or repeatedly does not follow school wide expectations after staff re-teaching. ● Student refuses to comply and is disruptive which affects an educational environment. 	<ul style="list-style-type: none"> ● Facilitated meeting with parents, teacher, student to brainstorm possible causes ● Intervention plan ● Social worker/counselor meeting to determine cause

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
Disruption	<ul style="list-style-type: none"> ● Student engages in a brief or low intensity behavior that causes an interruption in the educational process and requires frequent teacher redirection. 	<ul style="list-style-type: none"> ● Student engages in purposeful or persistent behavior that interrupts or significantly disrupts the educational process of the activity or classes. 	<ul style="list-style-type: none"> ● In class administrator support ● Data tracking disruption and meeting to analyze data
Inappropriate Display of Affection	<ul style="list-style-type: none"> ● Student engages in minor consensual inappropriate verbal and/or physical gestures including hugging, kissing, hand holding. 	<ul style="list-style-type: none"> ● Repeated verbal and/or physical gestures of an inappropriate nature. ● Prolonged inappropriate verbal and/or physical gestures including hugging, kissing, hand holding. 	
Tardy to Class/Tardy to School/Leaving Class Without Permission	<ul style="list-style-type: none"> ● Students will be to class in the allotted time, with their whole person over the threshold of the door before the bell stops ringing. ● Late without a pass. ● Leaving class without permission. 	<ul style="list-style-type: none"> ● Student is tardy to class and does not comply with teacher interventions. ● On the fourth 3 minute tardy a referral will be filled out by the teacher. ● The 3rd unexcused tardy to school student will be given detention. ● Student repeatedly leaves the classroom without permission. 	<ul style="list-style-type: none"> ● Support staff escort between classes and in the building ● Immediate call to the office if student elopes
Truant, Skip Class	NO MINOR	<ul style="list-style-type: none"> ● Student is more than five minutes late without proper documentation or notification from staff. ● Student does not attend class. 	<ul style="list-style-type: none"> ● Facilitate meeting with student, parent and teacher ● Check ins throughout the day

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
Inappropriate Location	<ul style="list-style-type: none"> ● Student is located inside the building other than the student's scheduled location without a pass granting their permission to be there. ● Student is gone for an excessive amount of time from their scheduled location. ● Student is found in the halls with a pass, but not in the assigned area. ● Student is not in assigned lunch period location. ● Student located in an area of school during student's scheduled class time which is not authorized by supervising teacher or administrator. ● Students are located in the school building after hours and are not supervised. 	<ul style="list-style-type: none"> ● Student leaves the building without authorization. ● Student is repeatedly found in the building without a pass. 	<ul style="list-style-type: none"> ● Support staff shadow ● Sign in and out anytime they leave the class ● Parent, teacher, administrator meeting ● Reflection essay
Dress Code	<ul style="list-style-type: none"> ● Student has skin between shirt and pants/ skirt/shorts which is visible. ● Student wears apparel which, through words or design, is sexually suggestive; promotes the use or consumption of alcohol, drugs, or tobacco, including drug paraphernalia; suggests intolerance or lack of respect to others on the basis of 	<ul style="list-style-type: none"> ● Three minor incidents. ● Student wears clothing with images/content that is blatantly pornographic, profane, intolerant, or disrespectful towards others. 	

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
	<p>gender, race, religion, or ethnic, or economic background; promotes violence.</p> <ul style="list-style-type: none"> ● Student wears, carries, or displays gang paraphernalia (i.e., bandanas). ● Student wears apparel, including jewelry, which, through normal use, is destructive to school property, is inherently dangerous or poses a threat to the student or others, or could threaten the safety of the student or others in the performance of science labs, technical classes, athletics, or other school activities. Students wearing bandanas, durags, hats etc. ● No visible breast, cleavage, or buttocks. ● Student underwear and/or undershorts not covered by outer clothing (i.e. bras or boxers). 		
Inciting	<ul style="list-style-type: none"> ● Student incites, encourages, or promotes mean behavior, fighting, or aggression. 	<ul style="list-style-type: none"> ● Student repeatedly engages in language and/or behavior that incites, encourages, or promotes mean behavior, fighting, or aggression. 	<ul style="list-style-type: none"> ● Meet with Social worker ● Restorative meeting with all affected individuals ● Reflective essay
Horseplay	<ul style="list-style-type: none"> ● Student engages in mutual 	<ul style="list-style-type: none"> ● Student repeatedly engages 	<ul style="list-style-type: none"> ● Meet with Social

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
	horseplay with another person that is non violent in nature but is disruptive to the process of learning or maintaining a safe environment.	in mutual horseplay with another person that is non-violent in nature but is disruptive to the process of learning or maintaining a safe environment.	worker <ul style="list-style-type: none"> ● Restorative meeting with all affected individuals ● Reflective essay
Physical Contact	NO MINOR	<ul style="list-style-type: none"> ● Student engages in physical contact with another individual that may result in injury. ● Student engages in mutual physical contact that endangers a third party and inhibits safety. 	<ul style="list-style-type: none"> ● Parent, teacher, administrator meeting ● Restorative meeting with all affected individuals ● Create plan and monitoring of plan
Physical Aggression	NO MINOR	<ul style="list-style-type: none"> ● Student engages in successful and/or unsuccessful attempts of any physical act directed toward another individual that is intended to cause harm. 	<ul style="list-style-type: none"> ● Parent, teacher, administrator meeting ● Restorative meeting with all affected individuals ● Create plan and monitoring of plan
Fighting	NO MINOR	<ul style="list-style-type: none"> ● Student engages in physical contact with another individual that is aggressive and/or violent in nature that may result in injury. ● Student employs mannerisms or language which conveys a challenge to fight or displays threatening, violent behavior. 	<ul style="list-style-type: none"> ● Support staff shadow during unstructured time ● Staff in proximity of student ● Restorative meeting with all affected individuals
Mean Behavior,	<ul style="list-style-type: none"> ● Student says or does 	<ul style="list-style-type: none"> ● Student repeatedly does 	<ul style="list-style-type: none"> ● Check ins with the

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
Teasing	something that emotionally hurts or upsets another individual.	things that emotionally hurts or upsets different individuals.	social worker
Bullying, Harassment	NO MINOR	<ul style="list-style-type: none"> Repeated written, verbal, non-verbal, or electronic communication directed to another individual that creates actual or perceived physical or emotional harm to the student and/or his or her property that disrupts the educational process. 	<ul style="list-style-type: none"> Formal bullying investigation
Forgery	<ul style="list-style-type: none"> Student has signed another person's name without their permission. 	<ul style="list-style-type: none"> Repeated instances of forgery after teacher and school interventions. 	
Theft	<ul style="list-style-type: none"> Student is in possession of or attempts to be in possession of, has passed on, or is responsible for removing private or school property without the owner's permission. 	<ul style="list-style-type: none"> Student is in possession of or attempts to be in possession of, has passed on, or is responsible for removing private or school property of high personal or monetary value without the owner's permission. Repeated instances of minor theft. 	<ul style="list-style-type: none"> Daily check ins with student Loss of locker privilege Students monitored when in cubbies or lockers
Misuse of Personal Electronics	<ul style="list-style-type: none"> Student cell phones are not put in the designated classroom locker at the beginning of the homeroom. Students shall take full responsibility for their device when in their possession Classroom teachers will be 	<ul style="list-style-type: none"> Student continually refuses to put cell phone in the homeroom cell phone locker. Student found with a cell phone after allegedly putting it in the locker. 	<ul style="list-style-type: none"> Loss of technology privilege Cell phone handed in to the office at the beginning of each day and handed back at dismissal Parent meeting

