

FRANCIS WALSH INTERMEDIATE SCHOOL FAMILY/STUDENT HANDBOOK 2022-2023

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Douglas E. Cucchiarelli, Vice Principal

Peter J. Anaclerio, Vice Principal

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

Dear WIS Families:

Welcome to 2022-2023! We are off to a great start and I look forward to working with students, faculty, and families toward another successful year. The WIS faculty will be aligning to Branford Public School's district goal of achieving deeper and more meaningful learning for All students. The team has worked together to develop a handbook that supports all stakeholders to create a safe and academically challenging community.

In addition to the revision of the handbook, we have spent time reviewing data, analyzing the school climate survey, and listening to stakeholders' input to set goals for the new year. As a staff we will be supporting our academic goals by continuing to use data protocols to review student work and adjust practice. We will work toward our social goals by developing strategies for staff and students to promote a resilient community. We will also work together to make sure the power of our words is creating a welcoming, accepting community for all.

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 2022-2023 WIS Handbook. The handbook includes an overview of the curriculum, behavior and discipline expectations, and general guidelines of the school's operations.

Part of the school goal this year is to cultivate a community that builds a strong sense of belonging with a high level of engagement in learning. 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

Regular School Day Hours: 7:50 am-2:50 pm {Homeroom begins at 7:50am}

Minimum Day/Early Dismissal Hours: 7:50 am-12:40 pm {Homeroom begins at 7:50am}

DAILY SCHOOL SCHEDULE:

7:50 - 8:05 a.m.	Homeroom
8:08 - 8:54 a.m.	Period 1
8:57 - 9:43 a.m.	Period 2
9:46 - 10:32 a.m.	Period 3
10:35 - 11:20 a.m.	Period 4
11:23 - 12:16 p.m.	Period 5
12:19 - 1:12 p.m.	Period 6
1:15 - 2:00 p.m.	Period 7
2:03 - 2:48 p.m.	Period 8
2:50 - 3:05 p.m.	Dismissal
3:45 Late Bus Bell (Monday, Tuesday, Thursday) 3:50 Last Call Late Bus	

ARRIVAL AND DISMISSAL OF STUDENTS:

Arrival: During arrival, students can enter the front of the building at 7:50 am. (Front Entrance or Door 2). Parents must follow the directions of the security team and staff. Cars should move forward in the parent loop until directed to stop and then students should exit the car on the passenger side of the vehicle. **At no time should you pass a car in the parent loop.** There may be times when two lines are formed on the parking lot side of the parent loop. Once the students exit the vehicle, the students will be guided into the building and directed to their grade level hallway. They will be expected to put away coats, backpacks,

cell phones, etc. and retrieve any materials needed for their morning classes. All students will report to homeroom to start the day.

Dismissal - Walkers and Pick Ups: For student safety, all walkers and pickups will be dismissed at 2:50 out doors 1 and 2. Once students exit the building for parent pick up, students will stand along the building and wait for their car to arrive in the driveway closest to the building. WIS staff will let students know when it is safe to load into their vehicle. It is the student's responsibility to be on the lookout for the person picking them up from school. Bus dismissal begins shortly after walkers and pick-ups. Parents are expected to pick up their children in the parent loop and not one of the side streets off of Damascus Road.

Riding Bicycles to School: The school does have a bike rack for students to lock their bikes if a parent allows them to ride to school. For safety reasons, students are expected to walk their bike while on school property.

Bus Seating: Students will be assigned a seat or section of the bus based upon their grade level. The driver will be assigning seats shortly after the start of the school year. Generally, students in Grade 5 will be closest to the driver and Grade 8 will be towards the back of the bus. The bus driver has the right to assign seats. Students may be moved to the front as a consequence for not following bus expectations.

Taking a different bus after school: Students are **not allowed** to take any bus home other than the bus assigned to them by the bus company. **Any requests for change in service must go through the Superintendent's Office.**

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 parents. 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 their parents. 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. Any student who is picked up prior to the end of the day that does not attend half of the school day (4 periods) will be considered absent for the day.**

Please be aware of your child's lunch and/or recess time. It does generally take a longer amount of time to locate a child while they are at recess and this could delay the process. Please plan to pick up prior or after your child's lunch/recess period.

