

**FRANCIS WALSH INTERMEDIATE SCHOOL  
PARENT/STUDENT HANDBOOK 2018-2019**

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Douglas E. Cucchiarelli, Vice Principal Grades 5/6

Peter J. Anaclerio, Vice Principal Grade 7/8

## **MISSION STATEMENT**

**Francis Walsh Intermediate School's mission is to provide a safe educational environment that is conducive to learning.**

**Our community strives to empower and inspire all students to cultivate the knowledge, skills, and adaptability necessary to become lifelong learners.**

**Walsh Intermediate School encourages individuals to pursue high achievement, embrace diversity, and assume civic responsibility in our dynamic, global society.**

# Francis Walsh Intermediate School

**Raeanne M. Reynolds**

*Principal*

**Douglas E. Cucchiarelli**

*Vice-Principal*

**Peter J. Anaclerio**

*Vice-Principal*

September 2018

Dear WIS Parents and Students:

Welcome to 2018-2019! I look forward to working with students, faculty and families toward another successful year. WIS has established goals that align with the district's vision. This year our goal is to:

***Create a positive, collaborative, trusting environment that encourages risk taking among all school community members.***

In order to accomplish our goal, we need your input and support in collaborating and building trust with all stakeholders throughout the year. I encourage you to become involved in a variety of different ways such as: attending school sponsored events, being part of the PTA, and supporting your child socially, emotionally, and academically. In order to ensure success, you and your child can familiarize yourselves with the 2018-2019 WIS Handbook. The handbook includes an overview of the curriculum, behavior and discipline expectations, and general guidelines of the school's operations. It will be important to review the handbook with your child.

Part of the school goal this year is for our students and staff to create a positive, collaborative culture that will allow all learners to grow. Being familiar with the handbook will allow all participants to share a common understanding of how your child can best participate here at the Walsh Intermediate School. If you have any questions, feel free to contact your child's teacher, school counselor, or any of the administrators.

Sincerely,

Raeanne M. Reynolds Principal

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## GENERAL INFORMATION

**Hours Regular School Day:** 7:50 am-2:50 pm Homeroom Period begins at 7:50am

**Minimum Day:** 7:50 am-12:40 pm Homeroom Period begins at 7:50am

**90 Minute Delay Day:** 9:20 am-2:50 pm Homeroom Period begins at 9:25 am

### **Before School:**

No student should arrive at school before 7:30 Upon arriving at school, students are to go to lockers to put away coats, backpacks, etc. and to get their books and materials for morning classes. 5th Graders are expected to be seated in the Dining Commons for the first two days of school. 6th, 7th and 8th Graders should report to their homeroom.

### **After School:**

No student should remain in the building after school unless required to do so for extra help, extracurricular activity, detention or similar activity which is supervised by a school faculty member. Any student who wishes to remain for an activity and needs to take the late bus home, must sign up in the morning for the appropriate color late bus. They will be given a pass at the time the late bell bus rings by the receptionist.

**Late Bus: Tuesday, Wednesday and Thursday 3:45 pm**

### **NO LATE BUS ON MONDAY, FRIDAY, OR MINIMUM DAYS**

Students who stay after school for extra help, activities, or detention and want to ride the Late Bus home **MUST SIGN UP BY 2:00 PM** at the receptionist desk and must present a pass from his/her teacher to get a late bus slip from the receptionist. The sign-up sheet is located at the Receptionist Desk. Include student name, supervising teacher's name, and reason. If the late bus sign-up sheet is full, students need to find an alternative way of getting home.

No student may stay after school on Mondays, as teachers are involved in meetings. Any student staying after on Fridays will need to arrange his/her own transportation home. Students waiting for the arrival of the late buses are expected to behave in an orderly fashion and to cooperate with the supervising teachers at all times. There should be no tree climbing, bike riding, skateboarding, profanity, horseplay or physical contact with other students. Ignoring these rules will result in loss of a student's after school and/or late bus privilege.

### **Tardiness:**

**Students arriving after 8:00 will be considered tardy, and will be expected to sign in at the receptionist desk to receive a pass for class.**

**Tardiness to school:** During the course of the year, a great deal of instructional time is lost due to tardiness. **Students are expected to arrive at school BEFORE 7:55 A.M.** Students who are going to arrive late to school **MUST** have a parent note explaining the reason for late arrival. Any student arriving late to school must check in at the receptionist desk. It should be noted that **OVERSLEEPING OR**

**MISSING ONE'S BUS ARE NOT EXCUSES FOR ARRIVING LATE** to school.

**Additionally, three tardies will be treated as one absence in determining overall attendance for the year.**

**Tardiness to class:**

Students are expected to arrive at all classes on time. A bell will ring at the start and end of class. Students should be in their seat when the bell rings to begin class. If for some legitimate reason you are detained prior to a class, **IT IS YOUR RESPONSIBILITY TO GET A PASS** from the person with whom you were with and to show that pass to your teacher upon arriving at class. If for any reason you cannot locate your class, report to the receptionist immediately.

**Personal Property**

**We encourage students not to leave electronic devices, pocketbooks, articles of clothing, books or other personal items unsecured. The school is not insured against loss of personal items students bring to the building. We strongly urge students to refrain from bringing items which might invite theft to school.**

**Lockers:**

Grade level teachers will develop a locker schedule for students. Students should only be at their lockers with permission from teachers other than assigned locker time. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The administration and/or law enforcement officials may search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The administration shall maintain a list of all locker combinations.

Students should use lockers as intended to secure items inside. Make sure you turn the dial a few times after locking so the lock is not left at the last number of the combination. Do not interfere with the regular operation of the lock or door. If your locker fails to close securely, inform the office immediately so it can be fixed. Students wishing maximum security for their lockers may supplement the built-in combination locks with locks of their own.

**Under no circumstances should any student open or attempt to open any locker other than their own, nor should students share their combination or their locker with anyone except their locker partner. Violation of locker use procedures will result in students losing their locker privileges, and possible suspension depending on circumstances.**



Students are especially reminded that valuables should not be left in gym lockers but should be stored in students' regular lockers. If a student forgets, the item should be given to the physical education teacher for safe keeping. THE SCHOOL CANNOT BE RESPONSIBLE FOR ANY ITEMS MISSING FROM LOCKERS.

**Backpacks and Other Tote Bags:**

Backpacks/tote bags should be kept in students' lockers and not brought to class areas. Students are able to organize their book needs before school upon arrival and, for afternoon classes, by visiting their lockers on their way to lunch. Fifth and sixth grade class areas are equipped with cubbies where students can keep textbooks and notebooks.

**NEW PASS SYSTEM:**

**OFFICE/ NURSE/ COUNSELOR/ TEACHER REQUESTS PASS**

If a staff member asks for a student to leave the room then that staff member needs to provide a special pass. Students who are requested by staff member to the office, to a counselor, or have routine visits (medication, blood sugar check etc.) to the nurse can use the special "Pink" pass. Teachers will be provided with these passes and will administer them accordingly. Specialized laminated passes based on behavior, medical or RTI plans can be generated by team, admin, or counselor for special circumstances. VP administrative assistant can help to create.

**Lunch Room:**

When in lunch, students will use the passes provided from the lunch monitor. Students will also be required to sign out using the Daily Pass Log. Visits to the bathroom during lunch will not be part of the 2x per day. Two boys and two girls will be allowed to leave the lunch room at one time.

**Recess:**

A staff member will be stationed at the recess doors and will buzz students in accordingly. The adult will monitor and keep track of how many students entering. Only 1 boy and 1 girl should be allowed to use the bathroom at any one time. The adult will be provided a log at the recess doors for students to sign in and sign out. Visit to the bathroom during recess will not count towards the students 2x a day pass.

**Student-to-Student Damage of Personal Property:**

In the event one student damages another student's property on school grounds, the school is not responsible for replacing or paying for the damaged product. The school administration will facilitate the exchange of information between the parties, if both parties agree to do so. In addition students may or may not receive consequences, depending on the circumstances resulting in damaged property.

## **Electronic Devices:**

Walsh Intermediate School has increased the availability of technology for all students; therefore, there is no need for additional smart devices. Students will not be allowed to keep or carry cell phones on them during the day. All students will be asked to keep cell phones locked in their lockers. Teachers and all staff that are monitoring the hallways or lockers need to observe and remind students to secure personal devices in the lockers. If you see a child with a device you must ask them to give it to you. Students should not be carrying cell phones or have them on their person. If an option, you can bring it to one of the administrator's administrative assistants. If you are unable to leave your class, you can call for a security guard to retrieve the phone and deliver it to the office. **The receptionist or the administrative assistants can notify the parent to pick up the phone during office hours.**

The following list of consequences will be put into place for students who do not comply with these expectations:

**First Offense:** The phone/electronic device must be given to a staff member.\* It will be stored for the remainder of the day in the main office and- returned to a parent or guardian. The main office closes by 3:30. If the parent is unable to pick up the phone it will be secured in a vault until the parent is able to pick it up.

**Second Offense:** The phone/electronic device must be given to a staff member.\* This second offense will be recorded. A parent/legal guardian must pick up the device at the main office during school hours (8:30-3:30 pm). The student will receive community service aligned with the school's Core 4. The student will also be administered an office detention.

**Third Offense:** The phone/electronic device must be given to staff member\* and will be documented and stored in the main office and picked up by parent/legal guardian during school hours. The student will be referred to the administrator and consequence for non-compliant behavior may result. A parent meeting with the school counselor and/or administration.

\*Additional consequence for insubordination can be given if a student refuses to turn over their device.

The school is not responsible for the loss of breakage of any personal device. The school is also not responsible if the phone is stolen.

**\*Additional consequence for insubordination can be given if a student refuses to turn over their device.**

## **WIS Classroom Practices for Appropriate Technology Use**

### **Distribution and Care of Equipment**

- Take only the Chromebook you are assigned.
- Pick it up from and return it to the designated slot.
- Carry it carefully to your desk with both hands.
- When walking anywhere with a Chromebook, the screen should be closed and the Chromebook carried securely. DO NOT pick up by the screen.

- Report any broken pieces or malfunctions to your classroom teacher immediately. DO NOT pull off keys or other pieces.
- Be gentle with machines. NO FOOD or DRINK out during use of Chromebooks. Use of Equipment
- Visit only approved websites related to the lesson. DO NOT sign-up or download anything without permission.
- When the teachers ask for your attention, stop what you are working on, eyes on the teacher and wait for further instruction.
- Only alter docs that belong to you or if given permission by the owner. Leave only appropriate comments or posts for class.
- Chromebooks should be placed on a stable location. Never hold devices in your lap.
- Keep your passwords confidential.

Acceptable Use of the Internet Please refer to the District’s website for the complete Board Policy 4118.5, Acceptable Use of the Internet. Students and staff must understand and practice proper and ethical use of the Internet. All students and staff must attend at least one session regarding procedures, ethics and security involving using Internet. This training is required before receiving an account name and password in order to use the system.

### **1. Acceptable Use**

a) The purpose of Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the education objectives of Branford Public Schools. Access to the Internet is made possible through an appropriate provider to be designated by Branford Board of Education at its sole discretion. Branford Board of Education and all users of the Internet must comply with existing rules and Acceptable Use Policies, which are incorporated into this document and are available from Branford Public Schools.

b) Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighting material, threatening or obscene material, or material protected by trade secret.

c) Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

### **2. Privilege:**

The use of the Internet is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege. The Branford Board of Education, under this agreement, delegates authority to the administrator or his/her designee to determine appropriate use and may deny, revoke, suspend or close any user account at any time based upon its determination of inappropriate use by account holder or user.

### **3. Monitoring:**

The Branford Board of Education and the Branford Public Schools shall respect the privacy of user

accounts but reserves the right to review any material on user accounts and to monitor file server space when it is deemed appropriate or necessary.

Appropriate use of electronic technology: Any student found using the school's computers or other technology resources in an inappropriate manner will be subject to suspension from school and/or loss of computer privileges.

Students need to be aware that technology use which occurs after school hours and/or off school grounds often carries over into the school, and in such cases will become a school issue, in accordance with the law and Board policy. Sending inappropriate email, text, pictures, etc. could also be considered a criminal offense.

**Laser pointers:**

The possession of laser pointers is strictly prohibited at all times.

## **WIS EXPECTATIONS FOR STUDENTS**

**ACADEMIC EXPECTATIONS** A core belief at WIS is that all students can learn. We understand that all students do not learn at the same rate or in the same way. As the student, you are expected to put forth your best effort to learn and grow to your full academic potential.

**Students at Francis Walsh Intermediate School will demonstrate:**

- Effective communication skills through reading, writing, speaking and listening.
- Computational, conceptual and other mathematical skills necessary to solve multi-step problems.
- The ability to use and integrate computers and other forms of technology for the purpose of attaining knowledge and incorporating information literacy skills.
- Understanding of basic scientific concepts, processes, and methods of inquiry, and an ability to apply them to laboratory and real world experiences.
- Knowledge of American History, World History, Geography, and current events to become informed citizens in a global society.
- Taking a critical stance, effective analytical and problem solving skills.
- An appreciation for the visual and performing arts.
- The ability to utilize the resources of a Media Center to promote independent study and inquiry.
- An initial understanding of world languages and cultures.
- Knowledge of how to develop personal health and fitness habits that enhance physical, social, emotional and intellectual wellness.
- Personal goals as they relate to future educational and career opportunities.

**The administration and faculty at the Francis Walsh Intermediate School will provide:**

- A safe and secure environment conducive to learning and mutual respect
- A comprehensive, challenging, integrated, and interdisciplinary curriculum that enables all students to meet their

intellectual, social and emotional potential

- A variety of instructional and assessment methods that meet the diverse learning styles of all students
- Recognition of the achievements and contributions of students and staff
- Extra-curricular and community service learning opportunities
- Programs and activities which will further strengthen the partnership among school, student, home, and community
- Support services and programs to meet the intellectual, social and emotional needs of each student
- Opportunities to reflect upon the school's mission statement, and district wide goals and objectives on an annual basis.

## **CURRICULUM**

Curriculum development at BPS is a cyclical process in order for staff and students to remain current with the Branford Public Schools Global Learning Competencies. Curriculum writing for content areas is a two year process of drafting, editing, revising, piloting, revising again, and implementation. In the 2015-2016 school year the curriculum writing cycle began for English Language Arts and Mathematics followed by Science in the 2017-2018 and 2018-2019 school year. The write ups for the content areas will change as the curricula is updated.

