

# STAFF HANDBOOK

## Stafford Elementary School

### 2016 -2017 School Year



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## **SES Beliefs and General Information**

### **Mission**

It is the mission of Stafford Elementary School to create a safe, effective, stimulating, respectful environment that develops a lifelong love of learning and assists students in becoming productive members of their community. We are committed to effective home, school and community partnerships that positively impact student learning and create an environment of respect and communication. We will promote values of respect and responsibility and a positive attitude about life and self. We will employ approaches that motivate, challenge and remediate instruction to maximize student involvement and success.

## **Mission Statement/Goals of the Stafford Public Schools**

### **Mission and Beliefs**

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.

In pursuit of this mission, we believe that:

- It is our obligation to support and challenge all students and staff to meet or exceed established standards of performance in a safe and secure environment.
- Assessment of all programs and instructional decisions will be based on research and data.
- An appreciation of self, work ethic, community, diversity, and citizenship is fundamental to the learning process.
- Creativity, joy in learning, and personal expression are essential to the development of a successful learner.
- Staff, families and the entire community must work together to be accountable for the present and future success of the students in the Stafford Public Schools.

### **Mission-Goals-Objectives**

#### **Statement of Educational Goals**

The goals of the Stafford Public Schools are to:

- Integrate core content knowledge with 21<sup>st</sup> century essential skills needed for success in the 21<sup>st</sup> century.

- Systematically gather and analyze evidence of student performance to ensure continuous progress toward the goals of the educational program.
- Analyze and improve systems to promote effective communication and collaboration among and between administration, staff, students, parents, and community.
- Analyze and improve accountability processes to ensure that all systems are aligned with the mission and beliefs of the Stafford Public Schools and a core set of prioritized goals for learning and management.

### **District Goals**

- All Stafford students will demonstrate high levels of proficiency in communication skills: reading, writing, speaking, listening, viewing, and technology.
- All Stafford students will strengthen their understanding of basic mathematical concepts, relationships and operations, and demonstrate the ability to apply them to practical problem solving.
- All Stafford students will strengthen their knowledge and understanding of physical, earth, space, and life sciences and demonstrate the ability to apply these concepts to the investigation of natural phenomena.
- All Stafford students will develop their understanding of society by demonstrating knowledge of the principles of history, government, geography, and economics. They will expand their appreciation of cultures via exemplary literature and the fine and performing arts.
- All Stafford students will cultivate the habits of personal responsibility and good citizenship. They will develop the cooperative life skills and appreciation of diversity necessary in our global community.

### **Stafford Board of Education**

Mrs. Tracy Rummel, Chairperson  
 Mr. Peter Kovaleski  
 Mr. Jeff Roberts  
 Mrs. Kathy Walsh

Mr. Scott Gallison  
 Mrs. Andrea Locke  
 Ms. Sonya Shegogue

### **Superintendent of Schools**

Dr. Patricia Collin

### **Stafford Board of Education Policies**

Many policies are online at [www.stafford.k12.ct.us](http://www.stafford.k12.ct.us). All staff members are expected to regularly review Board of Education policies. If a question arises, please consult the policy book for clarification.

## Harassment Policy

The Stafford Board of Education Policy Against Harassment, #4188.112

- Everyone at the Stafford Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent unlawful harassment.
- A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender, national origin, marital status, sexual orientation, or disability:
  - a. name calling, jokes or rumors
  - b. pulling on clothing
  - c. graffiti
  - d. notes or cartoons
  - e. unwelcome touching of a person or clothing
  - f. offensive or graphic posters or book covers
  - g. any words or actions that make you feel uncomfortable or embarrass you
- If any words or action make you feel uncomfortable or fearful, you need to tell a teacher, counselor, social worker, the Principal or the Human Rights Officer:

Mrs. Amy Stevenson – Title IX District Coordinator Sex or Gender Issues  
Stafford Elementary School  
11A Levinthal Run  
Stafford Springs, CT  
Phone: 860-684-4212

Office for Civil Rights, US Department of Education, 8<sup>th</sup> Floor,  
5 Post Office Square Boston, MA 02109-3921  
Phone: 617-289-0111 Fax: 617-289-0150 Email: OCR.Boston@ed.gov

- You may also make a written report. It should be given to a teacher, counselor, social worker, the Principal or the Human Rights Officer. You may be accompanied by a parent/guardian during all steps of the complaint procedure.
- Your right to privacy will be respected as much as possible.
- We take seriously all reports of unlawful harassment or violence and will take all appropriate actions based on your report.
- The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

- This is a summary of the School District policy against unlawful harassment. Complete policy #4118.112/4218.112/5145.5 is available in the Administrative Offices at each school upon request.

### **TITLE IX COMPLIANCE STATEMENT**

The Stafford Public Schools does not discriminate in educational programs, activities, or employment practices on the basis of race, language, sex, age, color, national origin, religion, marital status, pregnancy, sexual orientation, or disability under the provisions of Title IX of the 1972 Educational Amendments: Section 504 of the Rehabilitation Act of 1973.

