Staff Handbook
2026-2027

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PREFACE:

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

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

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

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

Ashford School District Mission

To support Ashford School as it prepares and inspires a community of learners to achieve the highest possible educational and personal potential as productive and responsible citizens of our diverse, global community

Ashford Board of Education Goals:

Curriculum – Ensure a Kindergarten to 8th grade curriculum that challenges students to use methods of inquiry to solve problems, think critically, and express themselves creatively and effectively.

Financial - Develop a budget that ensures the best possible education while being fiscally responsible to taxpayers

Culture - Foster an environment of physical and emotional health and wellness for all. Support a community that recognizes professional expertise and provides diverse opportunities that enhance teaching and learning.

Community Relations and Facilities - Provide opportunities for enhanced community engagement and serve as a leader for Ashford in enhancing energy efficiency, developing a maintenance and restoration plan that extends the school's useful life, and demonstrates environmental responsibility.

Ashford School Vision and Mission

Vision Statement:
Empowered Learners Striving for Positive Change

Mission Statement:
Ashford School learners engage in authentic **EXPERIENCES** to **DISCOVER** their passions, **STRIVE** for excellence, **CONNECT** with their community and the world, and **CONTRIBUTE** in positive and meaningful ways.

EXPERIENCE	DISCOVER	STRIVE	CONNECT	CONTRIBUTE
Experience broadly. Apply learning to authentic tasks. Take responsible risks. Make mistakes. Reflect. Be willing to struggle.	**Discover** with wonder. Be inquisitive and open-minded. Ask questions. Try new approaches. Be creative and flexible. Learn for the joy of it.	**Strive** passionately. Work towards excellence. Persevere through difficult tasks. Think critically. Push beyond your comfort zone.	**Connect** with empathy. Be honest. Communicate. Listen openly. Collaborate. Develop a sense of community. Respect individual differences. Engage with diverse cultures.	**Contribute** to your world. Be an active citizen. Build upon the knowledge of others. Be encouraging. Show gratitude. Make a difference.

Goals for Student Learning:

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

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

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

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

School Goals:

Goal #1: Engage in real-world, student-centered learning
Continue to create and document our differentiated student-centered learning practices, to include data-analysis, project-based learning, Habits of Mind, workshop model of instruction, centers, stations, and self-reflection. Through interdisciplinary themes, students will make real world connections to key knowledge, understandings, and skills from each subject area.

Goal #2: Support the physical, emotional, and mental well-being of the Ashford School community
Teach and model wellness through age-appropriate self-care, personal-regulation, healthy habits, stress management, peer- and self-advocacy, and positive community engagement.

Goal #3: Cultivate respectful, responsible, and capable citizens
Partner with families in preparing students academically, socially, and personally for life now and beyond Ashford School. Collaborate with local, state, and global communities through service-learning, community participation, and educational partnerships, in order to cultivate students' responsibility and citizenship.

Goal #4: Celebrate students
Maintain a consistent school-wide positive behavior intervention system. Ensure that all students are regularly recognized for positive choices by all staff throughout the school building and school day.

General Information:

Attendance:

Attendance Daily Procedures: Attendance must be accurate and completed on PowerSchool by 8:45 a.m. Teachers for Grades K-2 need to inform the kitchen staff of the appropriate lunch requests for their class, H-hot lunch, S-sandwich, or Y-yogurt.

NOTE: Names of students absent from class and not on the Daily Bulletin are to be reported to the office immediately.

Tardiness to school: Students who are tardy to school will be issued a pass from the office. **Please make sure the student(s) gives you the Tardy Slip.**

Class attendance: It is extremely important that classes begin promptly. All students are required to be in their rooms, ready to begin class at 8:30 a.m.

Entering School:

Students may not enter school prior to 8:10 a.m. Prior to that time parents are responsible for their child. Students will not be allowed in undesignated areas of the building without permission from a teacher.

Absences, Student:

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

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

Extracurricular activities participation

Any student who has not reported to school by noon will not be permitted to participate in the following activities:
Athletic practices or games
Clubs
Concerts/Performing groups
Dances
Social Events
Exceptions to this rule will be considered only if the student's parent explains the unusual circumstances to the principal or designee.

Absences, Teacher:

If you must leave unexpectedly during the workday, or if you require meeting or athletic coverage, you must notify your department's supervising administrator by contacting Mrs. Schillinger or Mrs. Klesser.

IMPORTANT, PLEASE READ!!!!!!!!!!!!!!!!!!!!!
It is required that all absences be reported through the Absence Management.

All absences must be entered into the portal within the two-week payroll cycle surrounding the date of the absence, otherwise, compensation for that absence will not appear in your pay; and your sick, personal or vacation time balances will be inaccurate. This is extremely important data that we are required to provide both to the state and our auditors.

PROFESSIONAL DEVELOPMENT AND FIELD TRIP REQUESTS

Requests for professional development and field trips must be made well in advance. Such requests must be filled out on the appropriate form for consideration. Completed field trip forms must note the need for sub coverage and should be given to Mrs. Schillinger. Completed professional development request forms should be given to the principal. Once these requests have gone through the appropriate approval process, you will be notified of approval or denial. If approved, you should access the portal and enter the date of absence at that time.

When a teacher is absent, there is a lack of continuity in the classroom, regardless of the proficiency of the substitute. Consequently, it is the professional responsibility of all teachers to be present whenever possible. Requests for absence must be made according to the teacher contract. Sick leave can never be requested for personal reasons. **Teachers must leave or send to school complete lesson plans for the substitute teacher.** Include objectives, activities, materials to be used, and the location of those materials. Include the modification sheet from special education students's IEP and any Behavior Intervention Plans. Do not "call in" your plans.

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

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

Absences, Paraprofessionals

PLEASE SEE ABOVE "Absences: Teacher"
Requests for absence must be made according to contract. Personal days are authorized only for circumstances identified in the municipal employee's contract.

After School Help:

Students will only stay after school for extra help when arrangements have been made between the parent and teacher. The late bus departs the school at 4:30 p.m. and is available for students in Grades 3-8. 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.

Backpacks and Book bags:

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

Calendar:

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

Care of Rooms and Classroom Appliances:

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

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

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

Refrigerators and microwaves in classrooms are not allowed due to energy conservation efforts, however you may make special requests to the principal.

Care of School Property:

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

It is the responsibility of the classroom teacher to ensure that proper supervision is maintained while the students are using any school issued technology. This entails ensuring that when using a cart all students are filling out the

sign out sheets properly. Technology should be checked at the end of each class to ensure the damages are reported as soon as possible. If proper supervision is occurring, students who commit any vandalism to the devices can be dealt with quickly. Students should not be sent to other classrooms to get technology off of carts **unless** close supervision of the sign out process is able to be followed.

NOTE: All textbooks brought home by students are to be covered.
Textbook sign-out sheets are to be used to record every book distributed to a student.

Staff Dress Code:

All employees shall be expected to dress in neat and professional attire. (Torn clothing, tank tops, halter tops, sweats, spandex/sports apparel, medical scrubs (unless nursing staff) and flip- flops are some examples of attire that is considered inappropriate.) All employees are expected to use good judgment about the type of clothing worn, making sure that it is appropriate to the working environment and tasks to be performed. Questions about the appropriateness of specific attire shall be directed to, and resolved, by the employee's immediate supervisor. If further questions arise the issue must be brought to the superintendent.

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

Faculty Meetings:

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

Faculty meetings will be held on the following Thursdays (topics are subject to change)**:**

September 3	*Various beginning of year items*	February 4	*Data Review & Planning*
September 17	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*	February 18	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*
October 1	*Data Review & Planning*	March 4	*Data Review & Planning*
October 15	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*	March 18	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*
November 5	*Data Review & Planning*	April 1	*Data Review & Planning*
November 19	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*	April 22	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*
December 3	*Data Review & Planning*	May 6	*Data Review & Planning*
December 17	*Subject Committees- Math, ELA, Global Studies, Science, Specials, Early Childhood, Special Education, SEL*	May 20	*Subject Committees - Math, ELA, GlobalStudies, Science, Specials, Early Childhood, Special Education, SEL*
January 7	*Data Review & Planning*	*June 3 (all staff)	***T.O.T.Y.***
January 21	*Subject Committees - Math, ELA, Global Studies, Science, Specials, Early Childhood, Special Education, SEL*		

Subject committees are Math, ELA, Global Studies (including World Language), Science, Specials, Early Childhood, Special Education and SEL. Multi-grade planning allows for multi-grade interaction opportunities in academics as well as in specials.