### **English Language Arts**

The English Language Arts curriculum is designed for understanding as students continue to grow as a reader, writer, researcher, speaker, and critical thinker. In grades 5-8, students will engage with literary and informational texts on or slightly above their independent reading level in a small group setting with their peers. As students interact with their peers about these texts, they will be required to participate in performance tasks which will provide the students with an authentic application of the skills gained in the units. Students will be composing arguments, developing and conducting a research question or topic that is of particular interest to them, analyzing aspects of texts through literary analysis, and crafting narratives that are a reflection of their individuality. It is through formative assessments, other summative assessments, as well as the performance tasks that students' achievement towards and mastery of standards in reading, writing, speaking and listening, and language will be assessed.

### **Mathematics**

The Math curriculum is designed for understanding as students continue to grow as mathematicians. The curriculum seeks to deepen students' ability to use mathematical reasoning, make conjectures, and justify and communicate their conclusions in order to solve math problems that arise in the real world. The math common core standards help to shape the direction and focus of each unit while the practices (listed below) mirror the instructional beliefs at WIS.

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others

- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure

\*In 2016-2017, two programs were piloted and adopted as primary resources in math: *Bridges in Mathematics* in grade five and *enVisionMath 2.0* in grades six through eight. These resources are used to help guide the curriculum.

## **Math Course Overview**

### ***Grade 5 Math***

- Expressions, Equations, and Volume
- Adding and Subtracting Fractions
- Place Value and Decimals
- Multiplying and Dividing Whole Numbers and Decimals
- Multiplying and Dividing Fractions
- Graphing, Geometry, and Volume
- Division and Decimals
- Solar Design

### ***Grade 6 Math***

- Rational Numbers
- Algebraic Expressions, Equations and Inequalities
- Ratios and Proportional Reasoning
- Geometry
- Data and Statistics

### ***Grade 7 Math***

- Rational Numbers- operations with rational numbers, converting fractions to decimals, applying rational number operations to solve real-world problems
- Ratios and Proportional Reasoning- proportional reasoning, applying proportional relationships to problem solving
- Expressions and Equations-algebraic reasoning, patterns
- Geometry-2D and 3D geometry, apply angle relationships to problem solving
- Inferences and Probability-inferences about populations, understanding probability using different modalities

***Grade 7 Accelerated Math***- includes all the content domains from *Grade 7 Math* and the content domains from *Grade 8 Math*. The pace and scope of the course presents a significantly greater challenge than *Grade 7 Math*. This acceleration is available for seventh grade students who demonstrate proficiency with concepts and readiness for a more rigorous math course.

### ***Grade 8 Math***

- Exponents and Pythagorean Theorem-rational and irrational numbers, properties of exponents, and operations with scientific notation, transformations, congruence, similarity, application of

volume

- Analyze and Solve Linear Equations-algebraic reasoning, application and analysis of the coordinate system, solve and apply systems of equations
- Linear Functions-function rules, different representations of functions, power functions
- Systems of Equations
- Geometry-transformations, Pythagorean Theorem, congruence, similarity, application of volume
- Bivariate Data-Statistics, association between two quantities, line of best fit

### ***Algebra 1***

- Relationships Between Quantities and Expressions
- Reasoning with Linear Equations and Inequalities
- Modeling and Analyzing Quadratic Functions
- Modeling and Analyzing Exponential Functions
- Comparing and Contrasting Functions
- Describing Data

## **Mathematics Course Criteria for Acceleration at Walsh Intermediate School**

### ***Criteria for Math Acceleration*** (beginning in 2018-2019 school year)

Student placement in an accelerated math course at WIS is informed by the use of multiple data points. In order for students to be considered for 7 Accelerated Math or Algebra 1 at WIS, results from STAR, Smarter Balanced Assessment, teacher recommendation, as well as the students' course grades in math will help to determine a student's' readiness for acceleration. In order for a student to remain in 7 accelerated math they must maintain a B- or higher. If any student in 7 accelerated math is not maintaining a B- or higher by mid term, the teacher will reach out to parents through a phone call to discuss the student's progress. A student in 7 accelerated math will be recommended for 8th grade math using multiple data points including end of year grade of B- or lower, STAR, SBA, and teacher recommendation. Movement in or out of accelerated math can happen at any point during the school year based on the following criteria:

### ***Grade 6 to 7 Accelerated***

- Exceeds the expected achievement level (4) as indicated by the Smarter Balanced Assessment in Mathematics
- Meets the expected achievement level (3) as indicated by the Smarter Balanced Assessment in English Language Arts/Literacy
- Score a 4 on the spring administration of the STAR assessment
- Maintain a A- or higher in every quarter of 6th grade math
- Teacher recommendation that indicates a student's ability to demonstrate strong collaborative skills as well as independence as a learner

***Grade 7 Eligibility for Algebra I***

- Exceeds the expected achievement level (4) as indicated by the Smarter Balanced Assessment in Mathematics
- Meets the expected achievement level (3) as indicated by the Smarter Balanced Assessment in English Language Arts/Literacy
- Score a 4 on the spring administration of the STAR assessment
- Maintain a B or higher in every quarter of accelerated math or A or higher in 7th grade math
- Teacher recommendation that indicates a student’s ability to demonstrate strong collaborative skills as well as independence as a learner

***Grade 8 Eligibility for Honors Geometry:*** Students must receive an A- in Algebra 1 (Please reference the BHS Program of Studies on the BHS Website) Other data points to be considered:

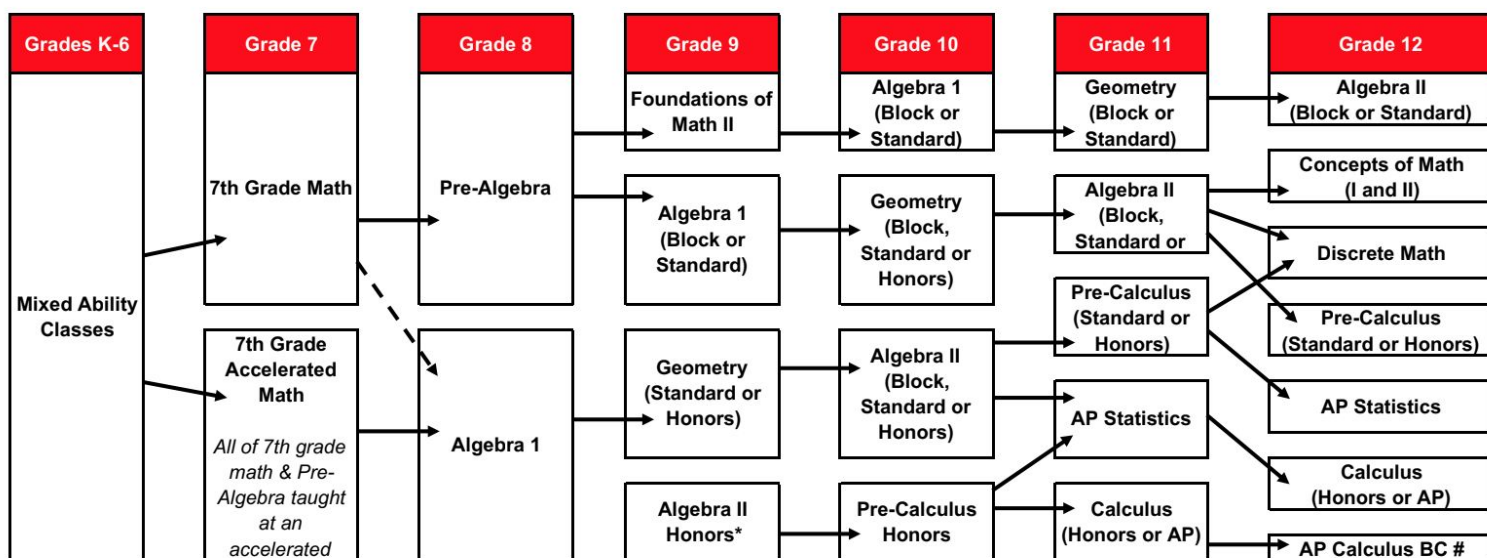
- STAR Spring Math scores may be considered
- Teacher recommendation that indicates a student’s ability to demonstrate strong collaborative skills as well as independence as a learner

**Parent Override and Opt-In**

Teachers and administrators at WIS have designed a thoughtful and well informed process when deciding student placement in math. However, if a student does not meet any of the above criteria and is not recommended for acceleration in math, parents have the option of overriding this decision and opting their child into an accelerated math course. If a parent chooses to override the decision and opt their child in, they must email their child’s math teacher. For parent override into Geometry Honors please reference the BHS Math Override Form, which can be provided from any BHS Guidance Counselor.



## Mathematics Course Sequences for Branford Public Schools



\* For students who take GEOMETRY in Grade 8

# For students who take AP Calculus in Grade 11

---> Course placement criteria must be met to skip Pre-Algebra and move into Algebra 1

### Science

The WIS science curriculum allows students engage in similar scientific and engineering practices as those used by professionals in the field. Each unit begins with an *anchoring phenomenon*, or observable event that occur in the universe that we use our science knowledge to explain or predict. Once students are presented with an anchoring phenomenon they learn through a progression of phases. Initially, students *engage* with the phenomenon. Their curiosity is piqued, prior knowledge is accessed, students begin to ask and develop questions and models that will guide their future explorations and prepare them to seek relevant information. Students then *explore* concepts through activities, planning and carrying out investigations, analyzing and interpreting data, using mathematical and computational thinking. Students bring together their experiences and knowledge to develop an initial *explanation* of the anchoring phenomenon. Here, students are challenged to deepen their understanding and *elaborate* on their explanations. Students then build deeper knowledge and skills through additional investigations, data analysis, research, and argumentation from evidence. At each step, students make progress on their questions through one of eight *science and engineering practices*, to figure out a piece of a science idea. Each piece they figure out adds to developing an explanation, model, or designed solution. This progression of Engagement, Exploration, Explanation, Elaboration, concludes with an Evaluation through a performance task which allows the student to demonstrate their ability to explain or predict a phenomenon.

Each year students progress through the three domains of science which include, Physical Science, Life Science, and Earth and Space Science. Each unit follows a unique storyline or coherent sequence of lessons. In these storyline every step is driven by students' questions that arise from their interactions with phenomena. Every step may also generate questions that lead to the next step in the storyline. Together, what students figure out helps explain the unit's phenomena. The storyline provides a coherent path toward building the students content knowledge and skill.

The science standards complement English/ Language Arts and mathematics standards, enabling classroom instruction to reflect a clearer picture of the real world, where solving problems often requires skills and knowledge from multiple disciplines.

There are eight Science and Engineering practices or standard behaviors that scientists and engineers use to explain the world or solve problems. These practices will be used throughout the units. They include:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## **Science Courses Overview**

### **6th Grade**

- From Molecules to Organisms
- Ecosystems: Interactions, Energy, and Dynamics
- Earth and Human Activity
- Matter and Its Interactions
- Earth's Systems: Cycling of Water, Weather, and Climate

### **7th Grade**

- Earth's Systems: How Earth Changes Over Time / Earth and Human Activity
  - Rock of Ages
  - Liquid Gold, from fossils to fuel
  - Rock and Roll
- Potential & Kinetic Energy
- Motion and Stability: Forces and Interactions
- From Molecules to Organisms
  - We are all cut from the same cloth
  - You are what you eat from your head to your feet
  - Heartbeat

### **8th Grade**

- Natural and Human Impacts on Earth’s Systems (Outer Island Field Study)
- Heredity: Inheritance and Variation of Traits
- Natural Selection: Unity and Diversity
- Waves: Properties of Light and Sound
- Waves: Information Technology
- Spaces Systems: Earth’s Place in the Universe

**World Language**

The goal of the WIS World Language program is to promote proficiency in speaking, reading, and writing in French and Spanish. Spanish instruction begins in grade five for a half an hour a week followed by instruction every day in grade 6. Upon entry to seventh grade, students may choose to continue with Spanish or enter beginner French. Classes in all grade levels emphasize speaking, reading, writing and listening in the target languages. The World Language curriculum is aligned with ACTFL’s World Readiness Standards for Language Learning otherwise known as the Five C’s: Communication, Cultures, Connections, Communications and Communities. Communication activities focus on developing interpersonal, interpretive and presentational skills to prepare students for meaningful and thoughtful global participation and continued success with language acquisition.

**Honor Roll:** Each trimester students in grade 6-8 who attain a minimum average of 3.30 will be included on the WIS Honor Roll. Students with a 3.80 or higher will be listed on the High Honor Roll. Grades are assigned a numerical value as follows:

<b>A+ 4.33</b>	<b>B+ 3.33</b>	<b>C+ 2.33</b>	<b>D+ 1.33</b>	
<b>A 4.00</b>	<b>B 3.00</b>	<b>C 2.00</b>	<b>D 1.00</b>	
<b>A- 3.67</b>	<b>B- 2.67</b>	<b>C- 1.67</b>	<b>D- 0.67</b>	
<b>A+ = 100-97</b>	<b>B+ = 89-87</b>	<b>C+ = 79-77</b>	<b>D+ = 69-67</b>	
<b>A = 96-93</b>	<b>B = 86-83</b>	<b>C = 76-73</b>	<b>D = 66-63</b>	<b>F = below 60</b>
<b>A- = 92-90</b>	<b>B- = 82-80</b>	<b>C- = 72-70</b>	<b>D- = 62-60</b>	

Grades in Applied Arts, P.E. and other subjects which do not meet daily will be counted proportionate to the time students spend in those classes.

Your average can be calculated by counting the letter grade in each subject at the values listed below, counting grades in PE at 1/3 value, Block Classes (STEM, ART, HEALTH) 1/15 value and Music at 1/3 value. Once you have done this, total your numerical grade values and divide by the number of grades, making sure to count the PE/Applied Arts grades correctly.

Students who fail to meet academic expectations may be required to make up failures in any subject during summer school. In the case of extremely poor performance, a student may be required to repeat his or her present grade. In the event that a student is unable to meet expectations, the following guidelines

will apply.

- Grade 5, 6: More than one failing grade may result in mandatory summer school. Multiple failures may result in retention.
- Grade 7: Any failed class will require summer school attendance as a condition of promotion to Grade 8. Multiple failures could result in retention.
- Grade 8: Same as grade 7, plus any student failing three or more classes will be retained in grade 8.

Summer school students will concentrate on improving literacy and numeracy skills.