All inquiries and complaints relative to this policy are to be addressed to the Title IX Coordinator for the Stafford Public Schools:

Amy Stevenson  
Stafford Board of Education  
11A Levinthal Run  
Stafford Springs, CT 06076  
860 684-4212  
stevensona@stafford.k12.ct.us

SES Title IX Coordinator:  
Jolene Piscetello  
Stafford Elementary School  
11 Levinthal Run  
Stafford Springs, CT 06076  
860 684-6677  
piscetelj@stafford.k12.ct.us

### **Routines, Procedures and Schedules**

#### **Start of Day**

Teachers are required to arrive at school thirty minutes before the official start of the school day and remain thirty minutes after the close of school. School hours for all elementary certified staff are 7:45 A.M. to 3:15 P.M. In specific cases, the principal and teachers may agree to an alternate schedule. It is important to inform the office/administrator if you run into a situation which will delay your arrival. Each day from 7:55 A.M. to 8:15 A.M., students will enter the building. Teachers need to be ready to greet their students in their classrooms.

Paraprofessional staff members have been assigned to assist with arrival. Students receiving breakfast will go directly to the cafeteria. Children having breakfast should be in classrooms by 8:15 A.M., ready to begin instruction. If a student is delayed in getting to school, they should be allowed to eat breakfast in the classroom.

### **Copy Machines**

Staff members have access to three copy machines; one is located in each of the teacher rooms on the first and second floor and another is located in the Media Center. The office will not be able to make copies. The office copier is available for office personnel only. Please use your fob or code to make copies.

### **Fax Machine**

We have one machine in the office. If you need to fax something that is official school related business, please see Kathy. We request that only office staff use the office workroom.

### **General Supply Requisition**

Teachers should use the General Supply form (appendix) to request general supplies from the main office. Orders will be filled weekly. It is essential that this form be used as it serves as a record of inventory and ordering needs for school years which follow.

### **Intercom/Paging System**

We will not be making announcements using the paging system once the official school day begins unless it is absolutely necessary. We will attempt to minimize disruptions to the school day. If you need to contact the office, please call 60000 or 60001.

### **Daily Announcements**

Mrs. Mlyniec will oversee the announcements. The announcements will include a moment of silent meditation, the Pledge of Allegiance, Get Caught Caring and Reading recognitions, birthdays, and any other important news. If you wish to have an item mentioned, please send an email to Sharon Mlyniec at least one day in advance and include the information that you wish to be announced.

### **Dismissal**

At times, parents or guardians request that their child be dismissed from school early. When this occurs, the adult picking up the child must report to the office to sign out the student before removing the child from school.

Students who are picked up by parents are dismissed from the hallway near the server and signed out by their parent/guardian. If a student misses the bus, please notify the office immediately. The classroom teacher will be responsible for assisting the child in calling their parent/guardian to arrange for pickup.

## Field Trips

All field trips must have prior approval of an administrator. The following procedure should be followed:

- Check with Kathy Robbins when planning the date of the trip to ensure that there are no other programs set for the day and that there are available funds.
- Check with the school nurse to determine if any students have specific medical needs that must be planned for. Have the nurse complete her section and sign. Ask that the first aid box be available for you to take with you on the trip.
- Ask Kathy Robbins about a purchase requisition for the bus, and to call the bus company to determine availability.
- Complete a field trip form found in the main office. Keep a copy of the form for yourself and give one copy to the principal six weeks before the date of the trip. Attach a copy of permission slip and purchase requisition information. If you have specific concerns about any student or students, please discuss your concerns with the principal. The field trip form will be sent to the Board Office for approval. Once approved by the superintendent, the office will notify you. Once the trip is approved, you should:
  - Inform the cafeteria staff of the date of your trip and the time you will leave the school.
  - Arrange for adult chaperones. **Parents/guardians must have filled out all volunteer/DCF paperwork** and be on the **approved volunteer list** in order to chaperone. *DCF can take 4-6 weeks to respond. Please plan ahead.* If a parent will be in a charge of a group on their own they are considered a **level two volunteer and need to be fingerprinted.**
  - Obtain written parent permission for each student who goes on the field trip. The permission slips are to be left in the office while you are away.
  - If you need to make payments using the student activity account, give the collected funds to Kathy. Be sure to get a written receipt for the amount of funds deposited.
  - Call M & J Bus Company (860-684-2754) no later than one day before the event to confirm the transportation.
  - Be sure to take the school's phone number (860-684-6677) with you on the trip. In the event of an emergency, call the school and we will locate and inform parents of information they need to know.
  - On the day of the trip you will be asked by the bus driver to sign a bus trip ticket. This will provide proof that the trip did occur.

## Purchase Orders/Expenditures

Prior to making ANY purchases or expenditures, you must submit a purchase requisition to Kathy. This includes ordering or purchasing any materials, supplies, groceries, booking field trips, assemblies, or presenters. We will not be able to reimburse expenditures that do not go through Kathy and the new financial process first. Also, the BOE cannot reimburse tax charged to purchases.

### **Guests and Visitors**

All visitors are required to report to the office immediately upon entering the building to sign in and secure a visitor's pass. Classroom guests or speakers secured by the teacher should first be cleared with the principal. These guests will need to fill out a volunteer form.