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
	<p>given storage containers for the cell phones during school hours.</p>		
Misuse of Technology	<ul style="list-style-type: none"> ● Use of school computer system for recreational, personal, or commercial purposes. ● Unintentional damage to school technology. 	<ul style="list-style-type: none"> ● Use of school computer system for illegal or harmful purposes. ● Sending or posting harmful materials or engaging in other forms of social cruelty by using the Internet or other digital technologies which substantially interfere with the work of the school or prevents a safe and positive educational environment or impinges on the rights of others. ● Purposeful and intentional destruction or damage of school technology. ● Inappropriate use of the school network. 	<ul style="list-style-type: none"> ● Loss of technology privilege without staff monitoring ● Parent, teacher, student, administrator meeting ● Restorative project
Plagiarism, Cheating	<ul style="list-style-type: none"> ● Student unknowingly submits someone else's work as their own without proper citations. ● Students copying work from person or source. ● Student knowingly takes, receives, or gives work to someone else and presents it as their own in regard to homework and class exercises. 	<ul style="list-style-type: none"> ● Student repeatedly plagiarizes work after teacher interventions. ● Student repeatedly copies work from a person or source. ● Student knowingly takes, receives, or gives work to someone else and presents it as their own in regard to assessments (tests, projects, final essays). 	

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
Property Damage, Misuse of Property, Vandalism	<ul style="list-style-type: none"> ● Student fails to use materials/items for intended use or causes harm to them but does not impair the use of the items. ● Student marks another's paper, hides or moves peer's materials or supplies with the intent to disrupt. ● Student unintentionally causes damage or destruction to school resources, another person's work, or an item of high personal or monetary value, which result in the impairment or injury of the materials/items. 	<ul style="list-style-type: none"> ● Student participates in substantial destruction or disfigurement of property. ● Student deliberately or repeatedly causes damage to school resources, another person's work or items of high personal or monetary value, which could or does result in the impairment or injury of the material/items. 	<ul style="list-style-type: none"> ● Meeting with student, staff, parents, administration, facilities staff to create a restorative project. ● Staff in proximity of student while out of the classroom
Drugs, Paraphernalia, Alcohol, Tobacco	NO MINOR	<ul style="list-style-type: none"> ● Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, vapes, dangerous drugs or narcotics or intoxicants of any kind or any facsimile of a dangerous drug, amphetamine, marijuana, alcoholic beverage, or intoxicant of any kind. ● Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any 	

Behavior	MINOR Classroom Management	MAJOR Office Management	Interventions Multiple Office Referrals
		dangerous drug, narcotic, hallucinogenic drug, alcoholic beverage, or intoxicant of any kind.	
Weapons, Combustibles	NO MINOR	<ul style="list-style-type: none"> • Possession and/or use of a firearm, deadly weapon, dangerous instrument, or martial arts weapon by a student on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. 	
Threat	NO MINOR	<ul style="list-style-type: none"> • Student participates in or plans the delivery of a message which threatens the safety of the students, staff, and/or school building. 	
Fire Alarm	NO MINOR	<ul style="list-style-type: none"> • Student tampers with or sets off fire alarm. 	

Detention

A student may be detained outside of school hours for not more than 1.5 hours on one or more days for violation of the code of conduct. The detention shall not begin, however, until the students' parents have been notified of the reason for the detention (and can make arrangements for the student's transportation on the day(s) of the detention).

Expulsion

Expulsion is exclusion from school for more than ten days, but it shall not extend beyond the school year. A student whose conduct warrants expulsion may be expelled after a formal hearing with the Board of Education.

Connecticut State Law requires local educational agencies to expel from school for a period of not less than one year any student who is determined to have brought a weapon to school. The state laws may also permit the local education agency's chief executive officer, its superintendent, to modify the expulsion requirement on a case-by-case basis.

Removal

Removal is the exclusion of a student for all or part of a class period. A student may be removed from class if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher will send him/her to a designated area and may give him/her a detention. Teachers must contact the parent/guardian on the day the removal occurs.

Suspension

School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school. The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed.

Students in preschool through grade 2, inclusive, may only receive in-school suspensions, unless, after an informal hearing, the administration determines that an out-of-school suspension is appropriate based on evidence that the students conduct on school grounds is of a violent or sexual nature that endangers persons.

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

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

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

DISTRIBUTION OF MATERIALS

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

DISTRICT-PROVIDED PERSONAL LEARNING DEVICES

Students in grades 5-8 will be provided with a DISTRICT DEVICE, unless they choose to use their own device. Parents and students must sign and agree to the student device sign-out sheet and guidelines provided by their school. Parents are financially responsible for damages, loss or theft of the device. Students leaving the District must return their devices, with accessories, on the day of departure.

DOMESTIC VIOLENCE

CABE's sample policy provides guidance on this topic. The district will provide information concerning services and resources available to victims of domestic violence.

EDUCATIONAL PHILOSOPHY

BOARD MISSION

The Ashford Board of Education, in partnership with Ashford School and the community, is committed to providing a safe and positive environment that encourages life-long learning and empowers students to succeed in their continued educational endeavors, Students will also discover their passions, strive for excellence, connect with their community and the world, and contribute in positive and meaningful ways.

EMERGENCY MESSAGES FOR STUDENTS

We try to avoid interrupting classroom learning to deliver messages to students. If there is an emergency where a student must be contacted, please contact the main office administrative assistant.

EMERGENCY SCHOOL CLOSING INFORMATION

Emergency Closings and Dismissals will be announced via K12 Campus Alerts and Channels 3, 30, and 61.

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 2 hours. When there is a delayed opening, morning PreK is canceled. Afternoon PreK will be picked up as usual.

If school must be released early, it will generally be dismissed at 12:25 p.m. Morning PreK students will be transported home at the same time as students in grades 1-8. Afternoon Pre-K will be canceled.

Please note: Our buses are also utilized to transport Ashford's grade 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.

EQUITY AND DIVERSITY

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

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 in need of ESL support.

EXEMPTION FROM INSTRUCTION

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), Bilingual Education, or Family Life and Sex Education upon receipt of a written request for such exemption from their parent or guardian. In addition, a student will be excused from participating in, or observing animal dissections as part of classroom instruction upon a written request from the student's parent or guardian. The student must complete an alternate assignment determined by the school.

EXTRACURRICULAR ACTIVITIES

Athletics

Athletics, including e-sports, are considered an integral part of the school's educational program. Whether participation is on the intramural, interscholastic, or class level, students have an opportunity to acquire qualities of fitness, self-discipline, and cooperation.