### **Homework:**

Homework assignments should be an important part of a student's workload. While it is rare for a youngster to have work due in all his subjects any single night, there should generally be some work due most days. Below are guidelines used for the amount of homework assigned nightly at the various grade level

**Grade 5: 30 - 45 minutes    Grade 6: 45 minutes    Grade 7: 60 minutes    Grade 8: 90 minutes**

All students will receive a Student Planner/Assignment Book. Students will be required to use this book to record assignments in every class on a daily basis. Students will produce this assignment book upon request by any faculty member. If a replacement is necessary, it will be at the student's expense.

### **Teacher Websites:**

Teachers are expected to post homework daily or weekly. You can find your teachers' names, emails and links to their postings on the WIS website under Staff Directory. There you will also find links to sites your child's teacher might use such as Google Classroom.

### **Additional Sites:**

Check out the Branford Public School's Website for valuable resources throughout the year. Go to [www.branfordschools.org](http://www.branfordschools.org) > Walsh Intermediate > Student Resources > General School Information, Academics, Clubs and Activities, Athletics and other important links such as Infinite Campus and PTA News.

### **Homework Area:**

A class area will be supervised Tuesdays, Wednesdays and Thursdays between 2:50 and 3:35 PM for students who wish to do homework or other school assignments. Students wishing to use this area must sign up in the office. The Homework Area is an excellent resource for students whose parents are not home when school ends, as it enables them to complete their homework with the support of a teacher who can provide explanations or other help as needed. Students electing to attend the Homework Area will be expected to work until late bus is called.

### **Homework Policy:**

Homework for students who miss school **due to illness**: We encourage all students to exchange telephone numbers with at least one student in each of their classes so that in the event they are absent they can access the majority of their school assignments. In instances where a youngster is absent or will be absent

three (3) or more consecutive days, a parent may call the school to get work from a student's team. Any such request received by 8:30 AM can be ready in the office by the end of that day.

Homework for students who miss school **due to vacation**: The staff and administration discourage family vacations while school is in session. In the event that a youngster is kept from attending school for this purpose, he/she will be given the opportunity to make up any missed assignments upon returning to school. Work will not be prepared in advance for students planning such vacations.

## **SOCIAL AND PERSONAL EXPECTATIONS**

Students are encouraged to demonstrate **THE CORE 4** in all aspects of life at school

**The Core 4 focuses on observing CITIZENSHIP, RESPECT, RESPONSIBILITY, and SAFETY in the classroom, hallway, Dining Commons, restrooms, grounds and on the school bus. These themes are also routinely discussed during our advisory program, AWAKE (see page 14).**

Please refer to page 13 for details about our school-wide behavioral expectations, THE CORE 4.

**Extra-Curricular Activities:** The extra-curricular program is organized to meet the needs and diverse interests of all our students. Students are encouraged to participate in any of the programs available. Students staying for after school activities must report in a timely manner and remain there until their conclusion. No student is to be in the building or on school grounds after regular dismissal unless they are signed up for a specific activity and supervised by a club advisor or coach. Club activities and intramural sports are listed on page 12 and on the school website.

### **Eligibility Guidelines:**

Any student who is enrolled at WIS may try out for an interscholastic sport or the spring musical. Students who are selected to participate must have a 2.0 Grade Point Average (GPA) or higher at the end of the previous quarter in order to compete in these school-sponsored activities. Any participant who does not have a 2.0 GPA will be permitted to practice only. Grades will be reviewed at the midway point of the marking period. Participants with GPAs of 2.0 or higher will be deemed academically eligible to participate in upcoming events. If a student has not achieved at least a 2.0 GPA by midterm, he or she will not participate any further.

If a student misses physical education class because of a signed parent note or other medical excuse, he or she may not participate in after-school recreational activities. Students must be in attendance a minimum of four hours to be eligible to participate in any extra-curricular activities on that day

## **School Events**

### **Eligibility:**

Students who have received multiple misconducts/school consequences may be excluded from travel opportunities, field trips and other events per administrators. Behavior Plans may need to be developed for students who have exhibited questionable behavior throughout the school year. Students who fail to fulfill detention obligations may also lose the right to go on such trips. If a student loses his/her eligibility after payments have been made, refunds will be made only if the school/team receives a refund from the

trip provider. Students will not be academically penalized for missing such field trip experiences.

**Evening Events:**

- a. All school rules are in effect.
- b. All students will enter the building immediately after being dropped off by parents.
- c. Students will remain inside for the full time of the event. Students who must leave early should have parents come inside to get them.
- d. Events are open to students of WIS only. Non WIS students will not be admitted.
- e. Students must be in attendance at school on the day of the event.
- f. Students in ISS or OSS on the day of the event will not be allowed to attend.

**Parents must arrive on time to pick up students. Staff supervision ends approximately 15 minutes after the conclusion of the event.**

**Field Trip Financial Assistance:**

Students will not be denied the opportunity to participate in any class or school sponsored activity because of inability to pay for materials, fees, transportation costs, admission prices, or any other related expenses. Contact a school counselor or administrator to request confidential help. Such requests need to be made at the time the field trip is first announced to give you the best opportunity to receive financial assistance.

## **PROGRAMS AND ACTIVITIES AT WALSH INTERMEDIATE SCHOOL**

### **CLUBS / ACTIVITIES**

#### **CLUB OPEN TO**

Art Club + Grades 5-8

Band Grades 5-8

Jazz Band Grades 7, 8

Cantare + Grades 7, 8

Creative Writing Club Grades 7, 8

French Cinema Club Grades 5-8

Green Scene Grades 5-8

National Junior Honor Society Grade 8 (induction in Grade 7)

Peer Leadership \* Grade 8

Spring Musical \*+ Grades 5-8

Robotics Club \*+ Grades 7 -8

Student Council \*Grades 5-8

Tech Crew \* Grades 6-8

World Language Club Grades 5-8

Yearbook \* Grades 5-8

#### **SPORTS OPEN TO:**

Baseball \*+ Grade 7-8

Basketball \*+ Grades 7-8

Cross Country \*Grades 5-8

Dance Team\*+ Grades 5-8

Field Hockey \*+ Girls Grades 5-8

Softball \*+ Girls, Grades 7-8

Unified Sports Grades 5-8 \*+ (application process)

Volleyball \*+ Girls, Grades 5-8

Wrestling \*+ Grades 5-8 Grades 5-8

**\* Requires academic average of “C” or higher**

**+ Requires audition or tryout**

## The Core 4: A Guide for School-Wide Expectations

CITIZENSHIP	RESPECT	RESPONSIBILITY	SAFETY
<b>GENERAL CLASSROOM</b>			
<ul style="list-style-type: none"> <li>•Make sure everyone feels welcome in your group</li> <li>•Compliment classmates</li> <li>•Look out for each other</li> </ul>	<ul style="list-style-type: none"> <li>•Take turns talking without interrupting each other</li> <li>•Think before you speak</li> <li>•Use kind words</li> <li>•Handle materials with care</li> </ul>	<ul style="list-style-type: none"> <li>•Try your hardest and do your best</li> <li>• Come to class on time</li> <li>•Gather your materials and return them when finished</li> <li>•Clean up after yourself</li> <li>• Take responsibility for your actions</li> </ul>	<ul style="list-style-type: none"> <li>•WALK in and out of class</li> <li>•Wait to enter/be dismissed</li> <li>•Push in chairs</li> <li>• Sit properly in chair</li> <li>•Ask permission to leave room</li> <li>•Follow directions</li> <li>•Keep floors/walkways clean</li> <li>•Keep hands to self</li> </ul>
<b>HALLWAY</b>			
<ul style="list-style-type: none"> <li>•Keep our school clean</li> <li>•Pause in the hallway for the Pledge of Allegiance and Moment of Silence</li> </ul>	<ul style="list-style-type: none"> <li>•Be respectful of our fellow classmates</li> <li>•Use inside voices while passing</li> <li>•Walk around Media Center to get to classes</li> </ul>	<ul style="list-style-type: none"> <li>•Be on time to classes</li> <li>• Be sure to have a pass if you are going to be late</li> <li>•Get a pass from your teacher before going to the nurse</li> </ul>	<ul style="list-style-type: none"> <li>•Keep hands and feet to ourselves</li> <li>•Always walk in the hallway</li> <li>•Do not drop anything off the balcony</li> </ul>
<b>DINING COMMONS</b>			
<ul style="list-style-type: none"> <li>•Welcome all friends to table</li> <li>•Use your manners when getting and eating your lunch</li> <li>•Recycle cans and water bottles</li> </ul>	<ul style="list-style-type: none"> <li>•Allow for personal space at the table</li> <li>• Use inside voices and appropriate language while in the Commons or dismissing</li> <li>•Dispose of all food and garbage appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Clean up the floor and table prior to dismissal</li> <li>•All food must be eaten in the Dining Commons</li> <li>•Spend your own money for lunch</li> </ul>	<ul style="list-style-type: none"> <li>•WALK in and out of Commons</li> <li>• Wait until your table or row is called for dismissal</li> <li>• Ask permission to leave Commons</li> <li>• Remain at one table for the entire lunch</li> <li>• Eat your own lunch</li> </ul>



CITIZENSHIP	RESPECT	RESPONSIBILITY	SAFETY
<b>RESTROOM</b>			
<ul style="list-style-type: none"> <li>•Keep bathroom clean</li> <li>•Throw all paper waste in the garbage</li> <li>•Flush properly when done</li> </ul>	<ul style="list-style-type: none"> <li>•Respect personal privacy</li> <li>•Respect all school property in the restroom</li> </ul>	<ul style="list-style-type: none"> <li>•Get permission to use the restroom</li> <li>• Sign out of class before going to the restroom</li> <li>•Return promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>•Keep hands and feet to ourselves</li> <li>•Report any problems or vandalism to your teacher or Ms. Taylor</li> </ul>
<b>RECESS</b>			
<ul style="list-style-type: none"> <li>•If you see something negative happening to a classmate, say something</li> <li>•Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>•Treat others the way you want to be treated</li> <li>•Use appropriate language at all times</li> </ul>	<ul style="list-style-type: none"> <li>•Listen for the whistle and line up when you hear it</li> <li>• Return recess equipment to the correct person or team area</li> </ul>	<ul style="list-style-type: none"> <li>•Keep your hands and feet to yourself</li> <li>•Always be in sight of an adult</li> </ul>
<b>SCHOOL BUS</b>			
<ul style="list-style-type: none"> <li>•Wait at your assigned bus stop and do not disturb your neighbors</li> <li>•Report any vandalism to the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>•Use appropriate language on the bus</li> <li>•Be respectful of all individuals on your bus</li> </ul>	<ul style="list-style-type: none"> <li>•Keep the bus clean</li> <li>•Take all of your belongings off the bus when you depart</li> </ul>	<ul style="list-style-type: none"> <li>•Stay in your seat</li> <li>• Keep hands and feet to yourself</li> <li>•No eating or drinking on the bus</li> <li>•Keep hands and feet inside the bus</li> <li>•Cross in front of bus so driver can see you</li> </ul>

**School-Wide Recognitions Student of the Trimester:**

Presented each trimester to one student on each team for outstanding effort and achievement. THE CORE 4 Award: Presented each quarter to the student on each team who best exemplifies the character theme of the quarter. (Citizenship, Respect, Responsibility).

**National Junior Honor Society:**

Students who by the middle of seventh grade have an overall academic average of at least 3.800 (using the above grade values) for grades 6 and 7, as well as good character; leadership and service are inducted into this group which emphasizes service to school and community. Please refer to these links for

specific criteria and bylaws: [NJHS By-Laws](#) [WIS National Junior Honor Society Criteria](#)

**8th Grade Awards and Recognitions CAS Scholar-Leader Award:**

Presented each spring to an 8th Grade boy and girl who has shown outstanding academic achievement and leadership. Students attend an off-campus banquet with their parents and students from other middle schools in the state (over 1,000 people will be in attendance).

**South Central Area Superintendents' Association Award:**

Presented at the end of the school year to eighth grade students based on community service, service to others, academic prowess, and leadership to the school community. This award is given off campus at a regional celebration.

**Daughters of the American Revolution (DAR) Award:**

Presented at the end of the school year to an eighth grade student, based on honor, service, courage, leadership, and patriotism, at an off-campus ceremony.

**Presidential Academic Award:**

Presented to eighth graders who have attained an A- average and achieved in the 85th percentile or higher on standardized testing in reading or math.

**WIS Advisory Program:**

AWAKE (AT WALSH ALL KIDS EXCEL) The AWAKE program is a social development program designed to assist students in their personal growth and development as they move through the middle school years. Through a variety of activities, students strive to become aware of the positive role they hold in their school, home, community, and the world at large. Every month smaller groups of students from their homerooms will meet to discuss and participate in activities that revolve around the themes associated with Walsh Pride of teamwork, respect, citizenship, responsibility and safety.

**BEHAVIOR EXPECTATIONS**

**Avoiding Problems:**

When students encounter difficulties they don't think they can handle alone, they are encouraged to seek out one of the principals, your counselor or a trusted adult in the building, who will discuss your situation with you and help you resolve it. **Bringing a problem to the attention of "the office" does not mean that someone will necessarily get in trouble, but rather that both sides of the issue can heard through a restorative circle. This process gives all parties an opportunity to be heard and attempts to resolve the conflict in a productive and supportive manner. This process is facilitated by a certified staff member.**

**Parents' Role:**

A phone call or email contact made during the early stages of such situations can help a counselor or administrator intervene before the issue escalates or becomes much more serious. Such interventions usually resolve the problem behavior and generally address the anxiety of the "victim" while allowing us to counsel the "offender" regarding the consequences of his/her actions.

### **Bus Behavior:**

Bus transportation is provided for most students. Behavior on buses will follow the same rules which apply in the school building. Due to the critical importance of bus safety, the following specific regulations apply at all times:

- a. Board buses quickly, locate seats, and remain seated and orderly throughout the trip.
- b. The bus driver has the authority to assign seats. Students should sit where they have been assigned.
- c. No eating or smoking on the bus.
- d. Keep head and arms inside the bus.
- e. Show the bus driver courtesy and respect at all times.
- f. During dismissal, students remain behind the yellow line on the school curb at all times until their bus comes to a complete stop and opens its doors.
- g. In the event of an emergency, students are to remain in their seats until the driver gives instructions.

Behavior at the bus stop in the morning and immediately following drop off in the afternoon will be considered the concern of the school. Violations of these and other regulations may result in disciplinary action including the suspension of a student's bus privilege. Concerns regarding safety issues or bus procedures should be addressed to administration or, if they involve the actions of the school bus driver, to First Student Inc. at 488-6186.