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

We will use our faculty meeting time for trainings, council work (Climate, Curriculum and Instruction, Assessment and Data, Wellness) adult learning following the Ashford School mission statement.

Mission Statement: Ashford School learners engage in authentic **EXPERIENCES** to **DISCOVER** their passions, **STRIVE** for excellence, **CONNECT** with their community and the world, and **CONTRIBUTE** in positive and meaningful ways.

Cafeteria Supervision:

All grade level teachers will supervise the students on their way to the cafeteria. This will extend to 6th through 8th if need arises. Faculty members and paraprofessionals may be assigned for lunchroom supervision. Grade 6 teachers should supervise students modeling acceptable behavior for the first four (4) weeks, after which time students may be on their own. If at any time students do not follow hallway expectations, the teacher will need to supervise again.

Class Coverage:

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

Classroom Cleaning and Maintenance: Daily

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

Community Use of School:

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

Hallway Expectations:

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

*All staff members are at **all times** responsible for student control in the hallways throughout the day. Immediate correction of corridor behavior of an improper nature will go far to eliminate problems. Frequently, a situation can be corrected with a calm request rather than an authoritative command. Serious cases of disrespect and unruliness should be referred to the administration.*

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

Handicapped Bathrooms:

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

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

Mail Boxes:

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

Meetings, Event Requests:

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

Parking:

Staff parking is available in the rear parking lot. School personnel assigned parking in the front parking lot will be notified at the beginning of the year. Visitor and volunteer parking is in the front parking lot. Substitute teachers use the rear parking lot.

Professional Development:

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

Scheduling Activities on School Cancellation Days:

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

Smells: Purposely adding scents or aromas to the air in classrooms or any other area of the building occupied by students is not allowed.

Smoking:

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

Supplies:

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

Telephones:

Telephones are located in classrooms. Students may use the classroom phone with the permission of the teacher. Telephones in the staff lounge and library are for staff use.

Volunteers, School:

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

Work Day, Teachers:

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

Work Day, Paraprofessionals:

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

Work Schedules and Recording of Work Time, Hourly Employees:

Hourly employees are required to punch in and out according to their scheduled hours on Frontline. Hourly staff now have the option to use computers located in classrooms or an app on a mobile device. The timekeeping software is designed to provide convenience to all employees. In any case that abuse is suspected, your supervisor will be notified.

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

Academics:

Animals in the Classroom:

All requests to have animals in the classroom or on school property must be submitted to the principal in writing. Also see pg. 57.

Band and Chorus:

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

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

Drug Education:

State statute requires us to teach about drugs and their effects to all children in grades K-8. Please make certain you allow appropriate time for this during the school year. Drug education awareness should be infused into the curriculum at all grade levels. Health instruction is provided by a certified health teacher for students in Grades 5-8.

Extra Help for Students:

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

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

Field Trip Procedures

Ashford School recognizes the many benefits of experiential learning provided by thoughtfully planned field trips. In order to maximize these benefits while reducing the impact on learning in other classes, the following procedures are established.

Before Submitting a Field Trip Request Form

1. Each grade, and content area teacher must submit a plan for the academic year's field trips, by October 1st of each year.
    - This plan must include trip destination, approximate date of the trip, connection to curriculum, cost and funding proposal, and number of chaperones.
    - The advance schedule of field trips should spread trips over the course of the school year, and avoid unnecessary scheduling of trips at the end of the school year.
    - Additions to this list must be proposed to the administration in advance

2. Prior to filing a trip request, the trip advisor must check the master calendar in the principal's office to make sure that no other activities have already been planned. No more than one (1) field trip will normally be scheduled for any given day.

3. Field trips must be scheduled to leave after morning buses arrive and must return to school no later than 2:40 p.m. Please see an administrator if you need to request an exception to this requirement. Trips that do not conform to this regulation must receive special approval, and utilize a specialized transportation agreement signed by parents.
The Field Trip Request Form can be located on the website under "For Staff', "Forms/Information".

4. Complete the form and submit it to the principal *(2 months before the trip)*.
If an opportunity arises that cannot be approved two months in advance, the administration will approve it only if both a substitute and transportation are available, and if it meets all other field trip procedures and guidelines.

5. Send an email to the entire staff with notice that you have submitted, regardless of status, a field trip request and include the grade level, destination, times and date of the trip.

After Field Trip is Approved

1. Send home field trip information and permission slips.

2. Collect permission slips, payments, and record information on the *Extracurricular or Field Trip Payment Information Form*.

3. Submit a copy of the *Extracurricular or Field Trip Payment Information Form* to the main office with all collected checks and/or cash. *(2 weeks before trip)*.

- If the trip advisor is having difficulty collecting fees they must seek administrative assistance and determine a strategy for students who will not be going on the trip.
- The business office needs time to process payment and prepare checks for admission and other trip expenses.
- Advisors should be sensitive to every student's ability to pay. Please indicate on form those students with hardships.

4. Notify staff in the morning bulletin. Include the date and times. *(2 weeks before trip)*

5. When a trip is approved the trip advisor should announce it to the staff immediately, by email, so that other teachers who might normally be scheduled with those students are aware and can plan accordingly.

6. Parent chaperons are limited to 2-3 per classroom if they will be riding the bus. Other parents may provide their own transportation.

7. Plan supervision according to the following guide:

PreK: 1 chaperone for every 5 children
Grades K-6: 1 chaperone for every 8 children
Grades 7-8: 1 chaperone for every 10 children

8. Depending on student needs, paraprofessionals or parents may be assigned to monitor individual students. Regular education and special education staff should collaborate to determine the appropriate level of support needed and notify administration of plans for that support.

Prior to leaving for the trip

1. Fill out the Emergency Action Plan and Seating Chart and provide a copy to the main office.

2. Siblings/friends of students may not join the field trip.

3. Only approved chaperones can ride the school bus to and from the venue. Other parents/adults attending, must provide their own transportation.

4. Students may not ride to or from the venue with their parents unless there is advanced authorization by the Principal. The administration strongly suggests that all students ride to and from the venue with their teachers and classmates on the bus, as this is part of the field trip experience. Parents may be approved to transport their own child if the Transportation Waiver Form has been completed and approved by the Principal. The form can be found on the website under "For Staff", "Forms/Information".

5. Forming Students Groups - Please use your best professional judgment when forming groups and assigning adults. Students who have behavior contracts or plans must be in a group with a school staff member.

Grades:

1. Grades generally close one week before report cards are issued to students. This is not defined for the third trimester.
2. All grades are to be done on the PowerSchool gradebook. Incomplete grades are to be changed to "F" if work is not made up in the two weeks following the issuance of report cards.
3. Homeroom teachers will issue report cards to students prior to bus departure. Refer to the school calendar for date grades may include + or -.
4. Special education students will be graded the same as other students when appropriate.
5. Each teacher is responsible for recording attendance. Both days absent and days tardy will be recorded. Suspensions are counted as absences.
6. The following point assignments will be used as guidelines to understanding letter grades: (applies to grades 6-8 only)

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

Grade (Record) Books:

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

Homework:

Homework allows for reinforcement of classroom learning as well as a means for students to develop independent work habits and explore their intellectual curiosity at home. Please make sure to assign meaningful homework for each child according to the chart below. Teachers must develop a motivation and accountability system to encourage all students to complete their homework. However, homework should never count as more than 10% of an overall grade.

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

Internet and Email Use with Substitutes Guidelines:

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

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

Additional Guidelines:

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

- This notice along with the Acceptable Use Policy is to be in every substitute folder.

Revised 3/6/00

Permanent Records:

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

Plan Books:

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

Preparation/Planning Time:

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

Progress Reports: Grades 5-8

Progress reports will be issued to students' parents at the midway point of each marking period when a student is earning a "C" or lower, or has shown a significant drop in performance. Teachers may email this information home or have students bring a paper copy home. In either case, the teacher should confirm with the parent that the report was received. The progress report is one way that teachers communicate with parents about positive information as well as areas for improvement. Progress toward IEP Goals is documented and sent home at the same time.