Student athletes may not participate in any intramural or interscholastic activity unless the student athlete and their parent/guardian completes the concussion education plan and signs the informed consent form.

The concussion education plan may consist of written materials, online training or videos, or in person training. The consent form includes a summary of the school/district's concussion education plan and applicable school board concussion policies.

Beginning with the 2022-23 school year, parents/guardians and students must also comply with heat illness awareness education requirements, which includes prohibiting a student from participating in intramural or interscholastic athletics unless the student and the parent/guardian reads or views the training material, or attends an in-person training. The parent or guardian must sign an informed consent form that acknowledges compliance with the requirement.

Student interscholastic activities, including e-sports, are governed by the Connecticut Interscholastic Athletic Conference (CIAC) regulations. Eligibility for participation is determined by ability and scholarship and is governed by state law as well as the regulations of the CIAC. (Consider listing here the district's eligibility requirements). Any student athlete who has not reported to school by noon will not be permitted to practice or play that afternoon or evening. Exceptions to this rule will be considered only if the player's parent explains the unusual circumstances to the principal or designee.**

Clubs and Performing Groups

Student clubs, performing groups, athletic teams and other extracurricular activities may establish rules of conduct for participants that may be stricter than those of students in general.

Please note: Sponsors of student clubs and performing groups may establish standards of behavior, including consequences for misbehavior, that are stricter than those for students in general.

Dances and Social Events

School dances may be scheduled periodically during the school year. Only legally enrolled students of this school may attend dances unless other arrangements have been made and approved by the administration. Students are expected to dress appropriately for all dances.

Standards of dress, admission costs, and other pertinent instructions for a particular dance will be announced prior to the dance.

FACILITIES

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place.

After dismissal and unless involved in a teacher/staff supervised activity, students are expected to leave the campus immediately.

FIELD TRIPS

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

Please note: In order to receive a refund if you, as a chaperone, or your student cannot attend a field trip, you must notify the teacher and the main office via email no later than 1 week after the trip. Refunds will be approved by administration on a case-by-case basis.

FINANCIAL ASSISTANCE

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

FIRE DRILLS AND EMERGENCY PREPAREDNESS

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

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

The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

Local law enforcement and other local public safety officials will evaluate and provide feedback on fire drills and crisis response drills.

FOOD ALLERGIES

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

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

The District's specific plan for managing students with life-threatening food allergies will be posted on the District website (and/or on the school's website.)

A student with glycogen storage disease is permitted to have a parent/guardian or a person they so designate to provide food or dietary supplements on school grounds during the school day.

A student with an allergic condition may retain possession of an EpiPen or similar device while receiving school transportation services.

FUNDRAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal 30 days before the event. Except as approved by the principal fund-raising is not permitted on school property.

Any food items sold as part of any fund-raising activity must meet the nutritional standards published by the Connecticut Department of Education. Beverage or foods not allowed for sale during regular school hours may be sold provided (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) the sale is at the location of such event, and (3) the food or beverage are not sold from a vending machine or school store.

All online fundraising activities are subject to administrative approval prior to the posting of any such fundraising solicitation. (Crowdfunding)

GRADING SYSTEM

Grades PK through 4, use a standards based report card. Grades 5 and 6 use traditional letter grades (A, B, C, D, F) and grades 7 and 8 use number grades on a 100 point scale.

Honor Roll Criteria: Calculated for grades 7 and 8 only

High Honors: student has maintained an overall average of 93% or greater with no grade lower than 80%.

Honors: student has maintained an overall average of 80% or greater with no grade lower than 80%.

GRADUATION REQUIREMENTS

Successful academic performance is required for a student to be awarded a grade 8 diploma and to participate in graduation related activities.

When an academic problem has manifested itself the following timeline will be in effect (Note: An academic problem can be identified at any time during the school year at which time interventions will be put in place.)

Close of first trimester:

- Meeting of teachers(s) who shall confer with the principal and other staff members involved with the student.
- Parents/legal guardians will be notified of specific areas of concern. Midterm of second trimester:
- Parents/legal guardians shall be invited to a meeting for an updated discussion of concerns.
- Goals shall be set through the second trimester.
- Goals and student progress toward goals will be reviewed near the end of the trimester.
- Parents/legal guardians will be notified.

Midterm of third trimester:

- Goals and student progress toward goals will be reviewed.
- Parents/legal guardians will be notified.

In June, the final decision will be made for awarding diplomas based on individual student goals being met. Participation in end-of-year activities and receiving a diploma rests on students in the eighth grade mastering the assigned skills and concepts in language arts, social studies, math, and science and having demonstrated satisfactory effort in all other subjects. Students who have failing grades (59 or below) in two or more of the major academic subjects listed above will be considered in jeopardy of receiving a diploma and participating in end-of-year activities.

Report Cards

Grades given to students are determined by the teacher of the course, and the determination of the student's grade by the teacher, in the absence of clerical or mechanical mistakes, fraud, bad faith, or incompetency, shall be final.

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

GREEN CLEANING PROGRAMS

A green cleaning program to clean and maintain the school was implemented one July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

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

HANDS-OFF POLICY

Students must refrain from all physical contact that is potentially unsafe or distracting to the educational process. Unacceptable behavior includes “horsing around”, just fooling around, poking, pushing, tripping, and/or jostling one another. The policy is HANDS-OFF. Students must also refrain from overt acts of affection. Any act of violence will result in teacher/team and/or administrative consequences.

HARASSMENT STATEMENT

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

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

A student who believes he/she has been harassed is encouraged to report the incident to the principal or assistant principal. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary.

HATE SPEECH

The District denounces the use of words or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity. Hate speech is not tolerated in District schools and such speech, threat speech and harassment is prohibited. All speech that denigrates, disrespects, or misrepresents “types of people” must be challenged.

HAZING ACTIVITIES

Hazing, bullying or abuse of students or staff will not be tolerated . Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interferes with a student’s opportunity to obtain an education shall be subject to appropriate disciplinary action.

HEALTH SERVICES

The goal of the school health office is to provide emergency care, assist with routine medical conditions and promote good health practices. Mrs. Sibley-Jett, our school nurse, is available to answer your questions about any of the following health related information.

All students entering the Health Office must have a pass issued by the teacher from whose class the student has been excused.

Physical Education Excuses

Physical education excuses, written by a doctor, should be obtained at the time of treatment of an illness or injury and brought to the Health Office. Students can only be excused from physical education class by parents for 1-2 classes for acute reasons. Any further time needed requires a doctor's written notification. Physical education excuses, written by a parent, should be brought directly to the school nurse first to copy, then to the physical education teacher.

Medications

The school will provide a Medicinal Authorization form that must be filled out completely by the child's prescribing physician and parent before any medication can be administered. This is state law. This includes all over-the-counter and prescription medications. All medication must be properly labeled and brought to school by an adult. The pharmaceutical label must include the child's name, the name of the medication, the dosage, the time to be given, and the name of the prescribing physician. This form is available in the Nurse's office.