### **Riding a Different Bus:**

In order to ride a different bus home or to a friend's house, all students must provide a signed note prior to 2:00 p.m. to the school receptionist or one of the administrators. Students who do not have a note must go home on their assigned bus. Any student who misses his/her bus should report to the receptionist immediately to call for a ride home. Students should not get on a different bus, and most importantly, may not walk home unless the school has permission from parent/guardian!

### **Lunch Behavior:**

The lunch period should be a time for relaxation and socialization. Students should try to keep noise and movement at reasonable levels. Students are responsible for leaving their tables and the surrounding area clean. Under no circumstances should food or other objects be thrown. Students will be dismissed by tables at the end of each lunch. Food should not be taken from the Dining Commons to other parts of the school.

### **Student Attire**

Students are expected to dress in a fashion which will not disrupt the educational process.

**Attire should not be imprinted with graphics or text that relates to alcohol, tobacco, or drugs, or contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.**

**Hats, tank tops, thin strapped tops, visible bra straps, very short skirts, low cut necklines,**

**sleeveless/ “muscle” shirts, pajamas, slippers and bare midriffs are not considered appropriate for school, nor is wearing heavy outdoor clothing in classrooms. Students may wear shorts (except form-fitting lycra ones) which are not excessively short and/or snug. Any accessories that students wear may not pose risk of injury to themselves or others (i.e. chains), sunglasses, and slippers.**

**If you are not sure your attire will be deemed acceptable for school, it is strongly suggested that you bring a “spare” outfit in the event that you are required to change. In such cases, the school will provide students with an appropriate alternative for the remainder of the day.**

Performance in school is often reflective of student attire and grooming. We ask parents to consult with an administrator or counselor in cases where their child is dressed in a manner about which they have concerns. Students and parents are also advised that the above guidelines are not all-inclusive and individual situations will be judged as they arise. Students whose attire does not comply with these guidelines will not be permitted back to class until they have changed to more appropriate clothing.

### **Student Conduct and Consequences**

Successful schools use rules to shape student behavior in order to maintain a climate conducive to learning. When students violate these rules, teachers and administrators must impose penalties to correct misbehavior, ranging from a simple reprimand to suspension and a referral for expulsion from school.

#### **WIS Behavior Infractions and Consequences Table:**

The following table (**BEGINNING ON PAGE 28**) shows only a few examples of possible events that could occur in the school and consequences that could be associated with those behaviors. Ultimately, consequences are determined by the administrator or the administrative team, with input from Central Office in the most severe cases. It should be noted that any activities which are in violation of the law and school rules will be referred to the Branford Police Department and other juvenile authorities when deemed appropriate.

<b>INFRACTION</b>	<b><u>MINOR</u> INFRACTION EXAMPLES</b>	<b><u>MAJOR</u> INFRACTION EXAMPLES</b>	<b>POSSIBLE CONSEQUENCES (Mildest to Most Severe)</b>
<b>Absence/tardy from class, unauthorized</b>	Under 10 minutes late, fewer than 2x	Being in any area without specific permission; deliberate failure to attend class or part of class; repeated tardiness	Under 10 min: teacher consequence Over 10 min: detention or possible suspension
<b>Academic dishonesty / plagiarism</b>	First offense: copying another's work on a test, quiz, project or homework; representing another student's work as your own	Second offense, after teacher consequence for copying another's work on a test, quiz, project or homework; representing another student's work as your own	Reflection/Restorative Circle Redo assignment/Alternate assignment for clean grade A zero on work turned in Possible detention or suspension
<b>Accessory to a fight</b>	Acting as a lookout, failing to alert teacher or administrator	Recording/disseminating photos/video of fight via social media; instigating classmate to fight	Restorative Circle PM detention Possible suspension (ISS/OSS)
<b>Bullying</b>	Never a minor infraction	<b>Repeated</b> negative behaviors intended to frighten or cause discomfort, for example: verbal or written threats of physical harm (must indicate whether a protected class was involved)	PM detention Restorative Circle Parent conference Suspension Police referral Recommendation for expulsion
<b>Devices, inappropriate use of</b>	Use of devices during an inappropriate time during the school day (i.e., texting during class, playing a game in the hallway, watching a video in the media center, etc.) All technology use should be pre-approved by the classroom teacher.	Inappropriate use of devices / technology during the school day (i.e., watching inappropriate videos, sharing inappropriate information and/or pictures, writing /posting inappropriate comments, taking pictures in bathroom/locker room)	Parent phone call Device confiscated, must be retrieved by parent in the main office Possible suspension (ISS/OSS)
<b>Disrespect / insubordination</b>	Inappropriate comments, a mocking tone of voice, eye rolling, inappropriate hand gestures, etc.	Repeated inappropriate comments, mocking tone, eye rolling, inappropriate gestures, etc., after classroom	Restorative Circle; teacher consequence; PM detention; parent conference;

		intervention.	possible suspension (ISS)
<b>Discipline: failure to serve assigned consequence</b>	Not attending or completing detention	After one minor incident, this becomes a major infraction	Double the consequences Parent meeting Possible loss of privileges (field trips, evening events) Possible suspension (ISS)
<b>Disruptive device, possession or discharge of</b>	Never a minor infraction	Fireworks, stink bombs, smoke bombs, etc.	5-10 day ISS/OSS Police referral Recommendation for expulsion
<b>Endangerment, intentional</b>	Never a minor infraction	Hands-on behavior, horseplay, pulling a chair out from under someone, tripping, putting foreign substance in food or drink, etc.	Restorative Circle PM detention Parent meeting Possible suspension
<b>Fighting / physical aggression</b>	Never a minor infraction	Physical contact with intent to injure: punching, hitting, pushing down, tackling and/or biting, hands-on behavior, horseplay	Suspension ISS/OSS Police referral Recommendation for expulsion
<b>Gambling/selling of goods</b>		Peer to peer betting on sports, setting up and participating in betting pools, playing cards for money, selling goods (i.e., candy, electronics) for profit	Detention Parent Meeting Possible suspension (ISS/OSS) Possible Police referral
<b>Harassment (non-sexual)</b>	Annoying peers or other personnel via actions such as rude gestures, unwelcome comments or attention	Verbal abuse, touching, unwelcome notes, pictures, electronic messages; following/stalking; spreading rumors. ALWAYS MAJOR: racial, religious, ethnic or sexual remarks	Restorative Circle if appropriate Parent meeting Detention ISS/OSS Possible Police referral
<b>Harassment (sexual)</b>	Never a minor infraction	Inappropriate/unwelcome sexual advances/requests for sexual favors; physical or verbal conduct, or communication, of a sexual	Suspension ISS/OSS Parent Meeting Possible Police Referral Recommendation for

		nature, including gender-based harassment creating intimidating, hostile or offensive educational or work environment. Leering, pinching, grabbing; suggestive comments, gestures or jokes; pressure to engage in sexual activity; indecent exposure	expulsion
<b>Hazing</b>	Never a minor infraction	Inflicting non-physical/physical harm or coercing another student to do so as a requirement for membership in a group, team or organization	ISS/OSS Parent Meeting Possible Police Referral Recommendation for expulsion
<b>Leaving school grounds</b>	Never a minor infraction		Referral: Soc Worker/Counselor Parent Meeting Suspension ISS/OSS Possible Police Referral
<b>Profanity</b>	Using inappropriate language not directed toward another person.	Swearing or using inappropriate language directed toward another person.	Written reflection Classroom consequence Office detention Parent conference Possible suspension (ISS/OSS)
<b>Theft</b>	Never a minor infraction	Taking personal or school property that does not belong to you (i.e., items off teacher's desk, from cubbies/lockers, from school store)	Possible replacement of stolen property Suspension (ISS/OSS) Possible police referral
<b>Threatening Comments</b>	Never a minor infraction		Detention Parent conference Possible suspension (ISS/OSS) Possible police referral
<b>Throwing objects</b>	Tossing a ball or other object indoors Dropping items off the balcony	Aiming and launching an object at another person with intent to harm Dropping items off the balcony	Teacher warning Detention Parent conference Possible suspension

		with intent to harm	(ISS/OSS)
<b>Tuancy</b>	Never a minor infraction	Absent for an entire school day, major portion of a day, or activity scheduled during the day	Letter home Parent conference Possible suspension (ISS)
<b>Vandalism / destruction of school property including but not limited to Chromebook, lockers, computers, textbooks, etc.</b>	Writing in a textbook, accidentally damaging a Chromebook	Breaking window, smashing computer, graffiti. Purposeful destruction of Chromebook	Full payment for damage Possible suspension (ISS/OSS) Possible police referral
<b>Drugs or alcohol, possession of</b>	Never a minor infraction		All Possible: 10 day OSS/ISS Police referral RTI referral Recommendation for expulsion
<b>Drugs or alcohol, provision or sale of</b>	Never a minor infraction		All Possible: 10 day ISS/OSS Police referral Recommended expulsion 1st offense
<b>Fire Alarm/calling 911 from the school, unauthorized use</b>	Never a minor infraction	Pulling the fire alarm or intentional calling of 911	All Possible: 10 day ISS/OSS Mandatory police referral Possible expulsion
<b>Weapon / dangerous instrument, possession of</b>	Never a minor infraction		All Possible: 10 day ISS/OSS Recommended for expulsion Possible Police referral



## **DISCIPLINE:**

Suspension/Expulsion: Below please find an excerpt from the Board's Policy concerning Suspension/Expulsion. **Please see the Board's Policies concerning Removal/Suspension/Expulsion (5114) and Out of School Misconduct (5131.8) for a complete description of discipline processes and procedures.**

### **I. PURPOSE**

All school district employees share responsibility for supervising the behavior of students to help them with standards of conduct established by the Board of Education or school administration. In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

### **II. STANDARDS GOVERNING SUSPENSION AND EXPULSION**

A. Conduct on school grounds or at a school sponsored activity as set forth in Section C, herein, that:

1. Violates any other Board policy or that violates any code of student conduct in effect in the schools;
2. Seriously disrupts the educational process; or
3. Endangers person or property will be cause for suspension and/or expulsion.

B. Conduct off school grounds as described in Section C, herein, that:

1. Violates Board policy and
2. Seriously disrupts the educational process will be cause for suspension and/or expulsion.

C. The following conduct is prohibited and will be considered cause for suspension and/or expulsion.

This list includes, but is not limited to:

1. Threatening in any manner, including orally, in writing, or via electronic communication, injury to a member of the school community, including any teacher, member of the school administration or any other employee, or a fellow student.
2. Use of physical force against another person which is not reasonably necessary for self-defense.
3. Theft of personal or school property, or taking or attempting to take personal property or money from another person, or from his/her presence, by means of force or fear.
4. Willfully causing, or attempting to cause, damage to school property.
5. Possession, use, transmission or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or drug paraphernalia.
6. Possession, use, transmission or facsimile of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana.
7. Knowingly being in the presence of those who are in possession of, using, transmitting, or

being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.

8. Possession or transmission of any firearm, deadly weapon, dangerous instrument, martial arts weapon, or knife, or facsimile of any weapon or instrument.

9. Using or copying the academic work of another and presenting it as his/her own without proper attribution.

10. Possessing or consuming tobacco products if other than a high school student, or consuming such products if a high school student.

11. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse.

12. Intentional and successful incitement of truancy by other students.

13. Bullying, which includes any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, harass or intimidate the other student while on school grounds or at a school-sponsored activity which acts are committed more than once against any student during the school year, along with bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school.

14. Falsification of school records.

15. Violation of any other board policy, rule, agreement, or directive dealing with student conduct, including that dealing with conduct on school buses and the use of school district equipment; and/or

16. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property.

D. Expulsion proceedings pursuant to section VI, shall be required whenever there is reason to believe that any student 1) was in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, on school grounds or at a school-sponsored activity; 2) off school grounds, offered for sale or distribution a controlled substance as defined in Connecticut General Statutes §21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Connecticut General Statutes §21a- 277 and 21a-278. A student shall be expelled for a period of one calendar year if the board of education finds that the student engaged in any of the conduct described herein, provided the period of expulsion may be modified on a case-by-case basis.

### **III. SUSPENSION PROCEDURE**

A. The administration of each school is authorized to invoke suspension for a period of up to ten (10) days, or to invoke in-school suspension for a period of up to five (5) days (**ten days, effective July 1, 2009**), of any student for one or more of the reasons stated in section IV, above, in accordance with the procedure outlined in Paragraph C of this section. Moreover, the administration is authorized to suspend a student from transportation services whose conduct while receiving transportation violates the standards set forth in Section IV, above. The school administration is authorized to immediately suspend any

student when there is an emergency as defined in section II, above. **(Effective July 1, 2009, suspensions shall be in-school suspensions unless during the suspension hearing, the administration determines that the student facing suspension poses such a danger to persons or property or such a disruption of the education process that the student must receive an out-of-school suspension.)**

If an emergency exists, the informal hearing shall be held as soon as possible after the suspension.

#### **IV. EXPULSION PROCEDURES**

The board of education may expel any student for one or more of the reasons stated in Section IV if, in the superintendent's judgment, such disciplinary action is in the best interests of the school system. An expulsion hearing is required in any instance in which the superintendent has reason to believe a student has engaged in the conduct described in section IV.C. A formal hearing process shall be required in accordance with Board Policy and state law.

## **STUDENT BEHAVIOR**

### **BOARD OF EDUCATION GUIDING POLICIES**

#### **BRANFORD PUBLIC SCHOOL SAFE SCHOOL CLIMATE PLAN**

##### **DEFINITIONS:**

"Bullying" is defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student in the same school district that: (A) Causes physical or emotional harm to the student or damage to the student's property, (B) places the student in reasonable fear of harm to himself or herself, or of damage to his or her property, (C) creates a hostile environment at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate), (D) infringes on the rights of the student at school, or (E) substantially disrupts the education process or the orderly operation of a school. This definition of "bullying" includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and 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.

"Cyberbullying" - Any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications. In order for it to be identified as "cyberbullying" requiring school/program intervention, the students involved must attend school in the same district.

"School Climate" - The quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

"School Employee" - A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional board of education or working in a public elementary, middle, or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students, enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.

"Off Campus Bullying" - The new law explicitly requires school districts to prohibit bullying which occurs outside of the school setting if such bullying 1) creates a hostile school environment for the victim; 2) infringes on the rights

of the victim at school; or 3) substantially disrupts the education process or the orderly operation of a school.