Promotion, Acceleration and Retention:

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

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

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

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

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

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

- Generally, after the close of the second trimester (assuming the problem has manifested itself), the teacher shall confer with the principal and other staff members involved with the student, such as the student's special teachers and school psychologist, and the parents/legal guardians will be notified of specific areas of concern.
- Parents/legal guardians shall then be invited to a meeting with the teacher, principal, and other staff members no later than April 11 for an updated discussion of the concerns. This discussion shall consist of an explanation to the parents/legal guardians of their child's current academic standing in relationship to program objectives and individual ability. Goals shall be set for the period through the third marking period. If goals are not met, another meeting will be called.
- The District shall utilize multiple measures of academic performance indicators as determinants in promotion/retention decisions. Student assessment of performance shall be based upon and aligned with the adopted standards. Student evaluation shall be fair, consistent and appropriate to program goals. The assessment program shall include, but not be limited to, the use of standardized and teacher made tests, projects, portfolios, and teacher observation as integrative parts of a comprehensive evaluation system.
- By midterm of the third trimester, another meeting will be held to review the goals and the student's progress toward goals. In June, the final decision of retention shall be made.

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

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

Grade 1
Ordinarily, a student who reads fluently and with comprehension on a primary level and has mastered the beginning numeracy concepts clustered under grade one should be promoted to grade two.

Grade 2
Ordinarily, a student who demonstrates reading and skill acquisition which enables the student to obtain an understanding of vocabulary and experiences that are met in the first grade reader and the first part of the second grade reader and has mastered the basic math objectives clustered under grade two should be promoted to grade three.

Grade 3-5
Ordinarily, a student who has mastered the basic skills assigned to the appropriate grade level in mathematics and integrated language arts will be promoted.

Grades 6-8
Ordinarily, it is expected that students in these grades will master the assigned skills and concepts in language arts, social studies, math, and science and have demonstrated satisfactory effort in all other subjects. Students

who fail to achieve the basic objectives of two or more of the major academic subjects listed above will be considered for retention. The student should pass language arts and mathematics to be promoted.

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

Reading Intervention:

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

Resource Time:

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

Student Records:

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

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

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

Study Hall

Students who have the opportunity of a study hall during the school day, should work on developing their work habits by engaging in completing classwork and homework, active studying, skill practice, reading for their classes, or independent reading.

Technology Information:

Passwords:

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

Permissions:

- Parent permission is required for student use of the Internet or e-mail, publishing student work on the Internet, visually recording students or using photographs of students.
- Only students with up-to-date Acceptable Use Policies and parent permission on file may use the Internet or e-mail for any purpose.
- A universal form for all these items is sent home. Homeroom teachers need to keep track of these responses and make sure all students return a completed form. Turn in these forms to the main office.
- Be sure all students entering during the school year also get these forms completed.

Staff Email:

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

Internet Filtering:

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

Even with filtering and teacher supervision it is possible for students to inadvertently land at an inappropriate site. All students should be trained to immediately click on the back button, cover the screen and to call for teacher assistance if they ever land at an inappropriate site. Consider it an annual "to do" item to again remind your students of the proper procedures to follow when arriving at an inappropriate site. The guideline is that if a student inadvertently lands on an inappropriate web site and immediately notifies the teacher, there is no disciplinary action required. Students are to be trained in how to handle an inappropriate site. They may either cover the screen and ask for teacher assistance or click on the Back button and request teacher assistance. The first click a

student makes to further explore the site or failure to inform the teacher creates a situation requiring disciplinary action. Teachers should remind students of the correct method of dealing with inappropriate sites regularly but at least every year.

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

Substitutes and Technology:

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

Back-up:

Computer Hard Drives can and do fail. Each person is responsible for backing up his or her own work. Anytime you have done significant work on a project that you do not want to redo (and it is saved to a local hard drive) back it up!

Copyright Law:

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

Emergency Preparedness:

Refer to your Emergency Action Plan.

Emergency School Closing Information:

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

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

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

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

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

General Safety Precautions and Information:

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

Carry your keys and fob with you at all times.

Keep classroom doors locked, in the open position. Doors may be shut for noise control or due to air conditioning.

Magnets will release and doors will shut during fire alarms and lock downs.

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

Check with the maintenance department before hanging anything from classroom ceilings in rooms 15-37 because of security sensors. Please make sure posters and other wall coverings are secure to reduce the chance of falling.

Fire Drills:

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

Fire Captains: (All captains need to have a charged walkie-talkie in their room.)
**** Fire captain assignments will be communicated to staff at the beginning of each school year****

Flagpole: Site A:
Site A1: Site B:
Site C: Site D:
Site E:

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

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

Lockdown:

1. Use PA and Walkie-talkie and say, "Attention Lockdown"
2. Repeat
3. Staff members will:
    - Direct students in the hall into the nearest classroom
    - Close their classroom doors (doors should already be set as locked)
    - Leave windows and blinds as-is
    - Keep the students in their rooms away from the doors and windows
    - If Grades 3-6 are at recess, teachers should bring them to the nature trail

- If Grades PK-2 are at recess, teachers should escort them down to the lower playground, out through the gate, and gather behind the bus shed
- If students are on the nature trail, they should stay on the nature trail, unless directed otherwise

4. There will be an "all clear" announcement over the PA and Walkie-talkie, "Students and Staff may now proceed with their regular schedules."
5. Bathrooms will be checked for students by social workers and administration.

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

Intruder or Danger on the Playground:

- Use judgment to keep students safe
- If you hear shots fired, yell "drop to the ground"
- Evacuate to safe area if necessary (woods or building)
- Use walkie-talkie to alert office

Safety/Accident Prevention:

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

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

A student should:

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

Health:

Accidents (Also Good Samaritan Law):

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

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

Emergency Procedures:

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

Wellness Policy:

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

Staff Wellness:

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

All employees have access to an Employee Assistance program for confidential support 24 hours a day, 365 days a year through our contracted health insurance company. Phone number 1-800-526-3485.

Sick Policy:

School policy requires staff to stay home if he or she:

- Has a communicable disease or condition
- 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. Staff must be free of fever, WITHOUT the use of fever- reducing medicine, for 24 hours before returning to school.
VOMITING or DIARRHEA: Staff must be generally free of vomiting or diarrhea for 24 hours before returning to school.
ANTIBIOTICS: If staff require medication for strep infections and/or scarlet fever, he or she must be on the prescribed medication for a minimum of 24 hours, free of fever and clinically improving.
Please help others from becoming sick by staying home while the sickest. Please contact your school nurse with any questions or concerns regarding these health policies.

Ashford Parent Teacher Organization (PTO)

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

Bulletin Boards:

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

Confidential Information:

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

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

Paraprofessionals should defer questions from parents to certified staff.

Distribution of Materials:

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

Parent Conferences:

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

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

Parent Communication Policies:

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

- Telephone Communication: Parents may contact, through e-mail or voice mail, teachers at school. Teachers will return calls at their earliest convenience. A parent calling or emailing in regard to a teacher's policies, classroom procedures, or disciplinary actions, should contact the teacher involved prior to any discussion of the matter with the Principal.
- Parents Bringing School Items or Picking Up Children: The office will deliver students' lunches, instruments, clothes, books and assignments. Students may be paged by the office for early dismissal.
- Parents Requesting Conferences: To avoid unnecessary disruption of the normal in-classroom learning process, conferences will be held at the close of the school day or at a mutually convenient time during the school day. Please schedule conferences at least twenty-four hours in advance. When requesting a conference, please state the purpose. During the conference the teacher will take minutes of the meeting. The minutes will state the purpose of the meeting and list the decisions resulting from the conference.
- If the results of the meeting are not satisfactory, the parent may then request the involvement of the Principal. If still no satisfaction occurs, the Superintendent will become involved in a like manner.

Finally, the Board of Education has a duty to assist in the satisfaction of parent(s), guardian(s), and teacher(s) if the proper procedure has been exercised without satisfaction.

- Parent Conferences: Two parent conference days for Grades K-8 students are scheduled for November 24th and 25th.
- Grades close on November 25th, March 10th, last trimester TBD.

Parental Communication:

Please make every effort to make contact with the parents of each student as soon as possible. Teachers are encouraged to telephone and write to parents regarding student progress, behavior, etc. **As a child's teacher you have the primary responsibility to communicate with parents, even though the parents may get additional communication from the nurse or office.** You are strongly advised to keep a PHONE LOG, which lists date, time, name of person contacted, issues discussed, decisions, and resolutions.

Paraprofessionals defer to certified staff to directly communicate with parents.