NO EARLY Pick Up 30 minutes prior to dismissal: As our dismissal process utilizes the parent loop, it makes it very difficult for a student to be dismissed close to dismissal time. If your child needs to be picked up early, they must be signed out 30 minutes prior to our dismissal time. This will allow you to retrieve the child and exit our parking lot and not get stuck in the dismissal process.

AFTER SCHOOL AND LATE BUS:

There are many opportunities for students to stay after such as clubs, sports, music, art, extra help, and the play. We encourage students to take advantage of the many offerings at Walsh. Research shows that students who are engaged in extracurricular activities are more engaged in their learning and demonstrate greater success.

Late Bus Days: Monday, Tuesday, and Thursday Leaves WIS at 4:00 pm

(No Late Bus on Wednesday, Friday, or Minimum Days).

Students who stay after school and want to ride the Late Bus home **must sign up by 12:00 PM** with the appropriate grade level receptionist.. The sign-up sheet is located at the Receptionist Desk on each floor of the building. Students must include their name, supervising teachers name, and reason for staying. If the late bus sign-up sheet is full, students need to find an alternative way of getting home. Students waiting for the arrival of the late buses are expected to honor the Core 4 and to cooperate with the supervising teachers at all times.

There are 4 late buses: Blue, Green, Pink and Yellow. Late buses stop at **neighborhood stops**, therefore your child may have to walk a longer distance home from the normal bus stop. Please contact the bus company to identify where your child's late bus stop is located in relation to your home address.

No student may stay after school on Wednesdays or Fridays **unless arranged** by a teacher and family. Any student staying after on Wednesday or Friday will need to arrange their own transportation home.

No student should remain in the building unless under the supervision of a BPS staff member.

DELAYED OPENING/EARLY DISMISSAL:

In addition to phone and email alerts you receive via IC Messenger, such information will also be broadcast on television stations and the Branford Public School website. If you are not receiving these calls, please notify the school office at 203-488-8317.

If a delayed opening has been announced, please do not drop students at the school for 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.

ATTENDANCE:

Absence from School: Daily attendance at school is the cornerstone to academic success and we expect each family will make every effort to keep your child's absences to a minimum. The responsibility for regular attendance rests with the students' and their families. A call to the school should occur before 8 o'clock and call 203-488-8317 to inform the school of the child's absence. Parents must complete the [WIS Absenteeism Form](#) (click here or go to our website under parent resources) and return it to the attendance office with your child upon his/her return to school. You may also email this form to the appropriate grade level administrative assistant. Phone calls and messages will no longer be accepted as official notification.

Connecticut General Statutes Section 10-184 requires each parent or guardian of a child five to eighteen years of age cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent/guardian is able to show that the child is receiving equivalent instruction elsewhere.

Connecticut state law therefore places responsibility for assuring that students attend school with the parent or guardian.

Important definitions to know:

- **Absence** - any day during which a student is not "in attendance" at his/her assigned school, for at least one half of the school day.
- **Excused absence** - any absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the

reason for the absence within ten (10) days of the student's return to school, or the child has been excluded from school in accordance with §10-210 of the Connecticut General Statutes.

- **Tuant** - any student five (5) to eighteen (18) years of age, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
- **Unexcused absence** - any absence from a regularly scheduled school day for at least one half of the school day, unless the absence is an excused absence as defined above or the absence is disciplinary in nature.
- **Maximum absences** means 20 (excused and/or unexcused) absences per year. Students who exceed the maximum absences may be retained or required to attend summer school before being promoted to the next grade.

REPORTING ABSENCES AND TARDINESS: Connecticut General Statute 10-184 requires that all student absences and tardiness be reported to the school office. Whenever your child is absent or tardy, the school should be notified. For the parent's convenience, we maintain a 24-hour attendance voicemail. Parents are asked to contact the office at 203-488-8317 before 7:30 AM. Voice mail allows you to leave a message regarding absence. Any absence reported by the teacher but not by the parent will alert the school to a potential problem and will necessitate a call to you either at home or at work. Please make sure the school office has current phone numbers. It is critical that the school is notified of absence/tardiness – it is not only a legal issue but also a matter of safety for all of our children. Reporting an absence to the attendance line accounts for the student; however, it does not qualify the absence as being an “excused absence.”