Students in possession of over-the-counter or prescription medications are subject to consequences/discipline actions.

Physical Examinations

Connecticut State Law requires a comprehensive physical examination each year of preschool, kindergarten and grade six, as well as any new students entering the district. Evidence of the required physical examination, proper immunization and a T.B. assessment must be received before the first day of school of all entering students. Otherwise, the child will be excluded from school until the doctor's report is received. Medical forms are available in the school office.

Immunizations

Every student must have a completed schedule of immunizations on file with the health office. Students will not be allowed to attend school until the health office has a copy of the required immunizations.

The following applies to those students grandfathered in under Public Act 21-6:

During a vaccine-preventable disease outbreak at Ashford School, all susceptible children must follow the guidelines stated on the CT Department of Health Religious Exemption form that parents/guardians have submitted to school with the students physical. This form states the following in paragraph 5:

“I understand that during a vaccine-preventable disease outbreak at the above-identified school, all susceptible children, including the student will be excluded from school if a public health official determines that the school is a significant site for disease exposure, transmission and spread into the community. In such case, such children, including the student shall be excluded from school until: (1) the public health official determines that the outbreak danger has ended; (2) the child becomes ill with the disease and completely recovers from it; (3) the child is vaccinated according to public health protocol; or (4) the child has proof of immunity to the disease.”

Vision, Hearing, and Scoliosis Screening

- Every child, Pre-K through grade 5, is given a vision test to detect any problem that may exist.
- Hearing tests are administered to students in grades Pre-K-1 and in grades 3-5.
- Scoliosis examinations are administered to female students in grades 5 and 7 and to male students in grade 8.

With all three examinations, the nurse will immediately notify parents if a problem is detected.

Contagious Diseases

Children who are ill will be excluded from school for the following time periods:

- Scarlet Fever, Strep Infection: Return when free of fever and symptoms for one day and at least 24 hours of appropriate antibiotic, or upon doctor’s written approval.
- Impetigo: If the area is larger than a nickel or if multiple areas are involved, the child will need oral antibiotics. Return after taking antibiotics for 24 hours. All areas must be covered with gauze.
- Ringworm: Exclusion until control measures are instituted and with a doctor’s written approval.
- Infectious Hepatitis: Return one week after onset of jaundice, when free of fever and symptoms and with a doctor’s written approval.
- Infectious Mononucleosis: Return when free of fever and symptoms and with a doctor’s written approval.
- Chicken Pox: Exclude for one week after onset of appearance of first eruption and until all scabs are dry and brown.
- German Measles: Return after fever has gone and seven days from the onset of the rash has elapsed.
- Measles: Return five days after the appearance of rash and three days after free from fever.
- Mumps: Return nine days after onset of swelling and free of fever.
- Pink Eye/Conjunctivitis: Return when discharge and inflammation of eyes is cleared or with doctor’s written approval.
- Poison Ivy/Oak: This is not contagious if child and clothing were washed after contact. If weeping is very obvious and extensive, the child should be under treatment by a doctor.
- Children with bad colds, sore throat, pneumonia, and other illnesses may be excluded from school until they are evaluated and treated accordingly.

Wellness Policy

Ashford promotes healthy schools by supporting wellness including social and mental wellbeing, regular physical

activity, and good nutrition as part of the environment in which students 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 lifestyle at home in support of Ashford School's effort. Improved health will help to optimize student performance.

Emergency Medical Treatment

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

Health Records

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

A diabetic student may test their own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of the student to conduct self testing. Such self testing shall be done in accordance with the guidelines issued by the Commissioner of Education.

HOMEBOUND

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

HOMELESS STUDENTS

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

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

A homeless student who is not in the physical custody of a parent/guardian, shall have full access to their educational and medical records in the Board's possession.

HOLOCAUST AND GENOCIDE EDUCATION AND AWARENESS

The Holocaust and genocide education and awareness are required subjects taught in the District's social studies curriculum (beginning in the 2018-2019 school year).

HOMEWORK

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

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

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

Homework is an integral part of the learning process. It is a necessary reinforcement of classroom instruction as well as a means by which independent study skills and intellectual curiosity can be continued in the home. The regular practice of homework requires self-discipline and enables students to develop independence. Homework is fundamental to the individual's continued learning and development, yet it is recognized that time is needed for students to pursue social, physical, and recreational activities outside of the school structure.

Homework is a reinforcement of classroom instruction. It includes, but is not limited to, completing work not finished in class, studying work and spelling lists, reading assignments, studying for tests, book reports, research, and projects. There are times when students might experience difficulties with their work in a particular subject. If this should occur, students should make arrangements with their teachers for extra help.

Homework shall never be counted for more than 10% of a student's final trimester grade.

Guidelines for Homework Time:

Grade	Amount of Homework	Number of Days/Week
7-8	15-20 min/subject	3-4 days/week
5-6	30-40 minutes	3-4 days/week
3-4	20-30 minutes	3-4 days/week
1-2	10-20 minutes	3-4 days/week
K	As appropriate	When appropriate

Independent reading time assigned by a classroom teacher is in addition to the above time.

Incomplete Homework Assignments- Grades 7&8

Students who come to class without a completed homework assignment but have a written excuse from a parent, will be given one day to make up the assignment. Otherwise, students may be assigned a teacher detention for homework make-up.

Students will be required to stay after school for “Afternoon Opportunities” and spend their time (until late bus) doing work if they are missing 5 or more assignments in 2 or more classes.

INSTRUCTIONAL PROGRAM

The instructional program in all grades K-8 include:

- Reading
- Language Arts
- Social Studies
- Science
- Mathematics

Ashford School places emphasis on all subjects to ensure children have a sound education in the basic skills. Through STEAM, all grades offer multiple opportunities for interdisciplinary learning.

All academic programs follow a sequential course of study aligned with the Connecticut Core Standards for Learning.

8th Grade Algebra

Algebra follows E. O. Smith’s Algebra IA curriculum. The course is generally offered to students who have met the performance criteria on District testing, the Iowa Algebra Aptitude Test, the seventh grade math class, and parent/staff recommendation.

Special Area Classes:

- Art
- Concert Band
- World Language
- Symphony Band
- Music
- Jazz Band
- Concert Chorus
- Health and Physical Education
- Middle School Chorale
- Student Success Planning

INTER-DISTRICT COLLABORATIVES

Ashford School System has established collaborations with other school districts in order to offer a wider variety of learning environments and specialized curriculum in response to the interests and needs of its students.

INTERNET GUIDELINES

Students, faculty, and staff are encouraged to utilize online technology available in the Ashford School. In order to ensure appropriate use by the entire school community, the following guidelines are to be followed.

A responsible user:

- May use online technology, including e-mail, for academic related research.
- Must record online time usage on the form provided at the site.
- Assumes the responsibility for proper use of technology.
- Must report to school staff any inappropriate use of technology.
- May not use impolite, abusive, or vulgar language.
- May not violate the network etiquette rules.
- May not change computer files of others.
- May not send or receive copyrighted material.
- May not use the Internet for any illegal purpose, or transmit any harassing, threatening, or intimidating message.
- May not use the network for financial gain, for commercial activity, or for any illegal activity.