Volunteers, including relatives or friends of staff, must be at least 18 years\* of age and complete all necessary volunteer paperwork to spend the day at school. **All volunteers must complete the Volunteer Application and DCF Central Registry forms prior to volunteering. Regular volunteers (30 or more hours a year) and volunteers that will be left with their own group must be fingerprinted.**

\*An age exception will be made to accommodate our collaboration with Stafford High School's National Honor Society, Job Corps, mentors and Service Corps programs.

### **Procedure for Animals in School**

Per Board of Education and Building Services policy, animals are not allowed on school property without the consent of the principal. Reptiles are never allowed as classroom pets due to risk of salmonella infection.

Requirements for all animal visitations include:

- Judgment by the principal of the animal's good health
- Documentation from a veterinarian of immunizations and suitability for contact with children
- Instruction for children on safe behavior with animals prior to interaction with them
- Close supervision of interactions between children and animals
- Monitoring of health alerts about allergies to particular animals for individual students
- Notification to parents, so they may opt their child out of participation

### **Non-teaching Duties for Certified Staff and Non-Certified Staff**

Certified staff will be assigned non-teaching duties as needed. Refer to the Stafford Board of Education's policy for further information.

Certified staff members are reminded that non-teaching duties carry an important responsibility to ensure the safety and welfare of students. In keeping with this responsibility, the duty teacher

should report to duty promptly, adhere strictly to the time schedules, and actively supervise children.

Please Note: The primary role of a paraprofessional is to provide assistance in caring for, educating, and maintaining a safe environment for children.

### **Faculty Meetings**

School faculty meetings will be held regularly the first Tuesday of each month from **3:15-4:15pm**. All certified staff are expected to attend meetings in their entirety. Please plan accordingly. Shared staff members will attend the meeting of the school where they work on the day of the meeting. Faculty meetings will be held either in the cafetorium or library media center. If you have an agenda item for a faculty meeting, please submit it to Jolene prior to the meeting. **The dates for this year's meetings are: 9/6, 10/4, 11/1, 12/6, 1/3, 2/7, 3/7, 4/4, 5/2, June TBD.**

### **Grade Level Meetings**

Each grade level team will meet during scheduled PLC time weekly. Team leaders will be responsible for submitting the agenda and minutes to administrators on a regular basis.

Team leaders as follows:

Grade two- Kelly Murdock, Grade three- Erin Obernesser, Grade four- Sarah Myles, Grade five- Jen Miller

**PLC meetings will meet as follows: Monday- Grade five, Tuesday- Grade four, Wednesday- Grade three, Thursday- Grade two**

### **PTO Meetings**

All staff members are encouraged to participate in PTO meetings to build our community through parent-school partnerships. Teachers may wish to work out a schedule with grade level colleagues so that we are represented at each meeting.

### **Hall of Fame**

Please nominate at least one student from your class each month. Each grade level will attend one of the assemblies and some students from that grade will be highlighted during that time.

**11/18/16 @ 9am-grade 3 to attend, 1/18/17 @ 9am-grade 4 to attend, 3/10/17 @ 9am- grade 2 to attend, 5/17/17 @ 9am-grade 5 to attend**

### **Emergency School Closing**

In the event of severe weather, school may be opened late, dismissed early, or cancelled. When this occurs, the Everbridge system will be used. We will NOT be implementing the "phone chain" for weather closings. We will continue to maintain a "phone list" for non-weather related

emergency notifications. You will be asked to review the emergency call list before it is distributed.

Administrators will notify the broadcasting stations listed below to make public announcements

WTNH Ch. 8      WVIT Ch. 30      WFSB Ch. 3      WTIC FM 96.5      WTIC  
A.M. 1080

WDRC A.M. 1360    WDRC FM 103    WHCN FM 105.9      KISS FM 95.7      WWYZ FM  
92.5

Information will also be available on the district website.

### **Expectations for staff when responding to challenging behavior**

We will be working to move SES towards a restorative practice model. It is important to remember that just as we are educating our students in academic content we also need to educate them on how they can best contribute to our community. To do this we need to recognize that they will need some instruction and support specific to social emotional development.

#### **Emphasis should be on:**

Self awareness  
Self management  
Social awareness  
Relationship skills  
Responsible decision making

#### **A restorative model focuses on two main components-**

Responding to challenging behaviors and responding to those harmed by others.

#### **While responding to challenging behaviors, staff should ask the following questions:**

What happened?  
What were you thinking at the time?  
What have you thought about since?  
Who has been affected by what you have done, in what way?  
What do you think you need to do to make things right?

#### **While responding to those harmed by others' actions, staff should ask the following questions:**

What did you think when you realized what had happened?  
What impact has this incident had on you and others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?

### **Hallway Expectations**

Students are expected to walk quietly and safely in the halls at all times. All staff members are asked to implement active supervision strategies when monitoring students in the halls.

### **Classroom Expectations**

Each teacher is responsible for establishing guidelines for classroom expectations that promote orderliness while affording for a free exchange of ideas. In doing so, teachers are expected to develop with their students clear agreements about how students will interact with each other and the teacher. Beginning of the year focus should be on establishing positive relationships. Hopes and Dreams should also be developed at the start of the year.