Parent Involvement:

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

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

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

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

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

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

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

Behavior (Please, See the current school year's Behavior Matrix)*

Bullying:

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

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

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

Bus Conduct:

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

Students shall:

- stand in an orderly manner and out of the traffic lane at bus stops;
- be at the bus stop 5 minutes before the scheduled pickup;
- move to enter or exit a bus only when the bus has come to a full stop and doors are opened;
- be respectful of the driver and of each other;
- remain seated at all times on the bus unless directed by the driver to move;
- not fight at any time on the bus;
- students are to keep hands, feet and objects to themselves and within the bus;
- refrain from throwing items in the bus or out of the bus;
- not eat, drink or smoke on the bus;
- keep the aisle of the bus free of all objects;
- have quiet conversations; shouting and using profanity is not permitted;
- respect the property of others;
- not distract the bus driver;
- when necessary, within the driver's view and awaiting the driver's signal to cross in front of the school bus; and
- present passes signed by Mrs. Schillinger, in the main office, to the bus driver in order to get off the bus at a stop other than that assigned or to ride a bus other than the one assigned.

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

Cheating/Plagiarism:

All forms of cheating are not acceptable. The 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. Students involved in an incident of cheating or plagiarism will receive a zero (0) for that work. Additional disciplinary action may be taken, such as completing the work without credit.

Electronic Devices:

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

While we understand the need for parents to maintain close contact with their children, during school hours, students must use the phone in the school office to communicate directly with parents and other individuals responsible for their supervision. Additionally, students need to keep electronic devices out of sight, unless given permission by their teacher to use their device as part of a lesson or learning experience. Phones are not to be used for any purpose during non-class times, including but not limited to lunch, recess, and passing in the hallway. Therefore, student cell phone usage will be allowed outside of the school day, before 8:30 a.m. and after 3:10 p.m.

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.

Cell phones will be stored for the day in student homerooms for grades 4-8. Students will store their cell phones in their homerooms upon arrival to school and retrieve their cell phones at dismissal. Students who are found to be in possession of their cell phone during the school day will be instructed to bring the cell phone to the main office. A parent/guardian will be notified by the school office. The student will participate in an extended day program until 4:30 p.m. The cell phone will be returned to the parent/guardian at the end of the extended day program at 4:30 p.m.

As staff, we have an obligation to model productive and socially appropriate use of personal devices.

Behavioral Programs, Policies, and Procedures

Behavior Matrix

Behaviors are defined in two categories: **MINOR OFFENSES** and **MAJOR INFRACTIONS**

Minor Offenses are addressed and handled by staff within the educational setting. A minor offense is the failure to demonstrate a school-wide expectation, social skill, or procedure. The person who witnesses a Minor Offense is expected to intervene "on the spot" (i.e., immediately or as soon as possible) within the environment in which the misbehavior occurred.

Major Infractions are serious safety violations and require a written office referral and are addressed and handled by administration.

***The main office should be contacted *immediately* following any MAJOR Infraction. If there are safety concerns, the student should be sent to the office**

immediately and/or the crisis team should be contacted.

Unacceptable school behaviors are defined below with corresponding guidelines on appropriate interventions in order to provide the safest and most optimal learning environment for all students. While administration will follow the guidelines outlined below, there are certain circumstances that will require administration discretion towards the outcome of events. It is important to note that Ashford School aligns with federal and state law and regulations regarding school discipline.

Overview - Minor Offenses VS Major Infractions

Minor Offenses: Minor Offenses are student behaviors that can negatively impact the learning environment but are able to be managed "on the spot" by the staff responsible for the student. Interventions used to address and correct minor offenses are documented in a "MINOR REFERRAL". *3 documented Minor Offenses for the same behavior will become a MAJOR INFRACTION	**Major Infractions:** Major Infractions require the immediate attention of administrative staff as the behavior poses a risk of potential harm to others or to the learning environment.
Inappropriate Language/Profanity Disrespect Insubordination/Defiance Disruption Inappropriate Display of Affection Tardy to Class/Leaving Class Without Permission Dress Code Instigation Horseplay Mean Behavior/Teasing Forgery	Physical Contact Physical Aggression Fighting Bullying/Harassment Theft (high monetary/personal value) High Level Property Damage/Vandalism Drugs/Paraphernalia/Alcohol/Tobacco Weapons/Combustibles Threat Fire Alarm Skip Class/Inappropriate Location Inciting

Theft (low monetary/personal value) Plagiarism/Cheating/Lying Low Level Misuse of Property/Property Damage Out of Bounds	Selling of anything

Minor Offenses Defined

Inappropriate Language/Profanity
Language which is inappropriate yet not used in an abusive/threatening manner

Disrespect
Socially rude or dismissive messages to adults or students

Insubordination/Defiance
Failure to respond to adult requests and/or directives

Disruption
Interruption to classroom/learning environment

Inappropriate Display of Affection
Engagement in minor consensual inappropriate verbal and/or physical gestures

Tardy to Class/Leaving Class Without Permission
Failure to be in the designated location at the designated time

Dress Code
Images/content that is blatantly pornographic, profane, intolerant and causes a classroom disturbance

Instigation
Promoting/Encouraging mean behavior

Horseplay
Inappropriate "friendly" touching

Mean Behavior/Teasing
Verbal/Physical conduct that emotionally hurts or upsets another individual

Forgery
Signature of another person's name without their permission

Theft (low monetary/personal value)
In possession of or attempt to be in possession of, has passed on, or is responsible for removing private or school property without the owner's permission.

Plagiarism
Unknowingly submits someone else's work as their own without proper citations/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/class exercises.

Staff Interventions

Clearly define/post the behavioral expectations

Implement Procedures for all class routines - entering the room, handing in assignments, sharpening a pencil, exiting the room, etc.

Teach and Role-Play the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).

Pre-Correct-Prior to directing students to perform a task, provide a description of what the expected behavior will look like "Lunch will be in two minutes. At that time, everyone will put away all materials, push in all chairs and line up."

Cue/Prompt/Remind - Provide a pre-arranged m/previously taught cue to remind specific students to engage in the appropriate behavior.

Acknowledge students who appropriately demonstrate the expected behavior

Specifically explain HOW the behavior did not meet the stated/taught expectation. "It is disrespectful to other students when you __".

Provide a warning- "All students are expected to speak respectfully to staff and students here at Ashford School. This is your official warning."

Check for student understanding of the behavioral expectations- "Can you please tell me why (behavior) isn't allowed in our classroom?"

Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior and academic domains,

Determine the function of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?

Provide a structured choice -clearly offer a choice between two alternatives and state the consequence of each. "You can work quietly on your assignment now with your class or you can work on it during 'brain break'

Evaluate environmental factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.

Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year).

Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Restrictions, Penalties, etc.
Evaluate the effectiveness of consequences.

Cheating Presenting the work of others as one's own **Lying** Stating/Repeating statements that are untrue **Misuse of Property/Property Damage** Low level of misuse/damage of school property **Out of Bounds** Loitering or participating in activities outside designated areas	**Involve a problem-solving team** (PLC, SIT, 504, PPT, etc) ***Additional Supports:*** Targeted skill intervention with counseling staff Data tracking Observation by support staff Restorative practices Parent conferencing

Support Guide to Address Minor Offenses

The following guide is intended as a resource to assist in the implementation of Tier One behavioral supports and interventions. The interventions listed below correspond to the interventions listed with "Minor Offenses".

☐ ***Teach behavioral expectations, social skills, and procedures***

On-going behavior instruction of the expectations, social skills, and procedures should occur in every classroom and location at a neutral (scheduled) time. Tier One behavior instruction includes:

- Introducing the expectation, social skill, or procedure by name:
  Computer Expectations, *Working Independently*, *Entering the Classroom*, *etc.*
- Providing a reason or rationale for learning and demonstrating the skill
- Explicitly outlining the behavior steps
- Practicing the behavior, followed by specific feedback

Monitoring and supporting students to skill mastery — a behavior has not been learned until it can be demonstrated in all settings, even under stressful conditions Once an expectation, social skill, or procedure is taught, enforcement continues throughout the remainder of the day/week/year. Enforcement includes: providing pre-correction, cueing and prompting students to demonstrate pro-social behaviors, re-teaching skills when necessary, and consistently acknowledging/correcting student behavior in explicit terms**.**

☐ ***Identify contributing Environmental Factors***

Environmental Factors — also referred to as behavioral antecedents, triggers, or predictors — are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:

Instructional practices (academic/behavioral) — curriculum, strategies, activities
Physical setting — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment

Social setting — staff/students present or absent, interaction patterns surrounding the student
Social interactions — communication styles, power structure/hierarchy, allotment of peer/staff attention
Scheduling factors — procedures, routines, timelines, events
Degree of independence/participation (academic/social) — active listening, engagement, seat work, paired tasks, group work Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior. Each investigation should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, counseling staff, administrative staff, etc.).