“Harassment” – Any physical or verbal hostility toward someone with legally protected status. Such status pertains to race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (Including past or present history of mental disability), physical disability, learning disability, mental retardation, genetic information, prior criminal conviction, or other lawfully protected status. Such hostility can be severe, persistent, or pervasive.

As of November 2011, Branford Public Schools has appointed a safe school climate coordinator.

The coordinator’s duties include:

- Monitoring and implementing the safe school climate plan;
- Collaborating with the safe school climate specialists on matters pertaining to bullying;
- Providing data to the superintendent, district, and CSDE regarding bullying;
- Meeting at least twice annually with the safe school climate specialists to make recommendations concerning amendments to the district’s safe school climate plan. Each school in the district has designated a safe school climate specialist. This specialist will be the program administrator or a designee of the administrator.

The specialist’s or administrator’s duties include:

- Investigate or supervise the investigation of reported acts of bullying in accordance with the district’s safe school climate plan;
- Collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.
- Chair the Safe School Climate Committee at their school..
- Each school will establish a committee (or designate an existing committee) no later than July 1, 2012 that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in school, school related activities, on transportation vehicles to and from school sponsored activities
- Each school specialist must appoint at least one parent or guardian of a student enrolled in the school to the committee. It is recommended that the Safe School Climate Specialist is the chair of the committee.

The responsibilities of the Safe School Climate Committee are to:

- Review data from bullying investigations;
- Identify and address patterns of student bullying;
- Review and amend school practices related to bullying;
- Review and make recommendations to the district’s Safe School Climate Coordinator regarding the districts safe school climate plan;
- Educate all school community members (students, school employees, parents/guardians) on issues related to bullying;

- Collaborate with the district's Safe School Climate Coordinator in the collection of data (allegations and verified acts of bullying; school climate assessment results);
- Perform other duties determined by the principal/program administrator related to the identification, prevention and response to school bullying;
- Any parent/guardian serving on this committee may not have full access to information that would compromise the confidentiality of any individual student(s).

#### Professional Development

Branford Public School district will minimally provide annual in-service training program to all school employees that must include information addressing the prevention of, identification of, and response to bullying, and the prevention of and response to youth suicide. This professional development will be determined by the Safe School Climate Specialists and the Safe School Climate District Committee. It may also include:

- Classroom management;
- Positive youth development;
- Positive relationship building;
- Managing the cyber-arena;
- Conflict resolution;
- Cultural and gender diversity training;
- Violence prevention.

#### **Assessment:**

Each school will on or after July 1, 2012 and at least biannually thereafter, complete a school climate assessment, and submit the assessment to the CSDE. While required biannually, it is recommended that the assessment is completed annually if prior survey data or bullying data supports a need for improvement. Each program within a unit will contribute data for the unit assessment. The assessment should align with the National School Climate Standards that provide a comprehensive and standards-based approach to overall school climate. Safe School Climate Committee will utilize the school climate assessment instruments developed by the Connecticut State Department of Education. The Safe School Climate Plan will be monitored using the assessment data from these school climate assessment instruments December 2011, a baseline assessment was given to all students in grade 3-12, staff members and parents.

#### **The Essential Requirements of the Safe School Climate Plan:**

The safe school climate plan must:

- Be approved by the Safe School Climate Committee and the Branford Board of Education and submitted to the Connecticut State Department of Education no later than January 1, 2012.
- The plan will be available on the Branford Public School website, and on each individual school's website;

- Be included in each program’s publication of rules, procedures, and standards of conduct for schools, and in all student handbooks;
- Require each school to provide all school employees with a written or electronic copy of the plan at the beginning of each school year;
- Prohibit discrimination and retaliation against an individual who reports, or assists in the investigation of, an act of bullying;
- Prohibit bullying on school grounds; at a school-sponsored or school-related activities, whether on or off school grounds; or school bus stop, school bus; through the use of an electronic device or electronic mobile device owned, leased, or used by the district.
- Prohibit Bullying Outside of the School Setting if bullying creates a hostile environment for the victim infringes on the rights of the victim in school substantially disrupts the educational process or the orderly operation of the school

**Reporting Requirements:**

- Enable students to report acts of bullying to any school employee;
- Provide student mechanisms to anonymously report bullying to any school employee (i.e. Bullying Box);
- Require students and their parents be annually notified of the process for reporting acts of bullying;
- Parents are encouraged to call school employees or school/program administrators if they feel bullying has occurred and will be asked to submit a written request to initiate an investigation;
- School employees who witness acts of bullying or receive reports of bullying must immediately contact the Safe School Climate Specialist not later than one school day and must then submit a written report not later than two school days after making their oral report;
- Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying promptly after the receipt of the written report;
- Safe School Climate Specialist must review all anonymous reports provided that no discipline or action be issued solely on the basis of an anonymous report;
- School/program administrators or designee must notify the appropriate law enforcement agency when they believe any act of bullying constitutes criminal conduct;
- Program administrator or designee (e.g. Safe School Climate Specialist) will notify parents/guardians of any student who commits any verified acts of bullying and parents/guardians of students against whom such acts were directed not later than 48 hours after the completion of the investigation;
- Program administrator or designee (e.g. Safe School Climate Specialist) will invite the parents/guardians of the perpetrator and victim of the bullying to separate meetings to communicate the measures being taken to ensure the student’s safety and prevent further acts of bullying;
- Each school will document and maintain records related to reports and investigation of bullying using designated log and maintain a list of the number of verified acts of bullying using designated log (see appendix);

- Verified acts of bullying log must be available to the public in main offices and submitted to the CSDE annually;

### **Intervention Measures:**

The swift and consistent actions of the staff and administrators will contribute to building a social climate in which students feel that they can trust that all adults are involved in their safety. Therefore, consistent steps of intervention must be taken upon awareness of an incident, or continued threatening situation.

Steps for intervention may include the following:

- Intervene immediately to stop the bullying behavior;
- Talk to the student who engaged in the bullying behavior and the student who was victim of this behavior separately. If there are several students who engaged in bullying behavior, separate them also;
- Inform the student who engaged in the bullying behavior and the student who was victim of this behavior of the unacceptable nature of the behavior and the consequences imposed through the school discipline plan;
- Inform the parents of both the student who engaged in the bullying behavior and the student who was victim of this behavior, invite them to at least one meeting to discuss the matter, and construct a plan of action to prevent the recurrence;
- If peer mediation is deemed appropriate, give special consideration to the intimidating nature of this situation and preserve a balance of power;
- If students are frequent victims, involve this student in social skills groups, or assertiveness skills development sessions;
- Monitor the behavior of the student who engaged in the bullying behavior and the student who was victim of this behavior and the victim regularly as intimidation may continue unseen;
- If the bullying circumstances do not change, despite concerted efforts by school staff, consider options such as, change in class assignment, rearrangement of transportation, etc....as consequence, he/she, not the victim, may be removed from the class or situation;
- Develop on a case-by-case basis interventions for students, who repeatedly bully or are bullied repeatedly, such as counseling or discipline.

### **Prevention Measures:**

In order to perpetuate a safe social climate free of bullying, Branford Public Schools will:

- Adopt and Implement a District program focusing on positive restorative practices , Safer, Saner schools intervention program prek-12 and supports; this program will enhance Responsive classrooms as well as advisory programs
- Implement procedures to confront bullying in any form;
- Listen to all parties involved in incidents;
- Investigate as fully as possible all written and anonymous reports;
- Treat all verified acts of bullying that are similar in nature and severity in a consistent fashion;

- Inform parents of both the perpetrators and the victims of bullying incidents and invite them to at least one meeting, if necessary;
- Promote via grade appropriate bullying prevention curricula the use of a range of teaching and learning styles and strategies that challenge bullying behavior and promote a safe school climate;
- Promote open management styles that facilitate communication and consultation throughout each school setting;
- Maintain an accurate log of verified bullying acts (see appendix);
- Provide annual training in bullying and safe school climates as well as prevention of and response to youth suicide;
- Require Beginning Teachers involved in the TEAM Program to include training regarding the prevention and identification of, and response to, school bullying as well as youth suicide in their Classroom Management and Climate module;
- Promote the use of interventions that are least intrusive and most effective.
- Hold regular discussions about bullying with administration, staff, students, and parents;
- Develop an anonymous method of student reporting of incidents;
- Support victims of bullying by means of individual and peer counseling;
- Initiate efforts to change the behavior of those students who have engaged in bullying behavior through class discussions, counseling, reinforcement and sanctions, where appropriate;
- Utilize resources from the CSDE that have been created as part of their statewide Safe School Climate Resource Network;
- Annually submit a letter to all parents about bullying and reporting procedures (see appendix);
- Designate a week in October where each school will conduct safe school climate awareness activities.

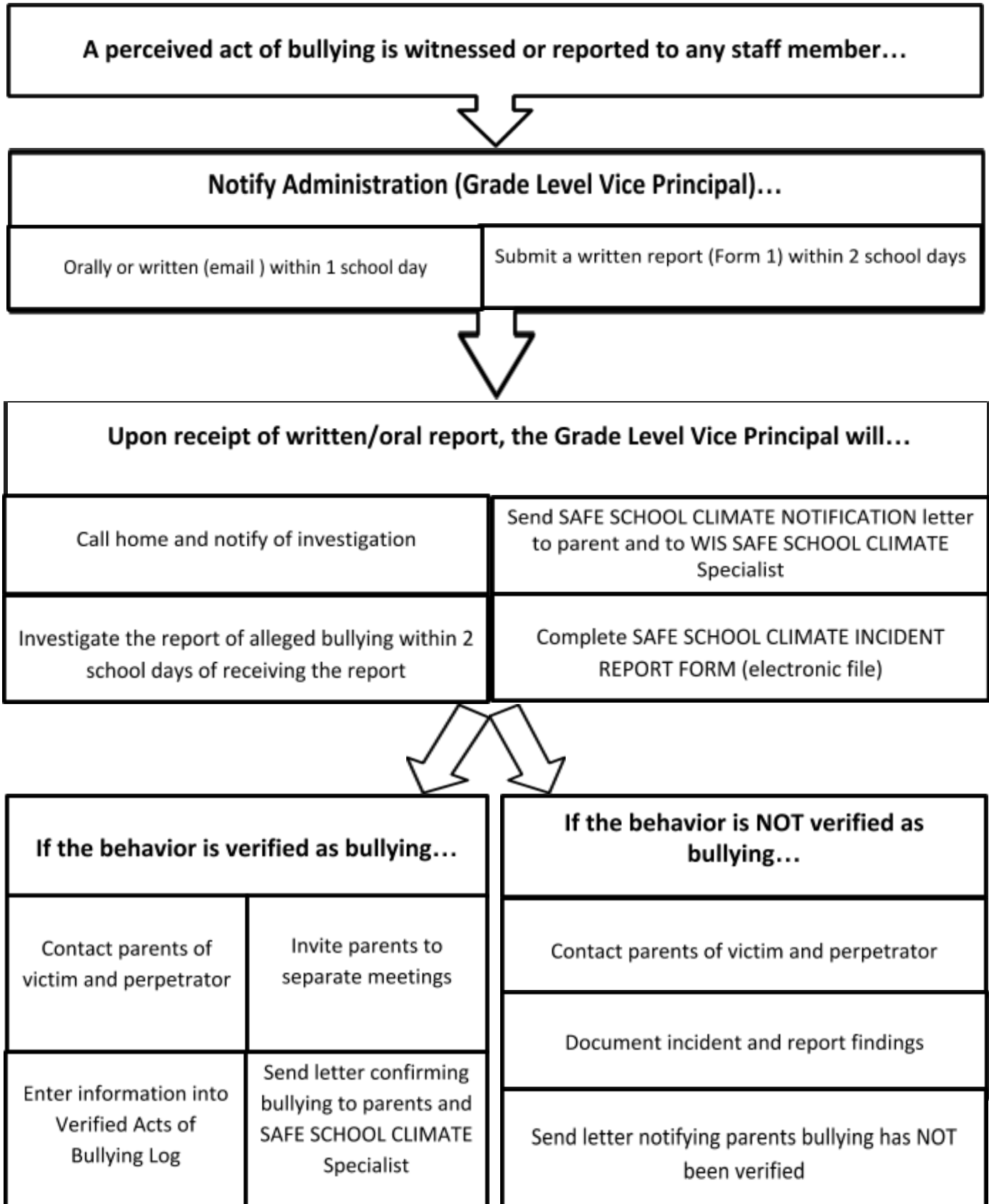
Enter information into Verified Acts of Bullying Log

Contact parents of victim and perpetrator



# WIS SAFE SCHOOL CLIMATE

## Procedural Flow Chart



**Drugs / Alcohol Policy** The Branford Board of Education is committed to maintaining the safety and health of all students within the school system. To that end the Board prohibits, on school property or at the school sponsored event, the use of illegal drugs, alcohol and substances that are breathed, inhaled or drunk to induce a stimulant, depressant or hallucinogenic effect upon the student. Further, the Board enjoins students not to come to school or a school sponsored event under the influence of illegal drugs, alcohol or controlled substances. Violations of this policy will result in disciplinary action up to and including expulsion.

The Board of Education shall: 1. Apply the definition of illegal drugs found in Section 21a-240 of the Connecticut General Statutes to this policy. 2. Require that any person found possessing, using or selling drugs or controlled substances be reported to the

school administration. 3. Require that school administrators shall, within the confines of the law, consult with school staff, medical personnel, parents, law enforcement personnel or outside agencies, whichever may be appropriate to the situation to determine proper action. 4. Cooperate with parents, town and state agencies in securing assistance for identified misusers of drugs.

## **SUPPORT STAFF ROLES**

**Paraprofessionals** The primary role of the paraprofessional is to provide support for students with various academic, behavioral, and physical needs. They perform their assigned duties and responsibilities under the direction of the supervising teacher in order to enable students to meet their goals and objectives of the Individualized Education Plan (IEP). These paraprofessionals work with their assigned teams daily, always available to provide support when needed.

**School Counselors** The school counselors work with children on an individual basis and in groups concerning educational progress, personal and social development and vocational plans. They assist teachers in understanding students and identifying children who may need special help. They hold conferences with teachers and parents to enable them and the school to have a better understanding of the children and their development, and when necessary, comply with mandated child abuse and suicide prevention reporting policies. Below is listed the counselor assigned by grade for the 2016-17 school year:

**Grade 5: Mrs. Grattan**

**Grade 6: Mrs. Young**

**Grade 7: Mr. Madruga**

**Grade 8: Mr. Bonn**

### **School Nurse:**

The school nurse counsels students, parents and teachers concerning a child's health and well-being and provides emergency service for injury or sudden illness. Additionally, the school nurse oversees each student's general health and can help establish and monitor individual student health plans.