Any breaches of guidelines regarding computers and associated technology will result in disciplinary action up to and including possible suspension or expulsion.

ITEMS NOT PERMITTED IN SCHOOL

In order to ensure student safety and the protection of personal property, parents/guardians are encouraged to monitor closely those items that are brought or worn to school by students. The following items are specifically prohibited on school grounds: weapons, including martial arts (real or fake), knives, razor blades, sharp items, skate boards, roller skates, roller blades, sneakers with wheels, baseball bats, lacrosse sticks, matches, caps, fireworks, laser pointers and portable game systems.

LASER POINTERS

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property unless under a staff member's supervision and in the context of instruction. Laser pointers will be confiscated, and students will be disciplined.

LIBRARY/MEDIA CENTER

Students are invited to use the books, magazines, newspapers, videos, CD's and other materials, including computers, located in the (media center). Students are responsible for any material they sign out. Materials must be returned to the (librarian or the assistant) at the circulation desk. Students must pay for any materials they lose or damage. A student's grades, transcript or report card may be withheld until a student's obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all students must sign an acceptable use policy which indicates that a student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

General Library Policies

- Students may only access the library if a faculty/staff member is present.
- Food and drink are not allowed in the library.
- Students must follow library guidelines and demonstrate appropriate behavior while using the library.
- No library items (books, magazines, videotapes, DVDs, audiotapes, etc.) may leave the library without being checked out.

LOCK DOWN PROCEDURE

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

LOST AND FOUND

Any articles which are found in the school or on school grounds should be turned in at the Lost and Found. Unclaimed articles will be donated mid year and at the end of the school year. Loss or suspected theft of personal or

school property should be reported to the main office. Whenever practical, items brought to school should have a name placed on them to assure return to the rightful owner.

MAKE-UP WORK

A student will be permitted to make-up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any project in accordance with time-lines approved by the principal and previously communicated to students.

For any class missed, students may be assigned make-up work based on the instructional objectives of the subject or course and the needs of the student. The student is responsible for obtaining and completing make-up work within the time specified by the teacher.

MASCOTS/LOGOS

The school district believes mascots/logos should reflect positive images embracing history, community spirit, and traditions. The selection of a mascot, team names, school colors, as well as other school identifiers must and will be respectful of diverse cultural values and reflect a positive school culture. All mascots, nicknames and descriptors, including symbols, banners, flags, pennants, mascots or other identifiers used by school's sports teams, extracurricular clubs, curricular clubs or organizations shall respect cultural differences and values. The use of any race or ethnic group as a mascot or nickname is prohibited.

MEDICAL (PALLIATIVE) USE OF MARIJUANA

Connecticut law authorizes, under specific conditions and for identified illnesses, the medical use of marijuana for both adults and minors. However, such use is not permitted on the school campus or school buses.

MENSTRUAL EQUITY LAW

In 2022, the Connecticut General Assembly passed new legislation requiring public schools to supply a range of menstrual products in school restrooms. The intention of the law is to address period poverty, meaning the struggle to purchase period products due to lack of income. The law encompasses elementary, middle, and high schools, with the goal of promoting period equity and dignity for all menstruating students, so that they can fully participate in school life without shame or stigma.

In accordance with this new legislation, Ashford School will provide free menstrual products in a variety of restrooms. Such restrooms will be accessible to students in grades three through eight. The provision of these products will be done in a manner that does not stigmatize any student seeking menstrual products.

MIGRANT STUDENTS

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments.

NOTIFICATION OF POLICE

It is required that any drug, drug-like substance, or drug paraphernalia found at school be turned over to the State Police within seventy-two (72) hours (excluding weekends & holidays) from the time it is found. Until such time that the substance or paraphernalia is surrendered to the State Police, it shall be kept in a sealed bag and maintained in a locked, secure place. The contacting of the State Police and the surrendering of material shall be the responsibility of the Superintendent of Schools, the Principal, or the Assistant Principal.

ON-CAMPUS RECRUITMENT

Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of students by technical high schools, regional agricultural science and technology education centers, magnet schools, and charter schools will be provided.

OUT OF SCHOOL MISCONDUCT

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

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

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

PANDEMIC/EPIDEMIC EMERGENCIES

A pandemic/epidemic outbreak is a serious threat that affects students, staff and the entire community. At all times, the health, safety and welfare of students will be of primary concern.

CDC, Connecticut Department of Public Health and State Department of Education guidelines will be followed during an epidemic/pandemic. Such guidelines, followed by the District, will address potential school closures, quarantine, infection control, use of PPEs, social distancing, cleaning and disinfection of school facilities and the manner in which instruction will be provided.

PARENT CONFERENCES

Parents are encouraged to partner with the school to ensure their child's educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules.

PARENT INVOLVEMENT/COMMUNICATIONS

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

PARENT-TEACHER ASSOCIATIONS AND ORGANIZATIONS

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

A link to the Ashford PTO website can be found on the Ashford School home page.

PESTICIDE APPLICATION

The Ashford Board of Education has adopted 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/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.

Adopted: August 2000

PHOTOGRAPHS

From time-to-time during the school year, school personnel and/or the media take photographs. If a parent/guardian does not want their child to be photographed for school use, school website use or for media purposes, the school has an opt out option during school registration every year. Photos of individual and classroom groups are taken annually, which may be purchased by parents/guardians, but they are not obligated to do so.

PHYSICAL ACTIVITY

All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than 20 minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services or if the board of education permits an additional amount of time.

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief periods of respite/time-outs, referrals to a building administrator, or for safety reasons. Students in elementary school may not be denied participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline. Loss of recess or other physically active learning opportunities may be permitted on an administratively approved case-by-case basis.

PHYSICAL EXERCISE

All students in elementary school shall have in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment.

School employees may not prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline.

POSTERS

Signs and posters that students wish to display must be approved by the principal. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

POWERSCHOOL

PowerSchool is a great tool for parents/guardians of grades 5-8 students to stay up to date on their student's grades. All parents/guardians have the ability to access the "Parent Portal" which will provide access to grades for every student that the parent/guardian has enrolled. In addition, parents/guardians are able to sign up for automated "blasts" from PowerSchool, which are emails that provide updated grade information for their student.

PROMOTION, RETENTION AND PLACEMENT

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

Students must demonstrate attainment of the basic skills needed for graduation based on the district's assessment program. A failure to attain these skills may necessitate involvement in additional courses, special help programs, summer school, retesting, etc.

PROPERTY, LOCKERS, AND EQUIPMENT

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

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

In grades 4-8, each student is assigned a locker and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year, and should be kept in good order and not abused.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by district policy. Parents/Guardians will be notified if any prohibited items are found in the student's desk or locker.

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

PSYCHOTROPIC DRUG USE

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

PUBLIC COMPLAINTS

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

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

READING (REMEDIAL)

The school will, in grades kindergarten through grade three, utilize State Department of Education developed or approved reading assessments to identify students reading below proficiency and to assist with the identification of students at risk for dyslexia.