☐ ***Modify the environment based on identified Environmental Factors***

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/ participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

Time — increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules

Space — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present

Instruction — embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction

Materials — supplementing curriculum, providing multi-sensory options

Interactions —, increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.

☐ ***Utilize pre-correction techniques***

Pre-correction is the intentional front-loading of students for behavioral success. Pre-correction is used to inform students that an opportunity to demonstrate a specific

expectation, social skill, or procedure will occur in the immediate future. An example of pre-correction is: "*Class, in a minute the bell is going to ring and we are going to Line Up for an Assembly. When the bell rings, put all materials in your desk, stand up, push your chairs in, and wait quietly behind your chair until I dismiss your table to line up.*"

The more at-risk a class or student, the more explicit the pre-correction should become.

☐ ***Clarify how the behavior did not meet expectations***

Students who demonstrate behavioral errors should be provided a specific description of how the misbehavior differed from the expectation. The content of this interaction should be limited to the facts surrounding the specific misbehavior. Example: "*Mary, while the class was Working Independently you blurted out something like, 'Does anyone have an extra pencil? Mine's broken!" Then you left your seat and walked to the pencil sharpener making comments to other students along the way. Remember, we have a procedure for sharpening pencils: raise your hand and wait for me to call on you, ask if you can use the sharpener, once I have given you permission you can then go directly and quietly to the sharpener, sharpen your pencil, return to your seat, and refocus on your assignment.*"

☐ ***Re-teach and practice the expectation, social skill, or procedure***

Classes, groups, and/or individual students who fail to demonstrate expectations, skills or procedures, should be provided additional instruction and practice.
Example: "*Class, right now everyone should be Working Independently on their math assignment. Who can raise their hand and tell me what Working Independently looks like? That's right. Working Independently means: focusing your attention on the assigned task, ignoring all distractions both inside and outside the classroom, and raising your hand if you require assistance. Now let's go ahead and practice that skill. I expect everyone to be Working Independently for the next 5 minutes.*"

☐ ***Establish a behavior cue/prompt***

Cues and prompts are used to support individual students who are known to have difficulty demonstrating a specific behavior or when the earliest signs of a misbehavior are observed. Cues and prompts may be visual, verbal, or a combination of both.

Cue: a single gesture or word to remind a student to use a specific expectation, skill, or procedure. The teacher, for example, may point to the "Things to Do When I'm Done with My Work" poster, or may say something like, "Remember, TOD (Things to Do)."

Prompt: a series of gestures and/or directions which guide the student through the process of demonstrating an expectation, social skill, or procedure. Prompts are more explicit than cues. A teacher, for example, may say, "Remember, when you have completed the assignment to look at the "Things to Do When I'm Done with My Work" poster, select an item, and begin immediately."

☐ ***Provide a structured choice***

Structured choices provide students with two behavioral alternatives, each of which is directly linked to a specific outcome — one positive and one negative. Structured choices are clearly stated, reasonable, enforceable, and ultimately chosen by the student. When delivering a structured choice, begin by stating how use of the expected behavior will lead to a positive outcome, while continued use of the misbehavior will lead to a negative outcome. Example, "*Right now you can Wait in Line using a quiet voice like we've practiced and enter the cafeteria with your peers, or you can continue talking in a loud voice and go to the end of the line in which case you will be the last to enter the cafeteria.*"

☐ ***Review common assessment data***

Because behavioral challenges often accompany academic deficits and may, in fact, be a coping response to an academic failure, it is imperative to rule out and/or address academic skill deficits prior to focusing solely on the misbehavior. Questions which must be considered are: is this student able to access the core academic curriculum? If not, how many other students in the class are in a similar situation? Are there instructional practices/strategies which could be implemented to ensure effective first instruction is in place and that all students are learning at high rates? If identified academic standards or skills need to be re-taught, where and how will this be accomplished?

☐ ***Contact and/or meet with guardian***

While it is always good practice to form positive partnerships with parents, it is important to remember that parents have little ability to modify school/classroom environmental dynamics or to implement behavior interventions within the school setting. Just as educators would not call home for students demonstrating difficulty with division problems or reading a passage out loud in class, so too should they not call home for students failing to demonstrate an expectation, social skill, or procedure. For the most part, staff will address behavioral errors the same way they address academic errors through teaching, re-teaching, and acknowledging/correcting until the behavior is mastered.

That being said, there will be times when misbehaviors persist to the point where it is appropriate to contact parents regarding their child's behavioral challenges. Conversations with parents should include: identification of the behaviors of greatest concern (framed as an expectation, social skill, or procedural error), explanation regarding the interventions being implemented in the school setting, methods by which the school is monitoring the student's progress, and specific strategies as to how parents may support the school's efforts at home.

☐ ***Review discipline data for patterns and trends***

The less responsive a problem behavior is to remediation, the more intentional staff must become in understanding the dynamics driving the misbehavior. This problem-solving process should rely on a variety of data sources including Minor Offense Referrals, academic measures, and attendance records. The purpose of integrating data into a coherent whole is to identify the conditions in which an individual student is at greatest

risk for misbehaving — times of day, locations, subject areas, specific staff and/or students, etc.

☐ ***Meet with team/student to identify additional supports and/or collaborate with team, counselor, and/or administration***

Students who continue to demonstrate a pattern of misbehavior despite implementation of lower level interventions will require the efforts of a problem-solving team to construct a collaborative intervention plan. This problem-solving team may include: grade-level/academic team members, counseling staff, an administrator, a nurse, a resource specialist, etc. Depending upon the information gathered by the team, a variety of interventions may be recommended such as: providing targeted behavior skill development (group or individual), increasing the level of monitoring and feedback by staff, assigning a mentor, establishing individual student goals, scheduling a classroom observation, identifying functional factors, or enlisting the support of outside agencies.

Major Infractions Defined

Safety (High Level)

Threat -Student participate in or plans the delivery of a message which threatens the safety of the students, staff, and/or school building

Weapons/Combustibles - 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 event

Fighting-Student engages in physical contact with another individual that is aggressive and/or violent in nature that may result in injury and/or student employs mannerisms or language which conveys a challenge to fight or displays threatening, violent behavior.

Physical Aggression -Student engages in successful and/or unsuccessful attempts of any physical act directed toward another individual that is intended to cause harm

Sexual Harassment - Conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical

Safety

Drugs/Paraphernalia/Alcohol/Tobacco - 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 kind and/or knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, alcoholic beverage, or intoxicant of any kind

Fire Alarm - Student tampers with or sets off fire alarm

Inciting- Student repeatedly engages in language and/or behavior that incites, encourages, or promotes mean behavior, fighting, or aggression

Insubordination/Defiance - Refusal to comply which puts the safety of self or others at risk and/or student engages in a prolonged or high intensity failure to respond to peer or adult request which significantly disrupts the educational process.