Student violation of behavioral expectations should be dealt with directly, fairly, and in a positively constructive fashion. Children should not be reprimanded in a way that is sarcastic or embarrassing. Students should not be reprimanded in view of their peers. You are encouraged to utilize the above questions when responding to challenging behaviors.

On occasion, a teacher may need assistance from an administrator. Should a teacher find the need for a student to be removed from class, the student should be sent to the office or to a designated “take a break” space. If the child is sent to the office, a Discipline Referral form should be filled out by the teacher and should be sent with the student to the office. As noted in Board policy, no student should be removed from class more than ten times in any school year, nor more than twice in one week without an informal hearing with the school principal.

### **Responsive Classroom®**

Our classroom rules are created collaboratively between students and teachers during the first week of school following the Responsive Classroom® model, the principles of which follow:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (CARES).
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence.

### **Non-violent Crisis Intervention Procedures**

If you feel a child needs to be secluded from the rest of the class in a “safe” room, the office should be contacted immediately. The response team will determine who will complete required

paperwork and make parent notification. Restraint should be used as a last resort when a student is out of control and could possibly hurt themselves or others. If restraint is needed, these are the following procedures to be followed:

1. The student is safely restrained using an approved Non-violent Crisis Intervention technique (children's hold), and should be monitored closely until he calms down.
2. As soon as the student calms down and is ready to regroup, he needs to be taken to the nurse to be checked out.
3. As soon as time allows, (no later than the end of the day of the restraint) paperwork needs to be completed/handed in to the office.
4. No later than the end of the day of the restraint, the parent will be notified by phone. Either his teacher or the special education teacher will make this phone call. This will depend on the individual student.

### **Fighting/Physical Aggression**

Physical aggression and physical fighting will never be tolerated. Active supervision techniques should be utilized at all times (especially in less structured activity areas i.e. hallways, playground, lunchroom). **Physical altercations should be immediately reported to the administrator** along with a completed Discipline Referral Form. If a child has been struck by another child they should be assessed by the nurse immediately.

### **Non-instructional Student Material**

Students need to be reminded to leave toys and games at home. If students bring these items, parents should be called to retrieve the toys or games. Please notify the office immediately if a child has an object that can be considered a weapon.

### **Student Dress**

Students are expected to dress neatly and appropriately. Teachers should consult with the social worker and/or the school nurse regarding concerns about dress or poor hygiene.

## **ASSESSMENT/PARENT COMMUNICATION**

### **Assessment Plan**

Assessment is an ongoing (regular and periodic) and intentional process throughout the school year and will follow the framework developed by district curriculum teams and State of Connecticut Department of Education guidelines. Thus, assessment techniques must be aligned with established content and performance standards. They must provide an appropriate and valid way to inform practice and convey progress to parents.

Assessment techniques should involve multiple methods and be continually analyzed and improved to provide the most accurate and meaningful information given student's family

culture, experiences and differing abilities. Depending on the grade level, assessment tools and methods vary. In general, students will be assessed in cognition, language, social-emotional development, fine and gross motor skills, learning styles and interests. Students will also be screened for vision and hearing.

### **Cumulative Files**

An individual cumulative folder is maintained for each student in the main office. The cumulative folder contains specific information about students and their past performance. At the close of each school year, pertinent information is filed in this folder.

All information filed in cumulative folders is confidential and subject to parental perusal. Only appropriate certified staff members are allowed access to this information. Personnel not directly involved in student instruction, including paraprofessionals, should not be awarded access to these folders and/or the information contained within.

Please familiarize yourself with the Board of Education's policies regarding the confidentiality of student records and information. All employees are expected to maintain a high level of confidentiality with regard to student information.

### **Confidential Files**

A confidential folder is maintained for those students who have been evaluated and/or found in need of special services. These folders are kept separate from students' cumulative folders. As with cumulative folders all information contained in confidential folders is subject to the perusal of only professional staff members having a valid educational need. A register is kept in every confidential folder and should be filled out by those persons having access with a date and signature. Information contained in the confidential folder of a student should not be removed or copied unless authorized by the principal or Director of Pupil Services. Please be certain to utilize the place holder card, so we are aware if the file is checked out who is in possession of the file.

### **Grading Policies**

Teachers are expected to maintain a grade book. Teachers are expected to provide comments on report cards to report student progress. These comments show the teacher's knowledge and appreciation for individual students. Comments should be submitted to the principal and/or assistant principal prior to report card distribution for review.

### **Parent Conferences/Communication**

Parent conferences are considered an essential means of improving home-school relations, and reporting student performance and progress. Teachers are encouraged to communicate both formally and informally with parents on a regular basis. These communications should carry the

purpose of sharing positive and constructive feedback about children. Weekly electronic newsletters are a great way to keep families informed of what is happening at school. Please use the mail folders as the vehicle to send office communication home. Keeping parents informed ensures smooth conferences and avoids misunderstandings. Please keep a log of all phone and personal contact with parents.

A formal schedule of parent-teacher report card conferences is held bi-annually. Please refer to the district calendar for the current school year for these dates.