RECORDING OF CLASSROOM ACTIVITIES

The District prohibits the covert recording of classroom activities. The recording of teachers or students in class is inherently disruptive to the educational process. Students violating this rule will be subject to discipline and confiscation of the electronic device.

RELIGION AND RELIGIOUS ACCOMMODATIONS

The school district acknowledges each individual's rights to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The District strives to provide religious accommodations to students in an equitable and appropriate way in accordance with District policies and corresponding guidelines.

RESPECT

All students, teachers, administrators, staff, parents/guardians and all who enter our school are expected to treat each other with respect.

RIDESHARING SERVICES

The Board of Education does not condone students leaving the school campus in third-party ride sharing vehicles (e.g. Uber, Lyft) and will prohibit minors from using them unless accompanied by an adult. If parents/guardians allow their child(ren) to be dropped off or picked up at school by a ridesharing service, it is with the express acknowledgment that the District and its employees have no responsibility for their decision to use such a service and have no responsibility of liability to such parents/guardians or their child(ren) related to the ridesharing service.

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 overseeing the welfare of students.

SCHOLARSHIP AWARDS

In general requirements for scholarship consideration are some combination of the following: serious attention to studies, good character, and involvement in the activities of the school.

Several awards are presented to members of the graduating class. The list that follows presents a brief description of the criteria.

Subject Area Awards:

(awards may include, but are not limited to)

Art: greatest ability and interest

Language Arts: consistency of scholarship and effort

World Language: for demonstrating skill and enthusiasm in conversational Spanish

Health: for greatest effort displayed in assignments, which show imagination and relevance and class participation

Mathematics: greatest effort and growth since entering junior high school

Music: greatest ability and interest

Physical Education: consistent high level of sportsmanship, effort, and ability

Reading: consistent effort and high quality work, which reflects great interest and personal growth

Science: academic achievement and greatest interest

Social Studies: academic achievement and greatest interest

Physical Fitness Award: outstanding achievement in the area of physical fitness

Algebra: academic achievement and interest

Academic Effort Award: demonstration of consistent effort resulting in improvement and academic achievement in two or more academic areas

Community Service Award: to a student who is consistently willing and committed to serving the Ashford School community, whenever and wherever the need arises

WINGS Award: is awarded to a student who showed consistent cooperating and a positive attitude while building life skills

Computer Technology Award: is awarded to a student who demonstrated not only outstanding ability in the use of computers, but also has willingly shared this knowledge with others

Graduation Awards:

(awards may include, but are not limited to)

Danny Kuhn Memorial Award: good sportsmanship, member of the soccer team, high academic standards, and good citizenship

Dayton E. Wrubel Memorial Award: good academic standards and citizenship and the intention to pursue a secondary vocational education program

Democratic Town Committee Award: excellence in student government in U.S. History

Republican Town Committee Award: excellence and superior involvement in School community

Friends of the Babcock Library: show most improvement and/or interest in the areas of reading

George E. Lovell II Memorial Award: good academic standards and citizenship, enthusiasm towards school and a demonstrated interest in reading

Francis L. Busse Jr. Memorial Award: excellence in American History, good academics and citizenship

Deborah Sullivan Award: a demonstrated desire to promote the love of reading and learning in younger students

Edwin A. and Mabel O. Buck Award: service to the school, spirit of cooperation, leadership, sportsmanship, and self-discipline

Charles Apinis Award: character, integrity, honesty, and respect of self and others

Richard Butler Award: demonstration of great ability and interest in technology

Barbara Lincoln Lake Award: highest scholastic average in grade eight

Gilbert Armitage Award : excellence in band and exemplifies character, discipline and growth

Deborah Tatro Award: hard working, dedicated, loving, respectful, gentle, enjoys sports, and someone who always steps up to help others

Arthur Breault Award: demonstrated character traits exemplified by former Superintendent, Arthur R. Breault; patience, kindness, fairness, loyalty, and a sense of humor

Donna Hartigan Award: demonstrates perseverance and a strong will to overcome challenges

WAM United Soccer Club Award: demonstrates hard work, persistence, teamwork, peer support, and commitment to WAM United's program

Core Values Award: exemplifies Ashford School's core values of Respect, Responsibility and Pride

Michael Hastillo Award: a friend to all, respectful, caring and well-rounded **Vasington/Cox Memorial Award:** a student who is a role model to their peers with enthusiasm and volunteers to benefit the Ashford community.

Norma J. Morgan Memorial Award: This award is given to a student who has a love of science and the outdoors, who displays kindness, caring, a sense of humor, and is an all around good person.

Superintendent's Award (CAPSS): displays overall excellence as part of the school community

Connecticut Association of Boards of Education (CABE) Leadership Award: exhibits exemplary leadership skills

SCHOOL ATTENDANCE AREAS

Students will attend the school designated within the school boundary in which the student resides, except that in the best interests of the child the Superintendent, within his/her sole discretion, may approve a student's attending a school in another school attendance area.

SCHOOL CEREMONIES AND OBSERVANCES

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as, but not limited to, Martin Luther King Day, Veterans Day, Memorial Day, Thanksgiving and Presidents Day are encouraged. The district reminds students, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

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

1. school and class plays shall not be overly religious, and church-like scenery will be avoided;
2. religious music shall not entirely dominate the selection of music; and

3. program notes and illustrations shall not be religious or sectarian.

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

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

SCHOOL CLIMATE

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

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

SCHOOL CLOSURE OR CANCELLATION OF CLASSES IN AN EMERGENCY SITUATION

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

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

SCHOOL DISTRICT RECORDS

Interested persons may inspect certain public district records which are available by visiting the district website, www.ashfordct.org. Such records may be viewed in person at the office of the Superintendent of Schools, during normal hours of business. Copies of records, to the extent permitted by law to be disclosed, may also be attained.

SCHOOL PARTIES

The District encourages the use of nutrient-dense food for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories. At any function (parties, celebrations, feasts, etc.) healthy food choices should be made available. Questions about food that is acceptable and safe for school events can be directed to the Principal, classroom teacher, or school nurse.

SCHOOL SECURITY AND SAFETY

Each school in the District will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years and develop a school security and safety plan based upon the standards developed by DESPP.

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

If the school utilizes school resource officers, include here language pertaining to their role, also stressing the use of a graduate/response model in student disciplinary situations.

SEARCH AND SEIZURE

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

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

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

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

The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. Drug-sniffing dogs will not be used to sniff students. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

SERVICE ANIMALS

The Board of Education, in compliance with state and federal laws, allows service animals to accompany persons with disabilities on the District campus. A service animal is usually a dog that has been individually trained to do work or perform tasks for the benefit of a person with a disability. This does not include animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent.

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 are not limited to:

- Verbal comments
- Touching
- Sexual name calling
- Inappropriate public display of affection
- Sexual rumors
- Corner/blocking
- Jokes/cartoons/pictures
- Gestures
- Leers

- Harassing telephone calls
- Pulling at clothes
- Attempted rape/rape
- Sexting

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact Mrs. Ford, our Title IX Coordinator, or the administration.