DOCUMENTING AN EXCUSED ABSENCE: In order for a student absence to be considered an “excused absence,” BPS must receive written documentation describing the reason for the absence within ten (10) days of the student's return to school. In addition, the following conditions must be met:

1. Any absence before the student's 10th absence is considered as excused if the student's parent/guardian approves such absence and submits appropriate written documentation (i.e. a signed parent note, doctor's note, note from school official who 8 communicated with a parent, etc.). Neither voicemail, e-mail nor text message shall serve to satisfy the requirement of written documentation.

2. For the student's 10th absence and all subsequent absences, only the following reasons with the appropriate written documentation, submitted within ten school days of the student's return to school, will constitute an “excused absence”. Please note that several of these reasons require documentation beyond that of a written parent note:

- Student illness (written documentation must be signed by a medical professional);
- Religious holidays;
- Mandated court appearances (written documentation must be in the form of an official document of the legal requirement to appear);
- Funeral, death in the family, or other emergency beyond the control of the student's family;
- Lack of transportation that is normally provided by a district other than the one the student attends;

- Extraordinary educational opportunity (written pre-approval from school administration required).
- Mental Health Wellness Days: Students are entitled to two (2) mental health wellness absences a year. When documented following the school's reporting procedure for student absences, these days will count as excused absences. These days cannot be taken on consecutive school days (e.g., Friday-Monday, Wednesday-Thursday).

Failure to provide the proper documentation for absence can lead to truancy, which by definition is: any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year. These school regulations are consistent with the Branford BOE Student Attendance and [Truancy Policy](#), as well as meeting the requirements of the State Board of Education.

Tardiness to School: Students arriving after 8:05 will be considered tardy, and will be expected to sign at the main office. Students arriving after 8:15 am, MUST provide a parent note explaining the reason for late arrival. Additionally, **three (3) tardies** will be treated as one absence in determining overall attendance for the year.

Tardiness to class: Students are expected to arrive to all classes on time (3 minute passing time) and adhere to the two transition bells between the start and end of classes. The first bell allows the staff to dismiss the class, and the second bell indicates that class begins. Students should be ready to learn when the second bell rings. If a student is late to a class because they were speaking to a faculty member, it is the student's responsibility to get a pass from the person with whom they were speaking and show that pass to the teacher upon arriving late to class. If for any reason the student cannot locate their class, the student **should report to a receptionist immediately**. Students who are repeatedly or excessively tardy may be given a consequence by a Walsh staff member.

PERSONAL PROPERTY AND LOCKERS:

We discourage students from leaving electronic devices, pocketbooks, articles of clothing, books or other personal items unsecured. The school is not insured against loss of personal items brought into the building. The school strongly urges 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.

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. 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.

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 item. 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.

PASSING SYSTEM FOR STUDENTS:

E-hall Pass: Walsh uses an electronic hall pass for all students. Students will fill out an electronic hall pass on their chromebook to request permission to leave the classroom. Once the teacher approves the pass, the student may leave the classroom. A student can make a request to leave the class for the following reasons:

- to get a drink/fill their water bottle
- go to their locker
- see the nurse
- use the bathroom
- exchange a book at the library

Students who misuse their passes or have difficulty navigating the building, may have restrictions on the e-hall pass privileges. Students will be expected to use it in all classes including their specials with the exception of physical education.

Passes during Lunch: When at lunch, students will ask the lunch monitor for permission to use the bathroom. A limited number of students will be allowed to leave the lunch room at one time. E-hall passes will not be used during lunch, however, there will be a sign out system in place.

Passes during Recess: When at recess students will ask the recess monitor for permission to use the bathroom. A limited number of students will be allowed to leave recess at one time. A recess monitor or

security guard will allow the student access into the building. Grade 5 and 6 will have a dedicated recess time daily, while students in grade 7 and 8 will have a rotating recess schedule based on the letter day.