### **Open House/Curriculum Night**

Scheduled for Thursday, September 29th at 6pm.

The purpose of this activity is to provide parents with grade level expectations and pertinent information related to student success. It is important for parents to have an opportunity to see textbooks, resource materials, and the grade level expectations.

### **Procedures for Communicating with Families**

The communication system with families must be:

- Effective. Stafford leaders will evaluate the communication system and make changes as time goes on based on the ideas and feedback from families. We realize that family feedback is needed to be sure the communication system is working effectively.
- Two-way. The staff recognizes that communication must be two-way; staff needs opportunities to inform parents about their children and the program; families need equal time to inform staff about their values, goals, strengths, accomplishments, concerns and needs.
- Comprehensive. The system will cover all aspects of the program and incorporate many forms of communication.
- Regular and throughout the entire year. The staff realizes that by establishing a formal communication system they will define the frequency of regular communications with families and ensure that the program is responsive to families throughout the year.
- Communicating in the primary language of the family. Staff recognizes that they must translate core materials into the primary languages of the families they serve, when possible; that they must actively recruit staff that speak the languages and represent the primary cultures of the families; and they must look for ways to communicate with families through volunteers and interpreters if necessary.

Staff believes that communication with families must include these additional characteristics that define best practices. They include:

- Adopting an inclusive definition of families so that adult members of non-traditional families are recruited and invited to participate in the program.
- Gathering information on grandparents who serve as primary caregivers to children and designing services to meet their needs.

- Developing written communication that is family-friendly and easily understood by families.
- Being culturally sensitive.
- Ensuring that the tone of communications is respectful.
- Replace the word “parent” with “family” when appropriate.
- Ensuring that communications with families balances the strengths and accomplishments of the children with areas of concern.

We recognize that a variety of communication methods works best. We recognize that individual families respond differently to different forms of communication and that effectiveness can be increased when written notices are accompanied by information shared orally during home visits, face-to-face contact, and phone calls. The various methods of communication with parents include:

- |                       |                      |
|-----------------------|----------------------|
| * Oral                | * Calendar of events |
| * Written             | * Surveys            |
| * Phone calls         | * Home visits        |
| * Face-to-face        | * Newsletters        |
| * Meetings/Activities | * Parent board       |

### **Procedures for Working with Families**

Teachers are expected to use a variety of formal and informal strategies to learn about our families and incorporate this learning to adapt the environment, curriculum, and teaching methods. Additionally, teachers will encourage family involvement in students’ learning and in the school community. It is also expected that that families are welcomed into our school and that reciprocal relationships with families are maintained over time.

Teachers are expected to share information with families on a regular basis about curriculum, activities, assessments, and student needs as appropriate and to regularly encourage family input for program planning. It is expected that we will work with families as a team. This team may include personnel such as the social worker, school psychologist, special education teachers, speech and language pathologist, English Language Learner teacher, and school nurse as well as grade level and intervention team members. The SRBI process encourages a team approach to ongoing concerns about children. This process includes families as resources and part of the decision making team.

Sometimes parents will present concerns to an administrator rather than to the teacher. When this occurs, the principal will first refer the parent back to the teacher for resolution. If needed, the principal will bring relevant staff members and families together to discuss concerns and forge solutions. When conflicts with families arise, we need to be mindful that we work in partnership with families, that family concerns must be validated and respected, and that family

circumstances and culture drive needs and beliefs that may differ from program goals and objectives.

Stafford Board of Education policy addresses additional procedures for families to bring forth issues of concern. A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education if the organization or individual feels that the Stafford Public Schools is in violation of any provision of the regulations governing federal grants, such as Title I. The procedure for filing such a complaint is to be found in each school office and on the district and school website.

All communication between home and school and the classroom must be between teacher or special services staff and families. If a paraprofessional has a concern, she/he must discuss the concern with certified staff, who will determine how to communicate with the parents.

### **Classroom Environment, Care, and Maintenance**

It is expected that:

- Classrooms will be welcoming, comfortable, and engaging to children
- Classrooms will be literacy rich
- Classrooms displays will celebrate ongoing student work, have a meaningful connection to the curriculum, build community, and generate excitement about learning
- Classrooms will be orderly and uncluttered with a minimum of furniture and materials
- Classroom surfaces (desks and tables) and floors will be left free of materials and debris and chairs put on desks for cleaning at the end of each school day
- Teachers will complete a repair or maintenance request through School Dude
- Plants are not allowed in classrooms except for curriculum projects.

### **Plan Books**

Plan books must be maintained by the teacher to ensure both long-range and short-term program planning, and to provide clear instructions and information for a substitute teacher. Plan books (with the day's plans open) should be visibly placed on the teacher's desk. In general, plans should include a brief statement of the lesson objective(s), instructional and assessment procedure(s), and instructional materials. Plan books or individual daily plans should be readily available, along with all accompanying materials, should a guest teacher be necessary.

Plan books will be reviewed as part of classroom observations & walkthroughs. During classroom observations or walkthroughs, we will look at your plan book to understand your lesson objective and procedure without disturbing you. We plan to stop in classrooms on a regular basis.