### **School Based Health Center"**

We are fortunate to have a School Based Health Center which is a fully licensed health clinic designed to address the physical and emotional needs of adolescents. All students at WIS are eligible to enroll and

receive services free of charge. A pediatric nurse practitioner, a social worker and consulting pediatrician and psychiatrist work as a team to provide medical and mental health services. The center is open on all school days with coverage available after school hours. For additional information please call the School Based Health Center at 315-3533.

### **Response to Intervention Team (RTI):**

The Response to Intervention team meets weekly and may comprise administrators, teacher, counselor, the school psychologist, social worker, school nurse, nurse practitioner, and/or a math/reading specialist. The purpose of the RTI Team is to review the progress of students experiencing academic and/or social and emotional difficulty and identify possible interventions and strategies which might be implemented to assist such youngsters. Grade-level counselors update parents on types of interventions and student success agreed on and implemented by the RTI team.

### **Special Education Services:**

Special Education Services consist of the school psychologist, social worker, speech clinician and special education/team teachers. Specific services of this type are available to any youngster who has been identified as having a learning or emotional problem which is interfering with success in the regular school program.

In order to receive special educational services a youngster's situation must be reviewed by a Planning and Placement Team consisting of a counselor, a classroom teacher, the school psychologist, an administrator and the child's parent(s). At that time, a decision is made regarding whether special education is indicated, what type of help will best suit the youngster's specific needs, how long and how often the service will be provided and what goals we have for the child during that time. If at any time you wish to explore the need of a specific special education service for your child, contact his/her counselor.

### **School Psychologist:**

School psychologists apply expertise in mental health, learning and behavior to help students succeed academically, socially, behaviorally and emotionally. School psychologists provide direct support and interventions to students; consult with teachers, families, school counselors and school social workers to improve support strategies, school-wide practices and policies. They collaborate with community providers to coordinate services.

### **Speech and Language Pathologist:**

The school based speech and language pathologist's goal is to improve student communication within the educational environment. S/he promotes the development and use of functional communication in social and learning settings. The school based speech and language pathologist serves as a member of a variety of teams that make decisions regarding evaluation, eligibility and services.

## **ADDITIONAL INFORMATION FOR PARENTS**

### **WALSH WEBSITE [www.walshintermediate.org](http://www.walshintermediate.org)**

Follow links from the Walsh homepage for information about the school and staff, news and events, academics, guidance, athletics and other useful resources such as Infinite Campus, My Homework Now

and PTA news.

## **INFINITE CAMPUS (IC)**

### **Infinite Campus Parent Portal:**

Parents can access the Infinite Campus Parent Portal from the Walsh Intermediate website to monitor your child's attendance, trimester report cards, and daily/weekly grades on assignments, projects and assessments.

### **Infinite Campus Student Account:**

Students need to know their **student identification number**, which can be found in the upper right hand corner of their schedule.

**The student ID number** is the **USERNAME**. The **PASSWORD** is your child's six digit birth date (example: April 10, 1999 would be 041099).

Direct questions about the Parent Portal to Jessica Strassburg at [portalhelp@branfordschools.org](mailto:portalhelp@branfordschools.org) 203-315-6723.

### **Infinite Campus Parent Accounts:**

Parents, guardians and students at the middle and high school levels have access to individual student accounts on Infinite Campus to check attendance, grades, etc. Parents and guardians will be issued a Parent Account which allows you to view information on multiple students from one account and also to update demographic, cell phone and email information on the Web. This will make life easier for parents with multiple children in our schools and will also provide us with more accurate and up-to-date information in our student database.

### **Infinite Campus App:**

If you have not done so already, we encourage you to download the free Infinite Campus app for your smart devices and sign in with your **Parent Account** at the start of the school year. The app works now with all active Student Accounts. Check the iOS APP Store or the Google Play store to download the app and follow the in-app instructions to set up your account.

### **IC Messenger:**

Infinite Campus has been installed to send automatic phone messages and emails to parents and guardians. The system is closely integrated with Infinite Campus, which will let you decide how you want to be contacted. School alerts such as delayed openings and school closings will be communicated via IC Messenger.

### **Emergency information on Infinite Campus:**

**PARENTS ARE URGED TO UPDATE THEIR INFORMATION ON INFINITE CAMPUS. CHANGES IN TELEPHONE NUMBERS, EMERGENCY CONTACT PERSONS, HOME AND CELL TELEPHONE NUMBERS AND EMAIL ADDRESSES FOR PARENTS AND OTHER EMERGENCY CONTACTS SHOULD BE REPORTED TO THE SCHOOL AS THEY OCCUR.**

Please note that in the event of a real emergency involving your child, if we are unable to reach an authorized contact person using your Infinite Campus information, it may be necessary to summon an

ambulance to transport him/her to a local hospital to receive appropriate medical attention. In such instances, the school cannot be responsible for any costs associated with transporting the student. Therefore it is imperative that parents provide us with current and available emergency contacts.

**No student will be dismissed to any individual not listed on the student's emergency card unless specifically directed in writing or by phone by the parent or guardian. All individuals will be required to provide a photo ID.**

#### **ABSENCE FROM SCHOOL:**

Good attendance is the cornerstone to school success and we expect you will make every effort to keep absences to a minimum. The responsibility for regular attendance rests with the students' parents, guardians or with the students themselves when they become of legal age. A PARENT SHOULD CALL THE SCHOOL before 9 o'clock and call 315-6890 to inform us of your child's absence. Any student whose absences exceed 25 for the year may be required to attend summer school or, in extreme cases, be retained in his or her present grade.

Parents must complete the WIS Absenteeism Form (located on our school website) and return it to the attendance office with your child upon his/her return to school. You may also email this form to appropriate grade level administrative assistant. Phone calls and messages will no longer be accepted as official notification.

A. The following absences are NOT COUNTED for the purpose of the Attendance Policy:

- a medical reason
- a religious holiday
- a court appearance
- a funeral or death in the family
- a serious family emergency
- a suspension or expulsion or, limited absence from school for special activities with parental consent, subject to the approval of the Principal or his/her designee
- Other absences will be considered unexcused.

B. Students are allowed excused absences per school year. Therefore, please try to schedule medical and personal appointments after school hours or during vacation.

- If an unexpected medical appointment is necessary during school hours, parent/legal guardians must call the school prior to the student leaving the building. Upon returning to school, the student must bring a note/appointment card from the doctor's office.
- Attendance is taken each period. Therefore, if a student misses a class for any reason other than a school activity, the student will not have perfect attendance.

Please see Board Policy 5113.2 for the full attendance policy of the Branford Board of Education.

#### **ACCIDENTS AND EMERGENCIES:**

In the event of an emergency involving a student's physical or emotional well-being, it may be necessary

to arrange for transportation by ambulance to a local hospital. The school's staff, in cooperation with other professionals, will make such determinations to the best of their ability, keeping the welfare of the child as the top priority. Every effort will be made to notify parents of the situation involving your child. Please be sure that Infinite Campus has the most recent information by making changes in telephone numbers and emergency contact persons as they occur so that this process is facilitated. The school is not responsible for any costs associated with such decisions.

#### **COMMUNICATING WITH SCHOOL STAFF AFTER HOURS:**

Staff can be reached after school hours via voice mail at 488-8317 or by e-mail. Staff e-mail address is person's first name initial followed by last name@branfordschools.org. Staff email addresses are also listed on the WIS website >> Staff Directory. Your child's teachers will provide you with their voice mailbox numbers at the start of the school year. Teachers check both their email and voicemail frequently to ensure timely communication with parents.

#### **CONTACTING STUDENTS DURING SCHOOL HOURS:**

**In case of emergencies, parents may contact their child by calling the school office (488-8317) and a message will be relayed to him/her. Please refrain from texting or calling students on their cell phones during the school day, because students are not permitted to use their phones during school, and risk having the phone confiscated by a faculty member.**

#### **CONTACTING TEACHERS AND SCHOOL COUNSELORS:**

Parents are encouraged to contact teachers or school counselors with concerns about their child's progress. Emailing is the preferred method of contact. If you wish to speak over the phone, a message will be relayed to the teacher you wish to speak with and he/she will return your call. You will receive a listing of the time each day when an individual teacher is most likely to be available to receive telephone calls.

Contact your child's school counselor for an overall progress report. If necessary, the school counselor can set up a team meeting with classroom teachers.

#### **DELAYED OPENING/EARLY DISMISSAL:**

In addition to phone and email alerts you receive via IC Messenger, such information will also be broadcast on local radio and television stations and the Branford Public School website. If you are not receiving these calls, please notify the Guidance Secretary @ 315-7946.

If a delayed opening has been announced, please do not drop students at the school more than 15 minutes prior to the start time for that day. Also, be aware of the potential for early dismissals on days when winter weather develops during the course of the school day. It is suggested that all parents make advance arrangements for their children on days when a weather-related early dismissal is possible.

#### **DROPPING OFF AND PICKING UP STUDENTS**

##### **Arrival:**

##### **Dropping off students who are not taking the bus in the morning:**

Students who are dropped off in the morning will be buzzed into the building starting at 7:30 a.m. Parents and guardians can drop off their child anytime between 7:30-7:50 a.m. Please note that once the buses start arriving there may be times that the parent loop will be blocked and vehicles will not be able to

exit until all students have disembarked the buses. We thank you in advance for your patience and understanding as this will ensure a safe arrival for all students. When the lane is open, parents can drive through the parent loop entry and allow students to exit from the right of the vehicle to the foot paths leading to the front of the building. (See the map below.) Parents should not park their car in a space and send their child into the moving traffic. Students are allowed to exit the vehicles while in the parent loop only, avoiding any safety concerns. There will be supervision to assist with the traffic flow and to receive the students. When leaving the parent loop, drivers must **turn left** away from the bus loop and exit to Damascus Road.



### **Dismissal: Walkers and Pick Ups**

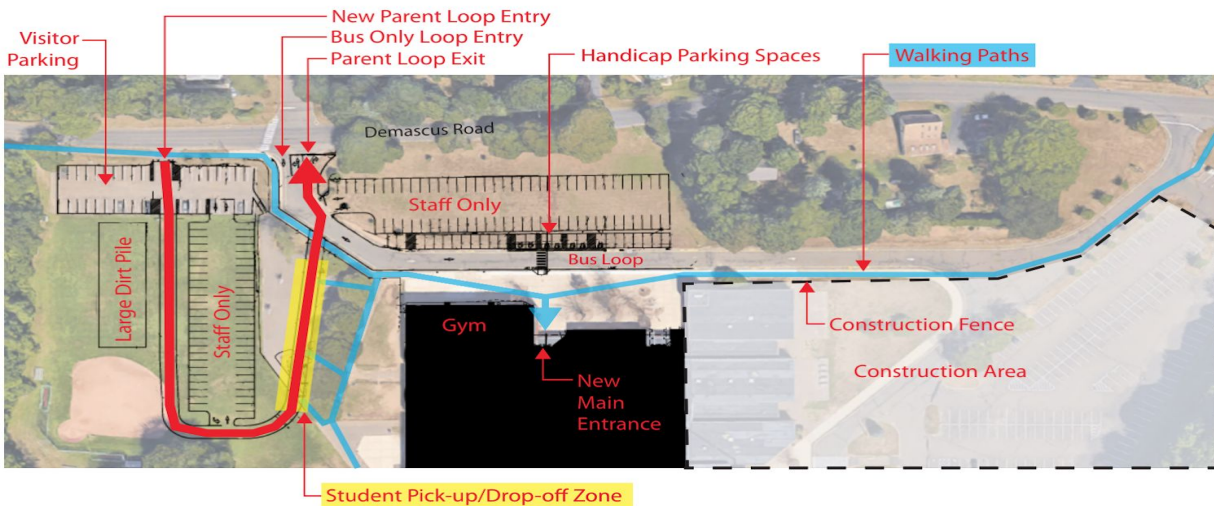
All walkers and pick ups will be dismissed after the buses have cleared. This is the best way to ensure everyone's safety. Bus dismissal begins at 2:50 p.m. The suggested time to pick up your child would be closer to 3:00 p.m. However, this is subject to change daily based on bus arrivals. If you arrive during dismissal, it is suggested that vehicles enter the parent loop near the visitor parking lot and begin to form a line (see diagram below.) If you are the first car, please move up all the way to front of the loop. All other vehicles should create a line behind the first car. Students can load cars that are closest to the side of the building (stopping before the bend.) Students should enter the right side of the vehicle. Once the front car is loaded, the traffic can flow accordingly. Please make sure your child knows which vehicle you will be picking them up in that afternoon. Anytime during the day or prior to 2:50, students need to be signed out. However, parents **will no longer** have to enter the building to sign their child out of the school **during dismissal**. Please note this is different from previous years.

### **Early Pick-Up:**

Students who need to leave school before the end of the day should report to the receptionist desk before 8:10 with a note signed by a parent or guardian explaining the reason for the early dismissal and stating the time the child will be picked up. Students will be given a pass to the receptionist's desk at the designated time to meet their parent. If the child is being picked up by a person other than their parent, the note needs to clearly identify the person who will be picking the child up. No student will be dismissed to any person not expressly specified in writing by his or her parent. Any individual picking up a child needs to present photo identification to the front office. **APPOINTMENTS SHOULD NOT BE SCHEDULED DURING SCHOOL HOURS WHENEVER POSSIBLE.**

**PASSING A SCHOOL BUS WHOSE LIGHTS ARE FLASHING RED ARE MAY RESULT IN A TRAFFIC SUMMONS WHICH CARRIES A FINE IN EXCESS OF \$400.00 VISITORS** Student visitors from other schools are not allowed to attend school. If an out-of-town relative wants to visit the school for a short tour, arrangements must be made with an administrator ahead of time and transportation must be provided to get the visitor to and from school.

## Francis Walsh Intermediate School 2018-2019 Traffic Flow



### **HIGH SCHOOL CHOICE:**

Eighth Grade students who opt not to attend Branford High School have the opportunity to apply to a variety of schools. The Branford Public Schools participate in a School Choice program offered by the State of Connecticut. Through this program, students may attend regional vocational-technical schools, regional vocational-agricultural schools, and Inter-district Magnet schools. Students and parents interested in alternative options for schooling are encouraged to research schools which may be of interest. Walsh school counselors can provide application forms and materials to assist in the exploration of these educational options. The following schools participate in the Public School Choice Program for our area:

Platt Technical Institute – Milford Eli Whitney Technical Institute – New Haven Lyman Hall Agricultural High School – Wallingford Hill Career High School – New Haven The Sound School – New Haven Education Center for the Arts – New Haven Cooperative Arts and Humanities High School – New Haven High School in the Community – New Haven Hyde Leadership School - Hamden Metropolitan Business Academy – New Haven

### **REPORT CARDS:**

Report cards are given out three times a year: November 30, March 8th and the last day of school. (\*subject to change due to inclement weather). Parents will receive an email the week prior to report cards going home. All parents will always have access through the parent portal. The final report card will be mailed home about two weeks following the close of school.