ELECTRONIC DEVICES:

Cell phones, earbuds and/or all personal smart 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 including wireless earbuds, smart watches and/or other personal/smart devices on them during the day. All students will be asked to keep cell phones and/or personal devices locked in their lockers and are “Away for the Day”. Teachers and all staff that are monitoring the hallways or lockers need to observe and remind students to secure personal devices in the lockers. The school is not responsible for the loss, breakage or theft of personal devices. Students who do not comply with these expectations will receive the following:

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, documented, and returned to the student. A call or email will be made to the family.

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 may receive community service aligned with the school’s Core 4 and/or may be administered an office detention.

Third Offense: The phone/electronic device must be given to a 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 a consequence for non-compliant behavior may result. A parent meeting with the school counselor and/or administration may be requested to develop a plan that will require the student to turn in their device for a period of time.

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

WIS CLASSROOM PRACTICES FOR APPROPRIATE TECHNOLOGY USE:

- Use only the assigned Chromebook
- Chromebooks need to be fully charged at home so it is ready for usage the following day.
- Carry it carefully to the desk with both hands.
- When walking with a Chromebook, be certain the screen is closed and the Chromebook is carried securely. **Do not pick up the Chromebook by the screen.**
- Report any broken pieces or malfunctions to the classroom teacher immediately.
- Be gentle with devices.

USE OF EQUIPMENT

- Visit only approved websites related to the lesson. **DO NOT** sign-up or download anything without permission.
- When the teacher asks for attention, stop working, focus eyes on the teacher and wait for further instructions. Lower the chromebook screen to a 45 degree angle or courtesy screen. .
- Only alter does that belong to you or if given permission by the owner. Leave only appropriate comments or posts for class.
- Chromebooks should be placed in a stable location. Never hold devices in your lap or by the screen.

Chromebooks should be closed completely when walking in the building with your device.

- Keep your passwords **confidential**.

ACCEPTABLE USE OF 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 the 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 the 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 secrets.

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 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 into the school. In such cases, it will become a school issue. Sending inappropriate email, text, pictures, etc. could also be considered a criminal offense

INFINITE CAMPUS (IC)

Infinite Campus Parent Portal: Parents should access the Infinite Campus Parent Portal from the Walsh Intermediate website to monitor their child's attendance, trimester report cards, and daily/weekly assignments, projects and assessments. Parents can view IC during the mid term and end of the trimester to see their child's current grades. IC is one of our primary forms of communication with WIS families.

We encourage families to access IC on a regular basis in order to stay informed with their child's progress.

Infinite Campus Student Account: Students will have access to their own individual account which will allow them to see their schedule, assignments, and other important information related to their education. It is important that parents use their own parent account as it will provide them with more information. Students will be able to access their account through their 1-1 device.

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, please 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.

PARENTS ARE URGED TO UPDATE THEIR INFORMATION ON INFINITE CAMPUS:

- Changes in home/cell numbers, emergency contact people, email addresses for parents, and other school contacts **SHOULD BE REPORTED** to the school immediately.
- Parents and families are the only ones that can make changes on IC. WIS staff are not authorized to change addresses or phone numbers, only parents or guardians can do so on the parent portal.
- Please note that in the event of an emergency involving your child, and we are unable to reach an authorized contact person using your Infinite Campus information, it may be necessary to summon an ambulance to transport the student 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.

WIS ACADEMIC EXPECTATIONS FOR STUDENTS

A core belief at WIS is that all students will learn. We understand that all students do not learn at the same rate or in the same way. Students are expected to put forth their best effort to learn and grow to their full academic potential.

Students at Francis Walsh Intermediate School will regularly demonstrate the BPS Global

Learning Competencies:

EFFECTIVE COMMUNICATORS AND COLLABORATORS

- Clearly and coherently conveys written, verbal, & digital information designed for different audiences
- Exchanges & evaluates ideas to achieve a common objective
- Actively listens and appropriately contributes
- Values other people's perspectives & learns from them

SELF-DIRECTED LEARNERS

- Pursue interests & curiosities, learning to learn
- Expresses creativity & innovation, considering and pursuing novel ideas and solutions
- Designs, implements, perseveres, & assesses personal learning goals
- Demonstrates effective time management, self-regulation, and responsibility

CRITICAL THINKERS

- Uses flexible approaches & strategies to evaluate information & arguments
- Changes thinking based on new learning or experiences
- Develops the ability to question, reason & problem solve
- Meaningful knowledge construction: acquires & synthesizes information to solve problems & draw conclusions

ACTIVE, WELL-ROUNDED CITIZENS

- A global perspective, understands and appreciates diversity
- Embraces the importance of civic & social responsibilities
- Maintains strong interpersonal relationships
- Demonstrates empathy & kindness for diverse perspectives and world views
- 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, empathetic, and accepting 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 the Learning Commons 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 Staff 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.