### **Mailboxes and Electronic Mail**

Staff members are to check their mailboxes at the beginning of the day, mid-day, and end of the school day. Students should not be sent to retrieve mail from staff mailboxes. Email should be checked daily as much of our daily information, updates, & notices will be sent electronically.

### **Interoffice Mail Schedule**

The interoffice mail is usually picked up at approximately 6:30 AM each morning. The Building Services department is responsible for school district mail only.

### **Material Safety Data Sheets (MSDS)**

All chemicals must conform to both BOE policies and the District's Chemical Hygiene Plan. MSDS sheets for all chemical supplies in the building are kept in both the nurse and custodial offices. As stated in Board of Education Policy 3524.2, "No parent, guardian, teacher, staff member or student may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize, or disinfect."

### **Student Attendance**

Teachers are expected to take student attendance and submit it via Power Teacher at the beginning of each day, please edit up until 9am. Please place all office and nurse notes in your grade level folders. Each classroom will send a student to the office with the folders. Notes related to a student not participating in PE need to be sent directly to Rob or Sharon. The PE department will forward this information to the nurse. If the student is unable to participate in PE they will not be able to participate in outdoor recess. Back up attendance slips should be kept for substitutes and in the event the network is down.

Absence records will be kept by the office in accordance with BOE policy and state statute. The nurse will attempt to contact the parent if a child is absent and the parent has not called the school. A record of the contact will be maintained by the nurse.

### **Staff Attendance**

Any staff member wishing to leave early on a given day must secure permission from an administrator. While consideration of special needs will be given, such requests should be made on occasions of absolute necessity, and should be kept to a minimum. Also, if you need to leave the building during the school day, please sign out and back in the main office.

Staff members are reminded that their absence from school often causes interruption to educational programs and the learning environment. Despite this, it is reasonable to expect that there will be occasions when teacher or paraprofessional absence is necessary.

### **Non-certified and Non-Affiliated staff**

Please call and leave a message on the voice mail **prior to 7:00 A.M.** if you will be absent due to illness. For personal days, please fill out a request on IVEE for the specified personal day.

If you are not returning to school following a day of absence please call the school office by 2:00 P.M. so that the substitute can be retained.

### **Certified Staff**

On days when you will not be coming to school for any reason, please call Mrs. Sheila Nocerino (860-684-4587) during the following time periods if you need a guest teacher. If your position does not require a substitute, call the school prior to 7 am.

Mornings: Monday through Friday: 6:00 - 6:40 A.M.  
Evenings: Sunday through Thursday: 7:00 - 8:00 P.M.

If you are not returning to school following a day of absence please call the school office by 2:00 P.M. so that the substitute can be retained.

When you call Mrs. Nocerino, please state your name, school, grade and whether you are taking a sick, personal or professional day. Professional days should have prior approval of the principal using the appropriate form. Personal days should also have one week's prior notice and approval except in cases of emergency.

In order to effect a beneficial learning experience for the students when there is a guest teacher in the classroom, a plan book, or separate list of plans, should be readily available. The following should be placed in a folder in the middle drawer of your desk:

- A classroom seating plan
- A weekly schedule
- Schedule of students who have special instruction during the day; i.e. speech and language, reading, math, special education etc...
- Names of children on medication and students who may have allergic reactions
- List of where the most important materials are located in your classroom
- Any other information unique to your classroom
- Emergency plans (for those occasions when your plan book is not available) must be on file in the office by September 8<sup>th</sup>.

### **Substitute and Volunteer Orientation and Training**

Regular volunteers must fill out the Volunteer Application and DCF forms prior to being cleared to volunteer. Substitutes and volunteers will be required to read through the orientation binder (located in the main office) to become familiar with fundamental aspects of program operation before they begin to work with children. All volunteers and substitute paraprofessionals work under the direct supervision of qualified teaching staff. When in doubt about procedures, please consult with a member of the staff for follow-up training (e.g. administrative secretary, teacher, nurse, principal).

It is critical that substitutes and volunteers maintain confidentiality of student/staff/school-related information at all times, sharing information only with the supervising teacher and the school administrator.

Once substitutes and volunteers have reviewed the packet, they must sign the orientation training verification list on the front counter in the main office. (All substitutes will have already received training in child abuse and neglect reporting and universal precautions as part of district orientation before working in classrooms.

Packet items:

- Fire Drill procedure
- Lockdown procedure
- Codes of behavior
- Accident reports
- BOE policy on universal precautions
- BOE policy on child abuse and neglect procedures

### **Staff Room**

A staff room is available on each floor in the school building for staff to eat lunch or work. Staff members are asked to keep these rooms in good order, and to keep the refrigerators free from spoilage. During December and April vacations, any remaining food will be discarded. Students should not be asked to go to the staff rooms to place lunches in the refrigerator or retrieve them.

### **Room Key**

In the event that you lose your room key or your fob, there will be a \$10.00 replacement fee. It is important that you notify an administrator immediately if you have lost your fob or keys. Students should not be given keys or fobs to use or hold.