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.

Forms are available from the Superintendent of Schools, our Civil Rights Coordinator. Contact with the Civil Rights Coordinator should take place within forty (40) calendar days of the alleged occurrence.

Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that 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, who has the authority to resolve such complaints. Any student, parent, or employee in making a complaint or inquiry shall utilize the following grievance procedure. 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:

Legal Reference:

Connecticut General Statutes

10-153 Discrimination on account of marital status. 46a-60 Discriminatory employment practices prohibited. Federal Law

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

Title VII of the Civil Rights Act of 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

SEXUAL HEALTH EDUCATION

The district has a developmentally-appropriate sexual health education program for students in kindergarten through grade 8, inclusive, with the goal of providing young people with the knowledge and skills to promote their health and well-being while improving student outcomes and reducing risky sexual behavior.

SOCIAL AND EMOTIONAL LEARNING

The District believes children's social and emotional development are essential underpinnings/foundations to school readiness and academic success. Therefore, the District's educational program has included social and emotional learning and development to support the learning of skills needed to prepare students for careers, college and life. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. The key characteristics of the SEL program include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

SOCIAL NETWORKING SITES

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

The District will not be liable for information/comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment. For safety purposes, the district employs both Internet filters and firewalls.

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

Special Education

Under state and federal law, school districts are required to seek out and identify any child, from birth through 21 years of age, with a disability who may need special education services. The parent of a child who requires or may require special education and related services is guaranteed procedural safeguards in accordance with the federal law entitled "Individuals with Disabilities Education Act (IDEA)" and with the state laws and regulations concerning children requiring special education. Under these laws and regulations the parent must be given written notice before the school district proposes to, or refuses to, initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. Such written notice must include a full explanation of procedural safeguards available to parents under IDEA. A copy of procedural safeguards is available from the school office or by contacting Cynthia Ford, Director of Special Education and Pupil Personnel.

Children: Birth to Three Years Old

We are interested in locating any child in this age group about whom you may have concerns or questions. Referrals should be initiated if there appears to be a language, developmental, and/or social delay.

Children: Three to Five Years Old

Parents of all three-year-olds are invited to participate in the Ashford preschool screening program. Screenings can be scheduled throughout the year for residents who have concerns about their child's development by making a referral to the Director of Special Education and Pupil Personnel.

Children: Five to Twenty-One Years Old

For children enrolled in school, routine and ongoing procedures are used to identify children with disabilities. Classroom observation, records of daily classroom performance, standardized tests, and vision and hearing screenings are just a few of the procedures used to locate students who may need special education services.

Section 504

Information Regarding Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute, which prohibits discrimination on the basis of an individual's disability. Section 504 reads:

“No otherwise qualified handicapped individual in the United States shall, solely by the reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or activity conducted by any Executive Agency or by the United States Postal Service.”

Program or activity includes all programs and activities of a State Education Agency or Local Education Agency receiving federal funds regardless of whether the specific program or activity is a direct recipient of federal funds.

Qualified Handicapped Individual

Any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment or (3) is regarded as having such an impairment.

Our school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if a child is determined to be eligible under Section 504, to afford access to appropriate educational services and/or reasonable accommodations.

The members of a 504 Team, including the parent or guardian, will determine eligibility. Evaluation and periodic re-evaluation will be provided in accordance with Section 504 regulations.

If the student is determined to be disabled under Section 504 and requires accommodations, modifications, or services to be provided with an equal educational opportunity, the 504 Team will develop a written Section 504 Education Plan which documents the regular education accommodations and/or services that will be provided. The Section 504 Education Plan will be reevaluated at least once per year. The Director of Pupil Services is designated as the compliance officer for Section 504.

STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested within seven calendar days of the event or events

causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within seven calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy.

A student and/or parent with a complaint regarding possible discrimination on the basis of gender should contact David Eichorn .

A complaint or concern regarding the placement of a student with disabilities concerning special education or programs and services should be discussed with Cynthia Ford.

STUDENT DATA PRIVACY

Connecticut legislation, PA 16-189, (C.G.S. 10-234bb (a)) An Act Concerning Student Data Privacy, as amended by PA 17-200 and PA 18-125, restricts how student information may be used by (1) entities that contract to provide educational software and electronic storage of student records (“contractors”) and (2) operators of websites, online services or mobile applications (i.e., apps). Not later than five (5) business days after executing a contract with such contractors, the contract will be posted on the District’s website. The notice will include a brief description of the content and the purpose of the contract and will state what student information, student records or student-generated content may be collected as a result of the contract. Student information will be deleted by operators of websites, online services, or mobile apps upon student, parent, guardian or board of education request. Such operators may not create student profiles for use in targeted advertising and for purposes unrelated to school. Parents and students will be notified of data breaches. Students and parents/guardians will be notified not later than two business days upon notice of a breach of security by a contractor to the Board of Education.

Distribution of Literature

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

STUDENT RECORDS

The principal is the responsible custodian for school-based student records.

The cumulative folder and, for special education students, a confidential folder are available on a needs basis to school personnel immediately involved in the education of the pupil having responsibility for some specific aspect of the school system’s programs directly affecting the student.

All student records are available for review by parents or legal guardians, or by students attaining age eighteen, with an appropriate school system employee present to interpret testing data or other information in the records. Parents,

guardians, or eligible students may have a third party of their choosing participate with them in such a review. Requests for such review should be directed to the school principal and will be honored within three school days of the receipt of the same. After such a review, parents, guardians, or eligible students (eighteen or older) may request copies of documents.

Release of Information in Student Records

Upon enrollment in any other educational institution or school, the cumulative records are transferred to this institution or school upon written request for records from the receiving school. The transfer of any confidential folder data to other public institutions or schools requires the written informed consent of the parent/guardian or eligible student.

Notification of Rights Under FERPA To Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records.

They are:

1. The right to inspect and review the student’s education records within 45 days of the District receiving the request for access.

Parents or an eligible student should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s educational records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Ashford School to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identifying the part of the record that they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s record, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff, pupil personnel staff, specific instructional aides, and others employed by the district with a (“need to know”)); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The District discloses education records to certain State and local officials who are part of the juvenile justice system without consent from the parent or eligible student and without prior notice in certain circumstances (re: system’s ability to effectively serve, prior to adjudication, the student whose records are being disclosed).

The District discloses education records when a court order or subpoena is received. No prior notification or consent from the parent or eligible student is required.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirement of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Dept. of Ed.
400 Maryland Avenue, SW
Washington, DC 20202-4605

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Ashford School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Ashford School may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Ashford School to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Ashford School to disclose directory information from your child’s education records without your prior written consent, **you must notify the District in writing by September 15, 2023**. Any objection to the disclosure of directory information shall be good for only one school year.

Directory information includes, but is not limited to, the parent’s name, address and/or e-mail address, the student’s name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, and the most recent previous school(s) attended. Directory information does not include a student’s social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN or password.

These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

STUDENT SUCCESS PLANNING

The Student Success Plan (SSP) is an individualized student driven plan developed to address student’s needs and interests to help the student stay connected in school and to achieve postsecondary educational and career goals.