BRANFORD PUBLIC SCHOOLS GRADES 5-8 CURRICULUM:

CURRICULUM: The curriculum development and review in Branford is guided by the following philosophy:

The Branford Public Schools believes that...

- content knowledge must be organized into meaningful patterns in order for students to retain what they have learned
 - students must have an ample opportunity to apply their knowledge in a variety of authentic contexts and conditions
- effective curriculum must focus on providing opportunities for students to transfer their learning to novel situations, within and across content areas, as well as in future learning
- student learning outcomes must be prioritized so that in-depth learning can take place
- curriculum based on a backward design process ensures that learning is focused on deeper understandings and transfer of learning
- student understanding is deepened when instruction is based on authentic experiences that are not found in textbooks or activity-based learning
- multiple perspectives and experiences generate better solutions, so educators can develop more powerful curriculum by working collaboratively
- curriculum should be revised continuously and will be reviewed regularly against design standards and intended outcomes for students
- evidence of student understanding is revealed through performance

- teachers are coaches of understanding, not purveyors of content

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, 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 I:

- 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:

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 Grade Accelerated Math, the team will review results from the district's current Universal Screen, Smarter Balanced Assessment, teacher recommendation, and the student's math grades will help to determine a student's readiness for acceleration. In order to remain in grade 7 accelerated math, the student must maintain a B- or higher. If any student in grade 7 accelerated math does not maintain a B- or higher there will be a parent/guardian meeting to discuss the student's progress. Below are some additional guidelines:

- 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 or highest level of the current universal screener
- Maintain a A- or higher in every quarter
- 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:

A student in grade 7 accelerated math will be recommended for 8th grade math based on results from STAR(or the district's current universal screener), Smarter Balanced Assessment, teacher recommendation, and the student's math grades. In order to remain in grade 8 Algebra I, the student must maintain a B- or higher. If any student in grade 8 Algebra I does not maintain a B- or higher there will be a parent/guardian meeting to discuss the student's progress. Below are some additional guidelines:

- 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 or highest level of Universal Screener
- 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.

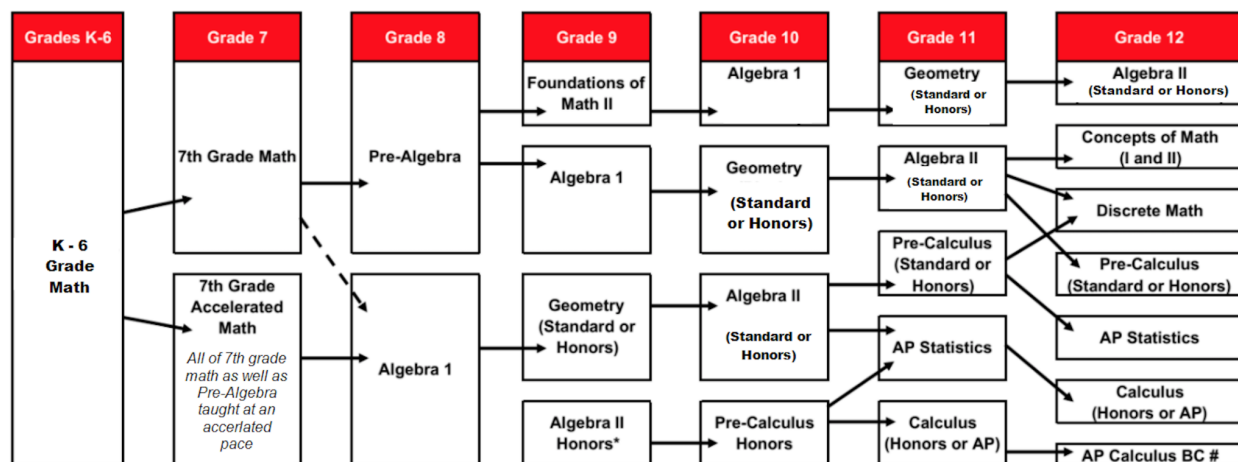
Grade 8 Eligibility for Honors Geometry: Students must receive an A- in Algebra 1 (Please reference the BHS Program of Studies on the BHS Website) Other data points to be considered:

- 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 have designed a thoughtful and well informed process when placing students in math. However, when a student does not meet any of the above criteria and is not recommended for acceleration in math, parents have the option to override this decision by 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 to 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 occurs 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 this 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:

5th Grade:

- Ecology
- Dirty Water
- Light & Matter - Why do we sometimes see different things when looking at the same object?

6th Grade:

- Thermal Energy - How can containers keep stuff from warming up or cooling down?
- Weather, Climate & Water Cycling - Why does a lot of hail, rain, or snow fall at some times and not others?
- Weather, Climate & Water Cycling - Why does a lot of hail, rain, or snow fall at some times and not others?
- Cells & Systems - How do living things heal?

7th Grade:

- Chemical Reactions & Matter- How can we make something new that was not there before?
- Metabolic Reactions-How do things inside our bodies work together to make us feel the way we do?
- Contact Forces- Why do things sometimes get damaged when they hit each other?
- Plate Tectonics & Rock Cycling- What causes Earth's surface to change?

8th Grade:

- Sound Waves - How can a sound make something move?
- Forces at a Distance - How can a magnet move another object without touching it?
- Earth in Space - Why do we see patterns in the sky and what else is out there that we can't see?
- Genetics - Why are living things different from one another?
- Natural Selection & Common Ancestry - How could living things today be connected to the things that lived long ago?

World Language:

The goal of the WIS World Language program is to promote proficiency in speaking, reading, and writing in Spanish. Spanish instruction is available in grades 6-8. 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 grades 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:

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

Grades in Applied Arts (STEM and Art), P.E./Health and Music that do not meet daily will be counted proportionate to the time students spend in those classes.

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 their present grade. In the event that a student is unable to meet expectations, summer school attendance may be a condition of promotion to next grade level. In Grade 8 any failed class may require summer school attendance as a condition of promotion to high school. In addition, any students failing three or more classes may be retained in grade 8.

SCHOOL-WIDE STUDENT RECOGNITIONS:

THE CORE 4 Award is presented each trimester to the student on each team who best exemplifies the character theme of the trimester. (Citizenship, Respect, Responsibility, Safety).

National Junior Honor Society: Students who by the middle of seventh grade have an overall academic average of at least 4.000 (using the above grade values) for grades 6 and 7, as well as positive 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 2022-23](#)

8th Grade Awards and Recognitions CAS Scholar-Leader Award: Presented each spring to an 8th Grade student 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 (SCASA 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 Excellence/Achievement Awards was established to recognize and honor those students who have achieved high academic goals by their hard work and dedication to learning. These students have maintained a 4.0 or higher grade point average for grades six, seven, and two trimesters of eighth grade. The criteria for **Presidential Achievement Awards** include students who have shown tremendous growth, and demonstrated a commitment to learning. Students are nominated by their eighth grade team teachers, in conjunction with school counselors and principals.

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 levels.

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 produce this assignment book upon request and to record assignments in every class on a daily basis. If a replacement is necessary, it will be at the student's expense.

Team/Teacher Websites and Google Classrooms: Teachers are expected to post homework daily or weekly. Teachers' names, emails and links to both the team website and teacher's Google Classroom are available.

Additional Sites: The Branford Public School's Website has valuable resources throughout the year. Go to the WIS website <https://www.branfordschools.org/o/wis> and access all the available links including Staff, Athletics, Clubs, Departments, IC, and many other resources.

Absentee Homework Policy: Homework for students who miss school **due to illness** are encouraged to exchange telephone numbers with at least one student in each of their classes, so they can access the majority of their school assignments. Students that are absent can check the Google Classroom or contact their teacher.