## **PROCEDURES FOR HEALTH AND SAFETY**

### **Procedures for Celebrations**

For celebration events (100<sup>th</sup> day of school, last day of school, etc.,) you may ask parents to send in food found on the state list of healthy food and beverages at [www.sde.ct.gov](http://www.sde.ct.gov). To view this list, click on the Child Nutrition link on the right side of the home page. Then, click on CT Nutrition Education. On this page, click on Healthy Food and Beverages in School. Please see the appendix on Wellness for other district directives and suggestions related to health and wellness.

### **Referral to the Nurse**

In case of student illness or injury, students should be sent to the school nurse. A Health Referral form (appendix) must be filled out by the adult and accompany the student. Except in cases of urgency, it is essential that this form be submitted.

Upon examining the student, the school nurse will write a disposition on the Health Referral Form. This form will then be forwarded to the school principal, and subsequently filed for later reference if necessary. Teachers will also receive a tear off sheet with the outcome of the visit.

### **Procedure for Ill Children Awaiting Parent Arrival at School**

When a child becomes ill at school and needs to be picked up by a parent, the child will remain in the nurse's office under the supervision of the nurse or other designated personnel until the parent arrives. The nurse's office is equipped with a cot and blanket for comfort while the child is waiting.

### **Outdoor Play**

All children should have the opportunity for outdoor play as the weather permits. We do not bring children outdoors when the conditions are below 28° (considering wind chill). Since children will likely play in the sun, please remind parents to apply sunscreen at home. We cannot apply this at school.

### **DCF Referrals**

When a DCF Referral must be made, Form-136 "Report of Suspected Child Abuse/Neglect" must be completed. An administrator must be notified immediately once the decision is made to make a referral. Please consult with Dawn Gagne to discuss the situation and to seek assistance with the referral process.

The original DCF Form-136, should be faxed to DCF - the fax number is on the form. Once you receive the disposition from DCF, you must give a copy to the principal or assistant principal to be filed in the office.

Below is the link for the DCF form.

[http://www.ct.gov/dcf/lib/dcf/policy/forms/DCF-136\\_Rev\\_05\\_2015.pdf](http://www.ct.gov/dcf/lib/dcf/policy/forms/DCF-136_Rev_05_2015.pdf)

### **Accident Reports**

All accidents should be immediately reported to an administrator, including injury to an adult in the performance of his/her duties. This report should contain the date, time, place, nature of injury, and specific circumstances of the accident. Appropriate forms can be obtained from the office.

Student accidents should also be reported. Do not rely on your judgment as to the seriousness of any injury, or the need for reporting it. The school nurse will make all decisions as to the

seriousness of any injury. Any adult on duty when a student is injured should fill out a Health Referral form available in the office.

If you are injured at work you must report the accident to the principal and see the school nurse. If you need treatment you must have your initial visit with Johnson Occupational Medicine Center. After the principal has been notified, she will contact Lori Davis for an appointment.

## **SES EMERGENCY PROCEDURES/CRISIS INTERVENTION PLAN 2014-2015**

### **CRISIS INTERVENTION TEAM**

Each year many school communities are touched personally by crises. Suicides, death, accidents, natural disasters, incidents of violence and other crises impact the entire school community. Young people face many challenges in life, including responding to a crisis. The direct, purposeful and successful management and resolution of any crisis that affects the school community is essential.

Young people need models or standards for their behavior in times of crisis. As in the case of many other social and emotional situations, it is the educational system in collaboration with the family and other appropriate resources that is often called upon to respond.

One important function of the Crisis Intervention Team (CIT) will be to disseminate accurate information concerning the crisis. A second function is to provide the resources to help support the affected members of the school community as they process various social, emotional, physical and intellectual reactions to the situation. The third function of the team is to set up and follow through on procedures and guidelines to assist personnel in dealing with the crisis in an immediate, effective and efficient manner.

To this end, a Crisis Intervention Team has been established and has developed a response plan to help the school community successfully and swiftly resolve a variety of crises. In the absence of the school administrator, the administrative secretary is designated to assume authority and take action in an emergency.

### **School Security and Safety Committee Members**

Jolene Piscetello, Principal  
Principal

Rick Fish, Head Custodian

Mary Ellen Eaton, Nurse

Rob Terry, Teacher

Sam Adlerstein, Business Manager

Frank Prochaska, Emergency Management Director

Lt. Tom Duncan, Police Representative

Devin Copperthwaite, Supervisor of Building Services

Steve Montgomery, Assistant

Kathy Robbins, Administrative Secretary

Dawn Gagne, School Social Worker

Parent

Dave Lucia, Fire Chief

### **Safe School Climate Committee Members**

Jolene Piscetello, Principal  
Principal

Dawn Gagne, School Social Worker

Special Education Teacher:

Grade Three Teacher:

Grade Five Teacher:

Steve Montgomery, Assistant

Rob Terry, Teacher

Grade Two Teacher:

Grade Four Teacher:

Parent Representative:

## **SES Lockdown Procedure**

### **To Be Prepared for a Lockdown:**

Your classroom door key should be with you at all times during the workday. Your classroom key must remain in your room each night. (Please leave instructions for substitutes and paraprofessionals to locate the classroom key.)

If there are substitute paraprofessionals in the building, teachers should review lockdown procedures with them. Teacher plans for substitute teachers should CLEARLY direct substitutes to familiarize themselves with fire drill and lockdown procedures.