### **SCHOOL LUNCH:**

**FREE OR REDUCED PRICE LUNCHES** National School Lunch Program regulations require that lunch is provided for needy students when the family income is insufficient to provide the basic necessities,



including food of the proper quality and amount for good nutrition.

Parents shall be informed of the district policy concerning "Meals for Needy Children." A letter and application form will be distributed to all parents during the first few weeks of school. The letter will contain information on the eligibility standards, procedures for applying for free "Meals for Needy Children," and how an appeal may be filed for an adjustment in the decision with respect to the application. This information and an application form will also be provided whenever a new student is enrolled. (cf. 3542.42 - Finance: Food Service)

A public news release containing this same information will be made available to local news representatives early in the school year. Copies of this public release will be made available upon request to any interested party. Subsequent changes in the district eligibility standards during the school year, which are approved by the state agency, will also be publicly announced.

1. Free or reduced price lunches and/or supplementary milk will be provided for all students who qualify on the basis of financial need. Breakfast snacks may be provided in cases of extreme nutritional deficiency.
2. There shall be no discrimination in the furnishings of meals or supplementary milk because of race, religion, source of income, etc.
3. The anonymity of students receiving assistance under this regulation shall be protected. The names of these students will be treated in a confidential manner. They will use the same tickets for milk and lunch and will obtain these items in the same manner and place as do all other children.
4. Requests for free lunches, reduced price lunches, and/or supplementary milk which have been denied may be appealed to the Superintendent of Schools.
5. Records of students receiving assistance will be kept in each school. A monthly report will be submitted to the school system's main office where records for audit purposes will be maintained.
6. Eligibility for the "Meals for Needy Children" program will be based on the following:
  - A. Emergency Situations A child's statement of need is sufficient for providing assistance on a temporary basis. A family contact should be made immediately to determine extent and probable duration of need. In cases of family emergency such as sudden unemployment, illness, death, desertion, etc., assistance will be provided as needed.
  - B. Objective Standards of Need Eligibility for assistance, other than for emergency situations, will be determined on the basis of income and family size as indicated on the scale provided by the school system.

**Priority to Neediest Families:** If it is not possible for the school system to meet all requests for free or reduced price meals, priority shall be given to those children from families whose income is lowest on the scale regardless of source of income.

7. If school authorities feel that a family's financial situation has changed, and the students are no longer eligible for free meals, a hearing procedure will be used by the Superintendent of Schools to challenge the continued eligibility. In the event of such a challenge, the family will be given a reasonable period of time in advance of the hearing to review the information on which the challenge is based. Children will continue to receive free meals until the conclusion of the hearing.

**WIS HEALTH AND WELLNESS PROGRAM:**

1. Physical examinations are required for all students entering Connecticut schools. Additional physical exams are required by the end of the 6th and 10th grades in order to advance to the next grade.

2. All students are required to prove adequate immunization against diphtheria, pertussis, tetanus, polio, measles, chickenpox, mumps, rubella, Hepatitis A and B, Varicella and Meningococcal and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f. The only exceptions are if the parent:

- a) presents a certificate from a physician, physician assistant, advanced practice registered nurse or local health agency stating that initial immunizations have been given to such child and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health; or
- b) presents a certificate from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of a such physician, such immunization is medically contraindicated because of the physical condition of such child; or
- c) presents a statement from the parents or guardian of such child that such immunization would be contrary to the religious beliefs of such child or the parents or guardian of such child, which statement shall be acknowledged by: (1) a judge of a court of record or a family support magistrate, (2) a clerk or deputy clerk of a court having a seal, (3) a town clerk, (4) a notary public, (5) a justice of the peace, (6) an attorney admitted to the bar of the State of Connecticut, or (7) a school nurse; or
- d) in the case of measles, mumps or rubella, presents a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
- e) in the case of hemophilus influenzae type B, has passed his/her fifth birthday; or
- f) in the case of pertussis, has passed his/her sixth birthday.

Before being permitted to enter the seventh grade, the parents or guardian of any child who is exempt on religious grounds from the immunization requirements, pursuant to subsection (c) above, shall present to the Board a statement that such immunization requirements are contrary to the religious beliefs of such child or the parents or guardian of such child, which statement shall be acknowledged in the same manner as required by subsection (c) above.

3. The following screenings take place during the school year:

- a. Vision screening on all fifth graders.
- b. Hearing screening on all fifth graders.
- c. Postural screening on all female fifth and seventh grades, and all male eighth or ninth graders.

4. The school nurse may give Acetaminophen or Ibuprofen with the parent's permission. All other medications given by the nurse may be given ONLY with a written order from the doctor and parent or guardian. The medical authorization form can be obtained in the school nurse's office. Please note the

following, in accordance with Board Policy 5141.21, which can be found on the District's website:

**a. STUDENTS MAY NOT CARRY MEDICATIONS TO SCHOOL. Medications, including non-prescription drugs,** must be given to the nurse by a parent or other responsible adult.

b. Medication includes Tylenol and all over the counter drugs as well as prescription drugs.

c. Medication must be in the original prescription bottle with the student's name, name of the drug, strength, dosage, frequency, physician's or dentist's name and date of original prescription.

d. Over the counter drugs must be in the original package labeled with the student's name.

e. All medication must be kept in the nurse's office except for those students authorized to self-administer and self-carry.

5. We are encouraging students to bring in healthy snacks. No food should be sent in without proper permission from the teacher. Be sure to refrain from any foods containing peanut and tree nuts.

**Administration of Medication During Field Trips:** The school complies with Board Policy 5141.21, and state and federal law, with regard to the administration of medication to students during field trips or other school-sponsored events that occur outside of regular school hours.

**Authorization for the Administration of Medicine by School Personnel See school nurse for form.**

**Wellness Notification Student Wellness Policy Student** wellness, including good nutrition and physical activity, shall be promoted in the Branford Public Schools' educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

Goals for Nutrition Education The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the Branford Public Schools' comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the Branford Public Schools' physical education program.

**Nutrition Guidelines for Foods Available in Schools:**

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Pyramid, published jointly by the U. S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education in addition to federal and state statutes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the Branford Public Schools' nonprofit food service in compliance with the Child Nutrition Act. The Branford Public Schools shall prohibit the sale of foods of minimal nutritional value as defined by the U. S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute.

All sources of food sales to students at school must comply with the Connecticut Nutrition Standards including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. Branford shall ensure that all beverages sold to students comply with the requirements of state statute. Branford Public Schools shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

#### **Reimbursable School Meals:**

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

#### **Monitoring:**

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

#### **Community Input:**

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, school administrators, and the public.

Food Policy Chartwells, the company that provides school lunches for the district, has reached out to our Student Council to inquire about and discuss changes students would like to see occur in the food service program. This collaboration is an effort to educate all stakeholders about making healthy food choices at school and at home. This is reinforced during our Health and Family Consumer Science classes.

Food Allergies Food allergies continue to be a concern and a challenge to monitor. We strongly discourage students and parents from bringing any food to school to share with others. The only exception is food brought for curriculum which has been approved by an administrator.

Students are encouraged to drink water and other healthy drinks throughout the day, and eat healthy snacks they can munch on at designated times.

All students get breaks and a chance to refuel. We believe that young adolescents need a few minutes each day for some down time, exercise, fresh air and snacks. 5th and 6th Grade students have scheduled recess daily. They also may have time to enjoy their snacks during their morning classes. When there is inclement weather, teachers provide indoor recess in the team areas where students play various games.

7th and 8th Grade students have an opportunity for a working snack as scheduled by their teams.

### **ACCOMMODATING STUDENTS WITH SPECIAL DIETARY NEEDS (FOOD ALLERGY MANAGEMENT)**

The purpose of this policy is to establish a safe environment for students with food allergies and glycogen storage disease and to support parents regarding food allergy management. In accordance with applicable law, it is the policy of the Board of Education to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The Board recognizes the need to help the allergic child avoid foods to which the child is allergic and to establish emergency procedures to treat allergic reactions that may occur. In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student. The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

An Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students that are identified with food allergies and glycogen storage disease. In addition, the Board recognizes that students with documented life-threatening food allergies may be considered disabled and eligible for coverage under The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly- defined "504 Accommodation Plan" shall be developed and implemented for all such identified students if it has been properly demonstrated that the child's impairment is such that it substantially limits one or more major life activities, (i.e., the disability must significantly affect a major life function) and necessary accommodations must be made to ensure full participation of identified students in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

All schools are also responsible for developing and implementing guidelines for the care of food- allergic students and glycogen storage disease. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

The regulations for managing students with life-threatening food allergies shall be posted on the District's website and the website of each school within the District as well as in the student/parent handbook of each school.

**Health Concerns** All significant health problems and all communicable diseases should be reported to the School Nurse (203-315- 6873). The School Nurse is responsible for the health of students during the school day. A student with a contagious disease will be excluded from school. School policy for certain health problems:

**ALLERGIES:**

Significant allergies to venom, plants, drug, or food should be reported to the school nurse. Medication may be kept in the nurse's office with written permission of the student's parent and physician.

**IF YOUR CHILD HAS A FOOD ALLERGY, IT IS IMPORTANT THAT HE/SHE IS TAUGHT TO INQUIRE ABOUT INGREDIENTS OF ANY FOOD THAT ISN'T BROUGHT FROM THEIR HOME OR PROVIDED BY THE SCHOOL FOOD SERVICE. STUDENTS SHOULD BE TAUGHT / INSTRUCTED TO REFRAIN FROM ANY FOODS CONTAINING THEIR ALLERGENS OR THAT THEY ARE UNSURE OF.**

**ASTHMA:** Medication may be kept in the nurse's office with written permission from the parent and physician. **CHICKEN POX** or **HERPES ZOSTER** (Varicella Zoster Virus) – Excluded until there are no new lesions, usually 7 days from start of disease. Child will be readmitted after ALL lesions have been crusted over as those lesions are no longer contagious. **CONJUNCTIVITIS** (pinkeye) - Excluded for 24 hours after medication started and/or until symptoms disappear. **COXSACKIE VIRUS** – Excluded until 24 hours after disappearance of symptoms. **FEVER** – Excluded from school until fever free for 24 hours without the use of Tylenol or Ibuprofen. A fever of 100.4 or above will result in being excluded from school. **HERPES SIMPLEX INFECTION** – Need not be excluded from school. Student should avoid mouth to mouth contact with other students and should not share drinking cups, utensils, or towels. **HEPATITIS** - Excluded until given approval to return to school by his or her physician. **HIV INFECTION** – Attendance for children with HIV infection will be governed by the Board of Education Policy. **IMPETIGO** - Excluded from school for 24 hours after medication started or healing of lesions. Readmitted with a doctor's note. **INFECTIOUS MONONUCLEOSIS** (Epstein Barr Virus) – Student should stay home until feeling well enough to continue studies. May resume physical education and sports only after clearance from physician. **INFLUENZA** – Student should stay home at least 5 days to prevent infection to others. May be readmitted after diagnosis and treatment by physician. **MEASLES, MUMPS, or RUBELLA** – Should stay home at least 5 days to prevent infection of others. May be readmitted after diagnosis and treatment by physician. **PEDICULOSIS** (head lice) - Excluded from school until treated and nits are removed. Family members should be carefully checked treated if necessary. Shampoo must be repeated in 7 days for complete destruction of all eggs. Student may be readmitted after being checked by the school nurse to verify that treatment is effective and hair is free of lice / nits. **PINWORMS** - Excluded from school until treated. Family members should be carefully checked and treated if necessary. May be readmitted after being checked by school nurse. **POISON IVY** – Student may stay in school unless too uncomfortable, may be sent home at the discretion of the school nurse. Is not contagious to others. May be treated with Calagel with permission of physician and parent. **RASHES** – Excluded from school if: (a) rash appears to be contagious, (b) student has fever, (c) cause of rash is uncertain. May be readmitted after diagnosis and treatment by physician or at the discretion of the school nurse. **RESPIRATORY ILLNESS** – May be excluded from school due to fever, persistent coughing, congestion, runny nose, or malaise. May be readmitted after diagnosis and treatment by physician. **RINGWORM** (Tinea corporis, capitis, or cruris) - Excluded until scalp or skin has begun to heal. May be readmitted

after diagnosis and treatment by physician. SCABIES - Excluded until lesions are healed. May be readmitted after diagnosis and treatment by physician. SCARLET FEVER and STREP THROAT – May be readmitted after diagnosis and treatment (24 hours of antibiotics) by physician.

### **Health Records Policy:**

A student who enters the Branford School System from another school system must submit a health record containing all the information required by the Branford Board of Education, including: proof of adequate immunization and a copy of a recent physical for those students entering the Connecticut School System. Parents are responsible for providing any information not included in a new student's records.

## **BRANFORD PUBLIC SCHOOLS STUDENT HANDBOOK APPENDIX OF POLICIES AND REGULATIONS**

**Parents are strongly urged to review the Branford Public School Student Handbook Appendix to acquaint themselves with district policies governing a wide range of situations involving students. These policies govern school actions and decisions in such situations and should be considered an extension of this handbook. A copy of this handbook can be found on the Francis Walsh Intermediate School Website.**

### **Notification under the Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (i.e., students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

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

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

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

(3) The right to privacy of personally identifiable information in the student's education records,

except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless



the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

Parent Complaint Procedure (See Board of Education Policy ...approved: 1991) To encourage parent and community participation in the school's efforts to improve and to address complaints effectively, parents and community members should communicate directly with the school personnel most directly responsible for the issue of concern. It is only through direct communications at the level of concern that most issues will best be resolved. The complaint procedure should begin with direct communication between the involved individuals. If the issue is unresolved at this initial level, the individual may refer the situation to the immediate supervisor responsible for that level. Should resolution still not occur, the school's principal attempts to find a solution. If the issue is not resolved at the building level, the Assistant Superintendent, Superintendent, and ultimately the Board of Education become involved on a step-by-step basis.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION Complaint Resolution  
Procedure Elementary and Secondary Education Act, 34 Code of Federal Regulations  
(CFR) Part 299(10)(a)**

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs: 1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies). 2. Part B, Subpart 1 of Title I (Reading First). 3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs). 4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of

Dropping Out). 5. Part A of Title II (Teacher and Principal Training and Recruiting Fund). 6. Part D of Title II (Enhancing Education Through Technology). 7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic

Achievement Act). 8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).