Physical Contact - Student engages in physical contact with another individual that may result in injury and/or student engages in mutual physical contact that endangers a third party and inhibits safety

Bullying/Harassment - The repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Skipping Class/Inappropriate Location - Student does not attend class and/or arrives 5 minutes late without proper documentation and/or leaves the designated location without authorization and/or leaves the building without authorization

Non-Safety

Disruption - Student engages in purposeful or persistent behavior that interrupts or significantly disrupts the educational process

Theft (high monetary/personal value)- 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 and/or repeated instance of minor theft

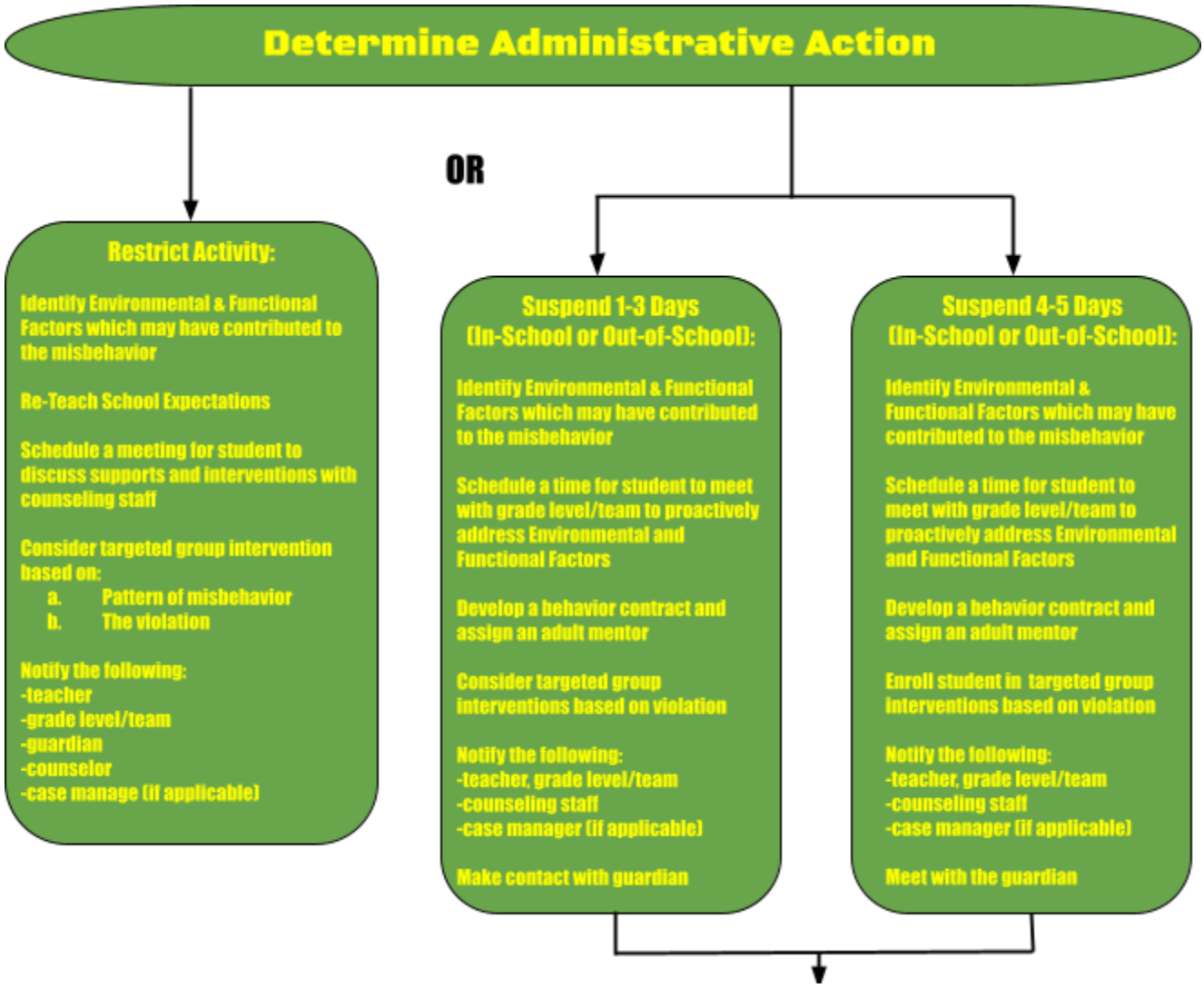
High Level Property Damage/Vandalism- Student participates in substantial destruction or disfigurement of property and/or student deliberately or repeatedly causes damage to school resources, another person's work or items of high personal or monetary value, which could or does result in the impairment or injury of the material/items.

Misuse of Technology -Use of school computer systems for illegal or harmful purposes. Using the school computer system for recreational, personal or commercial purposes. Sending or posting harmful material or engaging in other forms of social cruelty while using the schools network or technology.

Selling of anything-Students who are profiting from the selling of any object or service during school hours and/or on school property. The state defines school hours as: Midnight the day of until 30 minutes after the final dismissal.

Office Referral Flowchart:

MAJOR INFRACTIONS - Progressive Discipline Matrix

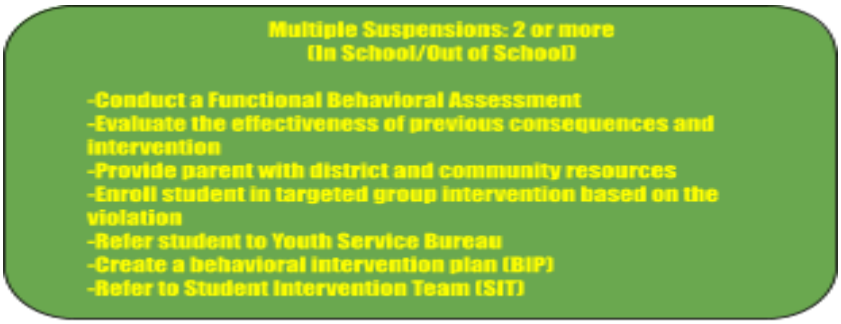


Connecticut State Law
Suspension from School

Sec. 10-233c. Suspension of pupils. (a) Any local or regional board of education may authorize the administration of the schools under its direction to suspend from school privileges a pupil whose conduct on school grounds or at a school sponsored activity is violative of a publicized policy of such board or is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process. In making a determination as to whether conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to: (1) Whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. Any such board may authorize the administration to suspend transportation services for a pupil whose conduct while awaiting or receiving transportation to and from school endangers persons or property or is violative of a publicized policy of such board. Unless an emergency exists, no pupil shall be suspended without an informal hearing by the administration, at which such pupil shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require, and further provided no pupil shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing pursuant to sections 4-176e to 4-180a, inclusive, and section 4-181a. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

(b) In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of such pupil.

(c) Whenever any administration suspends a pupil, such administration shall not later than twenty-four



hours after the suspension notify the superintendent or such superintendent's designee as to the name of the pupil against whom such disciplinary action was taken and the reason therefor.

(d) Any pupil who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations which such pupil missed during the period of suspension.

(e) For any pupil who is suspended for the first time pursuant to this section and who has never been expelled pursuant to section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

(f) Whenever a pupil is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a pupil graduates from high school, or in the case of a suspension of a pupil for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the pupil graduates from high school, or (2) if the administration so chooses, at the time the pupil completes the administration-specified program and meets any other conditions required by the administration pursuant to said subsection (e), whichever is earlier.

(g) On and after July 1, 2015, all suspensions pursuant to this section shall be in-school suspensions, except a local or regional board of education may authorize the administration of schools under its direction to impose an out-of-school suspension on any pupil in (1) grades three to twelve, inclusive, if, during the hearing held pursuant to subsection (a) of this section, (A) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (B) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (ii) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or (2) grades preschool to two, inclusive, if during the hearing held pursuant to subsection (a) of this section, the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the local or regional board of education, as determined by such board. Nothing in this section shall limit a person's duty as a mandated reporter pursuant to section 17-101a to report suspected child abuse or neglect.

Advisory Homeroom (PK-8)

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

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

Extra-Curricular Activities:

Athletics:

Interscholastic Athletics:

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

Participation:

- Students in grades 6, 7, and 8 are eligible to try out for all athletic teams. If there are not enough students, participation will be open to 5th grade. .
- All students are required to have a physical examination in order to participate. Only one physical examination is required if a student participates in more than one sport per school year.
- Students are required to have parental permission.
- Team selection will be made by coaches based on their judgment of skills and abilities, *however extraordinary efforts should be made to ensure that all motivated students are provided the opportunity to participate. Priority may be given to students in upper grades when necessary to maintain a reasonable number of participants.*
- Games/practice will generally occur four times per week during the playing season. Students who need to ride the late bus may leave practice at 4:25 p.m. On occasion, circumstances such as inclement weather, events using the gymnasium may preempt scheduled sports activity. i.e. concerts, Science Night.
- Students may not participate in a practice or a game on the day they are absent from school or arrive after 11:00 a.m. Exception: An office excused absence, i.e. doctor's appointment.
- All team members are expected to respect opponents, officials, coaches, and spectators as well as behave in an appropriate manner in locker rooms, gymnasium and playing fields. Abuse may result in complete or partial suspension from a team.
- Coaches determine the amount of playing time that each team member receives, based upon such factors as individual skill level, one's ability to contribute to the team effort, the prevailing game conditions, effort during practices, as well as other considerations. At times, both coaches may informally agree to an extra period of play, in order to give game experience to less skilled sports participants.
- Players are to remain in their rooms until called down by the office for practice and games. This will include managers, timers, and scorekeepers on game day.
- Upon completion of games or practice, players will wait in the lobby for their parents under the supervision of the coach. No one is allowed to go outside until his or her parents have arrived.
- Parents are expected to pick up students at the arranged times for games and practices. Failure to do so may result in exclusion from participation.