### **General Procedures**

**Soft Lockdown** –If we have a situation where 911 must be called or there is an incident in one of our main hallways, we will make an announcement indicating a **Soft Lockdown**.

**To Begin the Soft Lockdown:** “Please excuse the interruption. All staff and students should remain in place until further notice. (Repeat) Thank you for your cooperation.”

**To End the Soft Lockdown:** “Please excuse the interruption. All staff and students may resume their regular schedules. (Repeat) Thank you for your cooperation.”

### **General Procedures:**

- First, close all blinds and cover the window on your classroom door.
- If you are responsible for checking a bathroom (see below) please do so and escort the child to the nearest safe place.
- All students are to remain in the room.
- Continue with instruction/student activities as much as possible.
- If students are in a special or with a specialist, nurse, or special education teacher, they will remain there until the lockdown has ended. For example, if students are in Art class, they will remain with Miss Sidor even if their class time is over.
- If students have questions about what is happening; please calmly explain that we are practicing staying in one place – a type of safety drill.

### **Special Considerations:**

- Hallways/Bathrooms on Second Floor: Lynda Sue Moore (Lisa Lobik and Kerry Cox assist if you do not have students with you.)
- Hallways/Bathrooms on First Floor Academic Wing: Heather Lindsay, Dawn Gagne
- Hallways/Bathrooms near Cafetorium: Mary Ellen Eaton, Emily Wallach
- Library/Computer Lab: Rachel Funk, Cindy Davis
- If students are in the cafeteria, they should remain there and continue with their lunches.
- If students are at outdoor recess, the staff will be contacted by walkie-talkie and will be instructed to bring all students to the multi-purpose room as quickly as possible.

### **Hard Lockdown**

Announcement will be made:

1. A. (For a drill) – “May I have your attention. This is a lockdown drill. Please follow all lockdown procedures immediately.” (REPEAT)
1. B. (For an actual Lockdown) – “May I have your attention. We are now in a lockdown.” (REPEAT)
2. The secretary will be in the administrator’s office to monitor phones and receive directions from the administrator, etc. The office will call 911 and the Superintendent’s office to inform them that we are in Lockdown.
3. The administrator and/or the secretary will meet the first responder to our 911 call.
4. Close your locked door and cover window. Put **all blinds down** unless you receive alternate instructions.
5. Move children to a safe place out of view, turn off lights and remain silent.
6. If the fire alarm sounds, ignore it unless a situational response is required and we will give directions.

7. Everyone will remain in his/her present location until they hear the announcement “we are no longer in lockdown, please bring your attendance to the office.”

### **Special Considerations**

- If a child is in the bathroom, a designated person will check the bathrooms and escort the child to the nearest safe place. The following staff are responsible for checking the bathrooms:
- If children are moving in the hallway, they should be directed to enter the closest unlocked room and shut the door. Adults will always be present when classes are moving through the halls, so again, the good judgment of an adult is key to making the best decision at the time.
- If students and staff are in the cafeteria, they should move into the back kitchen area.
- If students are at recess, the staff will be contacted by walkie-talkie.

NOTE: If perpetrator is in your room, stay calm and be a good observer. DO NOT GET CONFRONTATIONAL OR COMBATIVE.

### **Procedure for Lost Child**

To prevent the situation where a child is lost, all staff will conduct head counts periodically during the day. If a child is lost, all staff on site will be notified of the situation, available staff will conduct a search of space, and police will be notified if needed. During the search for a lost child, appropriate ratios will be maintained for all children in attendance. The superintendent, the principal (if off-site), and parents of the child will be notified of the situation.

### **Fire Drills**

Each room should have a fire drill evacuation chart posted near the inside doorway.

#### **Building Evacuation**

Each room should have a fire drill evacuation chart posted near the inside doorway.

- Use the primary exit on the chart or if your primary exit is blocked, go out the opposite door.
- Once outside, take fire drill attendance and record any students or staff who are absent from class on the “Fire Drill Attendance” form. Give them to Mary or Kathy

Please understand that we must account for everyone (students, teachers, paraprofessionals and volunteers). The following are a few reminders that will make the task of cross-referencing more efficient and thus reduce the amount of time spent outside:

- Use first and last names when recording information on the form.

Fire drills will be conducted monthly. The following procedures must be observed:

1. All personnel will exit from the building. All classes will use the paved paths to the front sidewalk and then proceed to the playground. Students can be double file (two lines of classes walking on the sidewalk at one time).
2. Everyone must walk quietly and remain silent in class lines.

3. The lights in all the rooms should be turned off and the windows and doors should be closed.
4. The teacher must take a class list with them so that they can take attendance to make sure all the children are out of the building and accounted for.
5. If any students are in another part of the building other than their classroom (i.e., in the library, with the speech clinician or social worker, etc.), they should exit the building with the nearest staff member.
6. Bathroom checks at the discretion of the staff members and considering personal risk.

Building check for lights off, doors closed, windows shut, and everyone out of the building.

Richard Fish, Head Custodian, will meet the administrator at the front of the building to confirm building status.