9. Part A of Title IV (Safe and Drug-Free Schools and Communities). 10. Part A of Title V (Innovative Programs)

#### B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

#### C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following: 1. A statement that the SEA or an agency or consortium of agencies has violated a

requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint. 2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement. 3. A description of prior efforts to resolve the complaint, including information

demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time. 4. Complainant's and respondent's name, address and telephone number.

5. Other materials or documents containing information which support or clarify the statement.

### II. Review of Complaint

#### A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

#### B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following: 1. Failure to file a proper complaint pursuant to Section I. 2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies. 3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint. 4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

### III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

### IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

#### A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

#### B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

#### V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

#### A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

#### B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

#### C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties

within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits. 2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation. 3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation. 4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

#### D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

#### VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

### **Right to Request INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

As a parent of a student enrolled this school, under the Every Student Succeeds Act of 2015, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;

3. Whether your child's teacher is teaching in the field of discipline of his or her certification and
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact Paula Gladdys, HR Manager, at 203 315 7804.

### **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors ("eligible students") certain rights regarding the school district's administration of surveys, collection and use of personal information, and the administration of certain physical exams. These include the right to:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
  - a. political affiliations or beliefs of the student or the student's parent;
  - b. mental or psychological problems of the student or the student's family;
  - c. sex behavior or attitudes;
  - d. illegal, anti-social, self-incriminating, or demeaning behavior;
  - e. critical appraisals of other individuals with whom respondents have close family relationships;
  - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
  - g. religious practices, affiliations, or beliefs of the student or the student's parent;
  - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
5. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
6. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:

a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose); b. the administration of any survey containing confidential topics (see #2, above, a-h); or c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

a. college or other post-secondary education recruitment, or military recruitment; b. book clubs, magazines, and programs providing access to low-cost literary products; c. curriculum and instructional materials used by elementary and secondary schools; d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students; e. the sale by students of products or services to raise funds for school-related or education-related activities; f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Branford school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605

## **EQUAL EDUCATIONAL OPPORTUNITY – NON-DISCRIMINATION**

It is the policy of the Branford Board of Education that students shall be provided an equal opportunity to participate in and benefit from the activities, programs, and courses of study offered by the school district without discrimination on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, gender identity or expression, alienage or any other basis prohibited by law. Additionally, pursuant to Title IX and relevant state law, no individual shall, on the basis of sex (which includes marital status, parenthood, and pregnancy), be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Branford Board of Education complies with all laws pertaining to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Educational Act (IDEA) and applicable state and federal regulations.

Any student or other individual who feels he or she has been denied an equal opportunity to participate in or benefit from the activities, programs or courses of study offered by the school district in violation of this policy should immediately bring his or her complaint to the attention of a Guidance Counselor, Assistant Principal, Building Principal, school-based Title IX Coordinator or the district's Title IX/Human Rights Coordinator. Any staff member or administrator who receives a complaint should bring the matter to the immediate attention of the district's Title IX/Human Rights Coordinator. If the Title IX/Human Rights Coordinator is the subject of the complaint, it should be brought to the attention of the Superintendent of Schools.

The following individual is the Title IX/Human Rights Coordinator and has been designated to handle inquiries and receive complaints regarding the district's non-discrimination policies:

Rachel Sexton, Assistant Superintendent

Branford Board of Education

1111 Main Street

Branford, Ct 06405

(203) 315-7804

## **PROHIBITION OF UNLAWFUL HARASSMENT:**

It is the policy of the Branford Board of Education to maintain a working and learning environment that is free from unlawful harassment. The Board will not tolerate the harassment of any student based on race, color, national origin, sex, age, disability, religion, sexual orientation, or any other basis prohibited by law.

This policy prohibits unlawful harassment of students by employees, other students, or third parties. This

includes protection from harassment by teachers, administrators, Board of Education members, volunteers, visitors and any other individuals who are on school premises, at school-sponsored activities and at other places where such persons may come in contact with students in connection with school programs and activities.

Students are prohibited from harassing teachers, administrators or other school personnel on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, ancestry, marital status, or genetic information. Definition of Unlawful Harassment Unlawful harassment means unwelcome and offensive conduct that has the purpose or effect of unreasonably interfering with a student's performance and/or learning opportunities or that is sufficiently severe, pervasive or persistent so as to create an intimidating, hostile or offensive educational environment. All forms of harassment are prohibited whether verbal, written, visual or physical and regardless of the medium through which it occurs.

### **PROHIBITION OF SEXUAL HARASSMENT**

It is the policy of the Branford Board of Education that sexual harassment is unacceptable and will not be tolerated among members of the Board, employees or students of the Branford Public Schools whether that harassment is student to student, student to staff, staff to student or staff to staff. Sexual harassment by volunteers or other non-school personnel doing business with the Branford Public Schools will also not be tolerated. Employees and students are expected to adhere to a standard of conduct that is respectful and courteous to employees, students and the public.

Should sexual harassment be alleged, it is the policy of this Board that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the alleged harassment and that the problem/concern shall be appropriately addressed.

The Branford Board of Education will insure that this policy is in compliance with all state and federal statutes pertaining to sexual harassment and will insure that training consistent with those statutes occurs on an annual basis.

Definition of Sexual Harassment Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education;
- Submission to or rejection of such conduct by a student is used as a basis for educational decisions affecting that student's education;
- Such conduct has the purpose or effect of substantially interfering with a student's educational performance, and/or is sufficiently severe, pervasive or persistent that it creates an intimidating, hostile or offensive educational environment.

Such conduct constitutes sexual harassment whether or not a threat of adverse consequences is carried out and whether or not the student actually suffers any tangible adverse consequences.

Sexual or romantic relationships between employees and students are strictly prohibited whether or not they constitute sexual harassment as defined by the Board's policy.



Sexual harassment includes a wide range of behaviors – from pressure or requests for sexual activities to unwelcome sexual comments and innuendo to verbal abuse of a sexual nature. Unwelcome sexual flirtations and advances, offensive touching of individual, graphic or verbal commentaries about an individual’s body, sexually degrading words used to describe an individual, and displays in the workplace of sexually suggestive objects or pictures are some of the additional behaviors that constitute sexual harassment. Behavior appropriate outside the school setting may not be appropriate in the school environment. Sexual harassment may be subtle and even unintentional. It may be directed towards members of the opposite or same sex.

**COMPLAINTS OF DISCRIMINATION AND/OR UNLAWFUL HARASSMENT** Any student who feels that he/she has been discriminated against or subjected to unlawful harassment in violation of board policy should immediately bring his or her complaint to the attention any of the following personnel: Guidance Counselor, Assistant Principal, Building Principal, school-based Title IX Coordinator or the district’s Title IX /Human Rights Coordinator

WIS Title IX Coordinator

**BPS Title IX/Human Rights Coordinator Catie DeLucia**

Walsh Intermediate School Branford Board of Education

185 Damascus Road

1111 Main Street Branford, CT 06405

Rachel Sexton, Assistant Superintendent

Branford Board of Education

1111 Main Street, Branford, CT 06405

A school official will assist the student in putting the complaint in writing. Any person who has observed or otherwise become aware of discriminatory conduct or unlawful harassment should bring the matter to the immediate attention of the building principal and district Title IX /Human Rights Coordinator.

All complaints will be promptly investigated in as confidential a manner as practical and appropriate corrective action will be taken when warranted. Any employee, student, volunteer or other individual under the control of the school system who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to discipline, including possible dismissal or expulsion.

**ACCESS TO PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES** A student who has a disability impacting the ability to learn or function in the school environment may be entitled to special services including reasonable accommodations (Section 504 Plan) and/or special education (Individualized Education Plan).

Special education is specially designed instruction created to meet the unique needs of students with disabilities. In providing special education to students, the district complies with the requirements of

federal and state law. Eligibility for special education is determined by a planning and placement team. Before a child is referred to a planning and placement team, alternative procedures and programs in regular education shall be explored and, where appropriate, implemented. Referrals for special education may be made by school personnel as well as from a student's parents, physician, or social worker.

The Branford Board of Education is committed to providing parents and other interested parties with information about the identification, evaluation and programming for students with disabilities. Parents who have questions about the services available to students with disabilities should contact the Director of Pupil Services at (203) 488- 5000. NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990 Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. Title II of the Americans with Disabilities Act of 1990 ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. The purpose of Section 504 is to prohibit discrimination on the basis of disability. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing such eligible students access to free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is covered under Section 504 if it is determined that he/she suffers from a mental or physical disability that substantially limits a major life activity such as (but not limited to) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Branford School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, and eligibility decision by a

team of persons who are knowledgeable of your child, the assessment data, and any placement options;

6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.

7. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;

8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;

9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;

11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

12. To request changes in the educational program of your child;

13. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.

14. To file a local grievance or complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for this Branford Public Schools is:

Charles Cicarella,

Director Department of Student Services Branford Public Schools

12 Melrose Avenue Branford, CT 06405

Telephone: (203) 488-5000

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office

Office for Civil Rights

U.S. Department of Education 8th Floor 5  
Post Office Square, Suite 900  
Boston, MA 02109-3921 Telephone: (617) 289-0111

## **HOLIDAY CEREMONIES AND OBSERVANCES:**

**Separation of Church and State** In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of the Board that the public schools will, at all times and in all ways, be neutral in matters of religion.

This requirement of neutrality need not preclude nor hinder the public schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The district also recognizes that one of its educational responsibilities is to advance the students' knowledge, understanding, and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the district will approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views.

**Absences for Religious Observances** Student absences for religious observances shall be excused. Furthermore, such absences shall not disqualify students for attendance related awards nor impact student grades or participation in school events.

**Silent Meditation** The Board directs administration to allow/permit students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

## **ASBESTOS MANAGEMENT PROGRAM**

The Branford Public Schools facilities has been inspected several times over the years since 1984 to determine if asbestos was present and to evaluate the potential for human exposure to airborne fibers of asbestos. As in the case for most public and commercial buildings in New England, asbestos-containing products were found in the school buildings. Wherever the potential exists for damaged materials to cause asbestos fibers to be released into the air, we have encapsulated or enclosed the material. Most of the materials that present a potential for exposure are in areas that are inaccessible to students, such as boiler rooms and pipe tunnels. An Asbestos Management Program has been developed to maintain these materials in a condition in which they do not pose a health hazard. As part of this program, asbestos-containing materials are inspected several times each year.

Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the Branford schools should call the Director of Facilities at 203-315-7803 to see the Asbestos Management Plan, which is on file in the main office of each building and the Facilities Office.

**PESTICIDE APPLICATION POLICY** Only certified pesticide applicators are used in schools for any

non-emergency pesticide use in school buildings or on school grounds. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. A “pesticide” is defined as a fungicide used on plants, an insecticide, and herbicide, or a rodenticide but does not mean a sanitizer, disinfectant, antimicrobial agent or pesticide bait.

The Board is committed to minimizing the use of pesticides. Therefore, the primary practice of pest control shall involve reducing/eliminating the conditions necessary for pest survival. These measures include but are not limited to good housekeeping and routine, prompt maintenance of buildings and grounds.

As required by the statute, the District shall:

- Annually inform parents/guardians and staff of the District’s pest application/management policy and a description of any pesticide applications made during the previous school year.
- Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice.
- Provide notice of planned pesticide application to students, parents/guardians and employees.
- Make pesticide applications only after regular school hours and/or planned activities.
- Maintain written records for five years of all pesticide applications.

As stated above, parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/Guardians who want to be notified prior to pesticide applications inside their child’s school assignment area may contact the School Nurse.

### **GREEN CLEANING POLICY:**

In order to meet the October 1, 2011 requirement that all Connecticut Public Schools adopt and practice green cleaning procedures and methods, the Branford Public Schools has adopted the following green cleaning practices:

Daily hard surface cleaning of tables, desks, chairs, glass, mirrors, etc. will be accomplished with the use of active ion water cleaning system certified by the EPA to kill 99.9% of harmful germs. (More detailed information may be obtained on [www.activecion.com](http://www.activecion.com).)

Branford Public Schools is committed to the use of “Green Seal” certified products to be dispensed only via a controlled dilution system designed for the product in use. This process ensures that each product is properly diluted for safety of user, building occupants and effective cleaning.

Additionally, Branford has standardized floor cleaning auto-scrubbers to be equipped with low water foam cleaning such as FAST (Foam Activated Scrubbing Technology) to reduce water use in their cleaning process.

Branford has adopted policy prohibiting unapproved cleaning and disinfecting products from being brought into any Branford Public Schools facility by teachers, parents or students.

**Walsh Intermediate School Events Calendar** Please see website for continual update

HAMLET m. HERNANDEZ

*Superintendent*

RACHEL M. SEXTON

*Assistant Superintendent*

DONALD A. NEEL

*Chief Operating Officer*



## **BRANFORD PUBLIC SCHOOLS**

1111 Main Street, Branford, CT 06405-3717

203.488.7276 • Fax 203. 315.3505

[www.branfordschools.org](http://www.branfordschools.org)

August 2018

### **RE: ASBESTOS MANAGEMENT PROGRAM**

The Branford Public Schools facilities has been inspected several times over the years since 1984 to determine if asbestos was present and to evaluate the potential for human exposure to airborne fibers of asbestos. As in the case for most public and commercial building in New England, asbestos-containing products were found in the school buildings. Where the potential exists for damaged materials to cause asbestos fibers to be released into the air, we have encapsulated or enclosed the material. Most of the materials that present a potential for exposure are in areas that are inaccessible to students, such as boiler rooms and pipe tunnels.

An Asbestos Management Program has been developed to maintain these materials in a condition in which they do not pose a health hazard. As part of this program, asbestos-containing materials are inspected several times each year.

Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the Branford schools could call the Supervisor, Buildings & Grounds at 203-315-7803 to see the Asbestos Management Plan, which is on file in the main office of each building and the Facilities Officer.

**Hamlet M. Hernandez**

Hamlet M. Hernandez  
Superintendent of Schools

cc: Don Neel, Chief Operating Officer  
Joe Carbone, Supervisor, Building & Grounds