Academic Eligibility

Students are expected to maintain appropriate academic standings comparable to their academic abilities. Students who fail to satisfy this standard may be ineligible to participate.

Behavioral Eligibility

Students are expected to maintain appropriate standards for behavior. Students who fail to satisfy this standard may be ineligible to participate in the school sports program. Any student who misses three practices and/or games due to behavioral detention or other unexcused absences may be subject to loss of membership on that team. Students receiving an in-school suspension may not participate in a game or practice the day the consequence is served, at administrator discretion. A student receiving an out of school suspension during a given marking period may be ineligible to continue to play/participate on the team for the remainder of the marking period.

Student Spectators:

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

Assemblies:

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

Clubs:

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

Math Counts
Writing Club
Yearbook
Science Quiz Bowl
Video Yearbook

Dances (Grades 7 & 8):

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

- Students who receive a detention may not attend a dance until the detention is served.

Student Council:

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

Library/Media:

Library Circulation Policies:

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

Movies and Screen Time:

Classroom time for teaching and learning is limited because active rather than passive modes of instruction are more beneficial to students. Limiting overall screen time is a societal challenge in which we must do our part. Therefore, movies, including feature length movies and clips, are to be used appropriately and sparingly, and only when directly related to the curriculum and with administrator approval. In order to promote socialization during non-instructional times, teachers should use strategies that encourage student interaction and do not include video.

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

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

Movies shall **not** be used for recreation, entertainment, or reward.
The following ratings will be used:
Only G-rated movies may be used at the elementary level.
Only P.G. or P.G.-13 movies may be considered at the middle-school level.

Teachers must preview all movies before showing them their students.

School-Wide Support:

Special Education:

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

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

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

504 Accommodations Plan, Referral to Special Education:

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

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

Supporting Student Learning:

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

Student Intervention Team (SIT):

The SIT process is used to create an intervention plan for a student. This process examines students who have failed to demonstrate adequate progress in response to differentiated instruction and interventions designed by the classroom teacher and the grade level collaborative team. Teachers refer students for SIT using the SIT referral forms. Prior to referring a student, teachers would have consulted with appropriate faculty members, including school psychologist, math and/or reading specialist, and administration. Teachers are encourage to make this communication early to insure that we are providing the best possible learning supports for each student.

Reading and Math Support/Intervention:

Intervention (remediating) in reading and mathematics is overseen and implemented by Mandy Makuch, Elementary Reading Specialist, Gina Burnham, Middle School Reading Specialist, Shawn Dimmock, Elementary

Math Specialist, and Jack Champagne, Middle School Math Specialist. In many cases, students may receive temporary support without a recommendation from the SIT.

ESL Support

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

Appendices:

Gift and Grants Solicitation and Acceptance

Abuse of Children: BOE Policy 006.15

Staff Acceptable Use Policy

Bullying Policy and Report Form

Crisis Services and Management Policy

Emergency Procedures

Live Animals in the Classroom

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

Complaint Resolution Procedure

Discrimination Grievance Procedure and Form

Asbestos

Pesticide Application

Gift and Grants Solicitation and Acceptance

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

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

Protocol for Solicitation and Authorization

a. No member of the staff will solicit gifts for any purpose without receiving proper prior authorization from a district Administrator. The Ashford School Principal or Special Services Supervisor may approve gifts that are valued up to $500; gifts of a value in excess of $500 require approval of the Superintendent. The District Office will provide a form for staff to use to document solicitation authorization requests, the donor/grantor's conditions for acceptance, and approval/disapproval.

b. Any gift offer or solicitation request that is not approved shall be promptly reported to the offeror or requesting solicitor with the reason(s) for disapproval.

c. All gifts in excess of $500 shall be reported to the Board of Education at the next regularly scheduled meeting from which the gift is constructively received.

Criteria for Acceptance

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

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

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

Policy Reference: Series 3000 - GIFTS, GRANTS, AND BEQUESTS TO THE DISTRICT
Issued: May 5, 2016

Abuse of Children

006.15 Reported Suspected Child Abuse - Neglect

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

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

Child Neglect: defined as a child under the age of eighteen who has been abandoned, or is being denied proper care and attention, physically, emotionally, or morally, or is being permitted to live under conditions, circumstances, or associations injurious to his/her well-being or has been abused.

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

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

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

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

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

1. names and addresses of the child and his parents or responsible care giver
2. child's age and gender
3. nature and extent of injury(ies), maltreatment or neglect
4. approximate date and time the injury, maltreatment or neglect occurred
5. the circumstances in which it became known to the reporter
6. information about previous injury, maltreatment or neglect of the child or siblings
7. name of the person suspected to have caused the injury, maltreatment or neglect
8. any other information the reporter believes would be helpful
9. any action taken to treat or help the child.

How to report

- Mandated reporters must report orally to DCF or law enforcement agency **within 24 hours** of suspecting that a child has been abused. **This includes reports in which a school employee is the suspected perpetrator;** under former law, such reports were made to the Superintendent or his/her designee.

- **If the oral report is made to DCF and includes all of the required information contained on the DCF-136 form, if known, a written report is not required.** However, we recommend that you file a written report after you make an oral report by telephone, and provide a copy to the Principal and keep a copy for your personal records. **If reports are made directly to the police, then a written report must be submitted to DCF within 48 hours.**

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

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

Anonymity

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

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

- when court activity to protect a child requires the Department to call the reporter as a witness.

- in any report resulting in criminal prosecution, when the Department is mandated to share the case record and all information with the state's attorney or designee.

- Unless the reporter has authorized disclosure, in all cases in which a parent or legal representative wishes to review the case record, DCF shall protect the identity of the reporter by eliminating all references to the reporter's name or any identifying information.

Immunity and penalty

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

Informing the family

- Mandated reporters are under no legal obligation to inform parents that they have made a report to DCF about their child. However, depending on the circumstances, it may be necessary and/or beneficial to do so.

- When a child is suspected of being abused or neglected by a member of the staff of a private or public school or an institution that cares for the child, the person in charge of the school or facility **must**

immediately notify the child's parent or other person responsible for the child's care that a report has been made.

- Health care professionals **may need** to talk with parents to assess the cause of a child's injuries.

- However, in cases of serious physical abuse of sexual abuse, it may **not** be wise to talk with parents before reporting the case to DCF. This may put the child at greater risk and interfere with a possible criminal investigation.

Investigation of abuse or neglect report

- DCF is responsible for immediately evaluating and classifying **all** reports of suspected abuse and neglect. **This includes reports in which a school employee is the alleged perpetrator;** previously school superintendents investigated these reports.

- **If the report contains sufficient information to warrant an investigation, DCF must make its best effort to begin an investigation within two hours if there is an imminent risk of physical harm to a child or another emergency; and within three days for all other reports.**

- **In all cases, DCF must complete the investigation in 30 calendar days.**

- **When conducting a child abuse or neglect investigation, DCF or a law enforcement agency must coordinate activities to minimize interviews with any child.**

- DCF must obtain consent of the parent, guardian or person responsible for the child's care for any interview unless DCF has reason to believe such person or a member of the child's household is the alleged perpetrator.

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

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

Abuse by a school employee

- School superintendents **must** suspend a public school employee (in a position requiring a certificate) when the investigation produces evidence that the employee abused a child. (Previously, this was allowed, but not required.) The suspension will be with pay, will not diminish or terminate the employee's benefits, and will remain in effect until the local Board of Education takes action.

- The superintendent may suspend any other school staff member in similar circumstances.

- The state's attorney must notify the superintendent, or supervising agent of a non-public school, and the Commissioner of Education when a certified school employee, or any person holding a certificate issued by the State Board of Education, is convicted of a crime involving an act of child abuse **or neglect.**

- Any private school or public or private institution or facility providing childcare may suspend a staff person when an investigation produces evidence that the person abused a child. The suspension must be with pay, not diminish or terminate an employee's benefits, and remain in effect until the investigation is completed.