SUBSTITUTE TEACHERS

Students are required to maintain high standards of behavior when being taught by a substitute teacher. Substitute teachers must be given the cooperation, courtesy and respect of all students. Misbehavior for a substitute teacher will result in teacher and office disciplinary action.

SURVEYS/STUDENT PRIVACY

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

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

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a student, prior to its use. Parents will be notified at least two weeks in advance of any survey that will be given to their children.

Parents will be notified of any non-emergency, invasive physical examination that is required as a condition of attendance administered by the school and which is not necessary to protect the immediate health and safety of students. Parents will be given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screening are not subject to prior notifications.

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

TARDY PROCEDURE

If a student arrives after the start of the official starting time, he/she is to report directly to the office for check-in. All tardy arrivals will be considered unexcused unless accompanied by a doctor's note for illness and signed by a parent/guardian. All unexcused tardy arrivals are subject to school disciplinary consequences.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Section 11219(a) (1) of the No Child Left Behind Act (NCLBA) requires that all teachers of core academic subjects hired after the first day of the 2002-2003 school year and teaching in a program supported with Title I Part A funds be "highly qualified," (that is, fully certified). In addition, all teachers (not just Title I teachers) teaching in core academic subjects must be highly qualified not later than the end of the 2005-2006 school year.

Under section 1111(6) (A), parents of each student receiving Title I funds (i.e. Ashford School) may request, and the district will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers if requested. This information will indicate whether the teacher has met state qualifications and

licensing criteria for the grade level and subject areas taught; whether the teacher is teaching under an emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certifications. If the child is also provided services by paraprofessionals, their qualifications will be provided as well.

Section 1111(6) (B) requires parents of each school receiving Title I funds to be notified, in a “timely manner”, if their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Series 5000 Students

TESTING

All students in grades 3 through 8 inclusive shall annually take a statewide mastery examination in reading, language arts and mathematics. Students in grades 5 and 8 shall annually take a statewide mastery examination in science. Special education students participate in mastery testing programs except in the rare case when participation in an alternate assessment is detrimental to the student’s IEP. All English learners are required to participate in all content areas of the state summative assessment.

TEXTBOOK CARE AND OBLIGATIONS

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

TITLE I COMPARABILITY OF SERVICES

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

TRANSFERS AND WITHDRAWALS

Students withdrawing from school must notify the main office one week in advance of their last day. At that time, they will be given a withdrawal form to complete.

TRANSPORTATION

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

Parents/Guardians should park in the designated area at each school. Cars should not be parked in undesignated areas which include on the grass, in fire lanes, on the curb, etc. at any time.

Parents/Guardians who choose to drive their children to school and drop them off should drive into the designated drop off area with their vehicles, remain in the vehicle, and drop off their child.

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

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

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

- A conference involving an Administrator, the student passenger, the driver, and the parent(s) may be required.
- An Administrator may suspend the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
- In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to remove the student and call for law enforcement assistance. The principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP).

Student Drop-offs

- A parent or approved guardian **must be present at the bus stop** in order for a PreK-Grade 1 student to be dismissed from the bus.
- Grades 2-3 students will require a parent, approved guardian, or sibling in Grade 4 or above.
- The bus driver is in full charge of the bus and of the students being transported.

- All bus drivers will create and maintain an assigned seating chart for their entire bus. Students will enter the bus and proceed directly to their assigned seat.
- In the interest of the safety of all, the driver will take responsibility for controlling those students who seem unable to control their own behavior.
- If there should be undesirable behavior, the following steps will be taken:
 - The bus driver will stop the bus and warn the offenders.
 - If misconduct is repeated, the driver will submit a detailed written report to the assistant principal who will inform the parents.
 - Consequences for recurring misconduct may include removal of the student's privilege of riding on the school bus. The student and their parents will still be responsible for the student's regular attendance at school.

- Continued misconduct will be referred to the Superintendent's Office for a possible bus expulsion hearing before the Board of Education.

Parent Responsibilities

Parents are responsible for:

- The actions and safety of their child walking to and from bus stops and to and from school.
- The actions and safety of their child at the bus stop.
- Their child, when their child is being transported in any vehicle other than a school vehicle going to or returning from school.
- Any physical damage to a school bus or vehicle caused by their child.
- Having their child at their appropriate bus stop at least five (5) minutes prior to the noted pickup time.
- If the parent is providing transportation for their child to and/or from school, observance of the CT state idling law is required as posted, unless vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures

Late Bus

During most of the school year, there is a late bus available on Monday thru Thursdays at 4:30 p.m. for **students in grades 3-8**.

Students who have not been picked up by their parents/guardians by 4:30 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.

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

All complaints concerning school transportation safety are to be made to the Transportation Coordinator. A written record of all complaints will be maintained and an investigation of the allegations will take place.

TRAUMA INFORMED SCHOOLS

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

UNMANNED AERIAL SYSTEMS (Drones)

Drones are permitted with prior administrative permission for instructional purposes. All such use is subject to FAA regulation.

VACATIONS

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

VIDEO RECORDERS ON SCHOOL BUSES/SCHOOL CAMPUS

(for School Security Purposes)

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Video recording will be done regularly during the school year, students will not be notified when a recording device has been installed and in use on their bus. Tapes will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act (FERPA).

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

VISITORS

Parents and other visitors are welcome to visit (district) schools. All visitors must first report to the Main office. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits

shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Any adult who wishes to enter Ashford School as a visitor, volunteer, contractor, or otherwise, is required to submit to a one-time background screening through the school's Raptor Technologies screening system. Persons must submit their state issued photo ID to the main office, where it is scanned into the database and cross-referenced with the national sex-offender registry. Once cleared, visitors will be issued cleared for building access for the remainder of the school year.

Parents and other visitors are welcome to visit Ashford School. Parking is available in the front of the school. All visitors must sign in and receive a visitor's pass. All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or uncivil discourse will not be permitted. Visits cannot interfere with the educational program of the school nor interrupt teaching activities.

VOICE ASSISTANT DEVICES IN CLASSROOMS

The District reserves the right to determine whether such devices may be used in classrooms. Necessary measures will be taken to properly regulate and control such use. It must be stressed that information and communications sent utilizing such voice-activated devices may not be secure.

WEBSITES

School web pages must contain material that reflects on educational purposes. School web pages are not to be used for personal, commercial or political purposes; and are considered a publication of the Board of Education. The Principal or his/her designee will approve all material posted on the school's web page. Students maintaining personal web pages may be subject to disciplinary action for the content of such sites under certain conditions. The District/School is committed to ensuring accessibility of its website(s) for parents, students and members of the community with disabilities. School website links are listed below.

WELLNESS

Student wellness, including good nutrition and physical activity, is promoted through the District's educational program, school activities, and meal programs. Federal and state standards will be met pertaining to all foods and beverages available for sale to students. A sequential program of physical education is provided, in addition to time in the elementary school day for supervised recess.

WITHDRAWAL FROM SCHOOL

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