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

If you are unsure if a situation is reportable under the law, feel free to call the Child Protection CARELINE; the social work staff will be happy to discuss the situation with you. If you have any questions, feel free to call the Eastern Region Willimantic office at 860-450-2000, or the DCF Public Affairs & Information Office at 860-566-2497.

Bullying

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

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

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

Conduct that occurs off-campus (e.g. harassment over the Internet, physical intimidation in the community is not bullying under Board Policy. While not considered bullying conduct that would otherwise be considered bullying occurring off-campus (outside of school-sponsored activity) may subject the perpetrator to disciplinary action Discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the education process.
BOE Policy 5131.911 (a) (b), on web site and located in the Superintendent's Office.

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

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

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

A comprehensive program involving everyone in the school and the community, to address bullying at all school levels, is essential to reducing incidence of bullying. Such a program must involve interventions at any and all levels, school-wide, classroom, and individual.
The District's program:

1. Permits anonymous reports of bullying by anyone and written reports by parents or guardians, or employees;

1. Requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive;

1. 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.

1. Requires the school to maintain a publicly available list of the number of verified bullying acts that occurred there, whether student or adult;

1. Requires the school to have an intervention strategy for school staff to deal with bullying, including language about bullying in various codes of conduct; and

1. Requires notice to parents or guardians of all students involved in a verified act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying. In a similar manner, a written record will be placed in the personnel file of an offending member of the staff, in accordance with employee contracts.

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

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

This policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent. A template shall be designed for anonymous reporting through the use of a computer. Access to the report will be restricted to the administration to protect the identity of the reporter. Activities for prevention and intervention will be provided throughout the year (example: posters, skits, speakers, etc.) The focus of discipline will be "education", as opposed to simply punishment. Any record may be cleared upon satisfactory change of behavior. The degree of severity will relate to the grade of the child or the experience of the employee. The record will indicate the offense and the degree of severity of each individual incident, whether student or staff.

Crisis Services and Management Policy

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

Purpose

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

Membership

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

- Superintendent
- Principal
- Assistant Principal
- School Psychologists/social workers/school counselor
- School Nurse
- Appropriate Instructional Staff

Crisis Issues

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

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

Resources

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

- State Department of Education Guidelines
- District Policy
- School Programming

- Guidelines for Dealing With the Effects Of A Death
- Guidelines for Dealing With Students At Risk

of Suicide

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

Media Policy

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

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

Emergency Procedures

Purpose: To provide a clear chain of command which will be used in the event of an emergency situation in the school. The emergency can involve a student, staff member, or visitor and can be limited to a single individual or multiple involvements.
You are encouraged to obtain your C.P.R. (Cardiopulmonary Resuscitation) certification from either the American Red Cross or the American Heart Association. It would also be to your advantage and the school if First Aid certification can also be obtained.

General Emergency Procedures:

1. An adult must stay with the injured and remain CALM.
   a. Send somebody to notify the school nurse.
   b. If the nurse is not in her office, notify the school principal or secretary to page her.

2. Keep the person as quiet and comfortable (including warmth) as possible. DO NOT MOVE the person and urge him/her to remain as they are.

3. Depending upon her assessment of the emergency, the school nurse will:

Major emergency:

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

Minor emergency:

- administer first aid procedures;
- notify parent(s)/guardian of incident and any recommended follow-up care, including the need for referral to medical/dental care if appropriate;
- if transportation for medical care is needed, and the situation is not deemed to be an emergency requiring ambulance transportation, it is the responsibility of the parents/guardian to provide such transportation. School personnel are unable to provide transportation.

1. The school Principal, upon notification that a major emergency situation exists, shall:
   a. designate an adult to call the ambulance;
   b. notify the Superintendent of the situation;
   c. direct the ambulance personnel where the injured person is located;
   d. determine, from the child's health card in the nurse's office, the preferred hospital, if any, and the child's primary health provider or doctor;
   e. notify the parents/guardian/next of kin of the situation and the actions taken;
   f. proceed to the emergency location to provide assistance; and
   g. in the event the school nurse is unavailable, the Principal shall designate a staff member with first aid training to assess the situation.

1. The person designated to notify the ambulance shall:
   a. call 911 and report the following information:
      - their name, location (Ashford School) and telephone number;
      - the service requested, i.e., ambulance;
      - the exact location of the injured person, which entrance is closest, and that someone will meet the ambulance to further direct them; and
      - the nature and status of the emergency as reported by the school nurse.

   b. remain at the telephone to facilitate communications as needed. NO information is to be given out to any person other than the parents, guardian or next of kin.

Post-Emergency Procedures

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

Protocols for emergency procedures:

- Standing orders of the school physician shall be reviewed annually for relevance and currency and signed by the physician.
- Health policies shall be reviewed annually and revised according to State of Connecticut requirements and/or the school's standing.
- Each child with a known medical condition shall have an individual emergency plan based upon parents' input, the child's primary health provider's input and/or the standing orders of the school. This

emergency plan shall be kept in the nurse's office with the child's records. It shall be updated annually or as necessary.

- Children with potentially severe medical conditions shall be listed annually, according to class, on a master list to be distributed to each teacher and the principal. This information is confidential and is not to be posted publicly or left where others can gain access to the information.
- The nurse shall meet with each teacher regarding the medical conditions of the students in his/her class.

Specific Medical Emergencies:

Bee/Insect Stings:

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

Convulsions:

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

Electrical Shock: PROTECT YOURSELF FIRST

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

Foreign Object in Throat:

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

<u>Heimlich Maneuver:</u>

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

Massive hemorrhage: Using gloves and universal precautions:

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

Poisoning:

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

Chemical burn of the eye:

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

Major burns:

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

Accidental loss of tooth:

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

Other suggestions, for dealing with students with health problems:

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

Live Animals in the Classroom:

Instruction

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

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. The Principal has the discretion to permit or deny the presence of animals.
- Parents/guardians must be notified in writing prior to any activity involving animals.

- Students and teachers with allergies must receive special consideration before animals are brought into a school. Prior to any exposure to animals in school, the teacher should be aware of any condition such as allergies that could be exacerbated by exposure to animals. Appropriate and reasonable accommodations will be accorded to protect the health of such individuals.
- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.
- No domesticated animals, including dogs, cats, primates, or livestock, shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided. Students will not handle any domesticated mammal that is too young to be immunized for rabies.
- No wild animal (i.e., skunks, raccoons, bats, groundhogs, monkeys, or fox) shall be allowed unless under the control of an individual trained in the care and management of the animals (i.e., zookeepers, docents, veterinarians, etc.)
- All animals brought for exhibit must be restrained by the owner/handler.
- No poisonous animals are allowed unless brought in cages/containers that prevent contact with students and faculty.
- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in the school.

6163.3(b)

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

6163.3(a)

Policy adopted: January 3, 2002 ASHFORD SCHOOL

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

Nondiscrimination

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

Equal Employment Opportunity

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

Equal Education Opportunity

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

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

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

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

Admission
Use of School Facilities
Vocational Education
Competitive Athletics
Student Rules, Regulations and Benefits
Financial Assistance
School-sponsored Extracurricular Activities

Enrollment in Courses
Counseling and Guidance
Physical Education
Graduation Requirements
Treatment as a Married and/or Pregnant Student
Health Services
Most Other Aid, Benefits or Services

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

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

Sexual Harassment

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

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

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

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

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

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

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

Complaint Resolution Procedure:

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

Discrimination Grievance Procedure and Form

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.

Federal Law
Title VII of the Civil Rights Act 1964
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).
American Disability Act of 1989.
Chalk v. The United States District Court of Central California.
Title IX of the Education Amendments of 1972.
Civil Rights Act of 1987.

Policy adopted: August 13, 1998, ASHFORD SCHOOL
Ashford, Connecticut 0521 - Appendix A

Discrimination Grievance Form

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

Superintendent of Schools at 860-429-1927

Name of Presenter/Complainant: _____

Employee:_____ Employment Applicant:_____

Student:_____

Parent/Guardian:_____

Home address:_____

Phone:_____ Date of Claim:_____ Date of Incident:_____

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).

2. Please attach any additional information/documentation as necessary.

Signature of Presenter:_____

Signature of Civil Rights Coordinator:_____

Date Received:_____

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

Asbestos

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

Pesticide Application

Pesticide Application
(Effective as of August 2000)

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

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

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