Homework for students who miss school **due to vacation** 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. (Vacations are **strongly discouraged** during the academic year.)

ASSESSMENT:

Starting on/or after July 1, 2012 each school must 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 grades 3-12, staff members and parents.

REPORT CARDS:

Report cards are posted on Infinite Campus three times a year. Parents will be notified the week prior in the principal's newsletter that report cards are available for viewing. 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.

COMMUNICATION WITH SCHOOL STAFF:

Staff can be reached during and after school hours at 203-488-8317 or by email. If you would like to speak to someone, you can call the main line and your message will be directed to the appropriate staff member. Staff email addresses are also listed on the WIS website >> Staff Directory.

Parents are encouraged to contact teachers and/or school counselors with concerns about their child's progress. Contact your child's school counselor for an overall progress report. If necessary, the teachers or counselor can set up a progress meeting.

HIGH SCHOOL CHOICE:

Eighth Grade students who opt not to attend Branford High School have the opportunity to apply to a variety of schools. 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. 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

WIS

School Events

Activities

Extra Curricular

FOR STUDENTS

Extra-Curricular Activities: The extra-curricular program is organized to meet the needs and diverse interests of 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 to the 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.

Eligibility Guidelines for Interscholastic Sports and the School Play: Any student who is enrolled at WIS may try out for an interscholastic sport and/or the spring musical. Students who are selected to participate must be in good academic standing. Any student who has one (1) F in the previous trimester will be on academic probation. A student on academic probation will have their grades and progress reviewed at a time determined by the coach and grade level administrator or designee. Any students with two (2) F's will not be allowed to participate. For fall athletics, the school will be looking at a student's year end grade from the previous school year. In addition to academic expectations, athletes are expected to honor the CORE 4 on a daily basis. A student's participation in extracurricular activities can be withheld based on a student's disciplinary record.

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

Probationary Status for Field Trips: Students who do not honor the WIS Core 4 values during the school year may be excluded or require a safety plan in order to participate in off campus opportunities. 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 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 entire event. Students who leave early must have parents come inside to get them.
- d. Events are open to students of WIS only. Therefore, 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/OSS on the day an event will not attend, unless approved by administration
- g. Parents/guardians cannot hire outside drivers to pick up students (limo, taxi, Uber, bus, van, etc...).
- h. **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 curriculum related class or school sponsored activity because of inability to pay for materials, fees, transportation costs, admission prices, or any other related expenses. Please contact a school counselor or administrator to request help. Such requests need to be made at the time the field trip is announced to give you the best opportunity to receive financial assistance.

PROGRAMS AND ACTIVITIES:

Clubs, Activities, Interscholastic Sports

Clubs/Activities (subject to change)	Interscholastic Sports
Art Club + Grades 5-8	Baseball *+ Grade 7-8
Band Grades 5-8	Basketball *+ Grades 7-8
Jazz Band Grades 7, 8	Cross Country *Grades 5-8
Cantare + Grades 7, 8	Dance Team*+ Grades 5-8
Creative Writing Club Grades 7, 8	Field Hockey *+ Girls Grades 5-8
Green Scene Grades 5-8	Softball *+ Girls, Grades 7-8
National Junior Honor Society Grade 8 (induction in Grade 7)	Unified Sports Grades 6- 8 *+ (application process)
Peer Leadership * Grade 8	Volleyball *+ Girls, Grades 5-8
Spring Musical *+ Grades 5-8	Wrestling *+ Grades 5-8 Grades 5-8
Robotics Club *+ Grades 7 -8	
Student Council *Grades 5-8	* Requires academic average of “C” or higher
Tech Crew * Grades 6-8	+ Requires audition or tryout
World Language Club Grades 5-8 Yearbook * Grades 5-8	

WIS Social and Behavioral Expectations and The Core 4:

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, cafeteria, restrooms, grounds and on the school bus. These themes are also routinely discussed during our advisory program.

THE CORE 4 EXPECTATIONS: CITIZENSHIP, RESPECT, RESPONSIBILITY AND SAFETY

GENERAL CLASSROOM

CITIZENSHIP	RESPECT	RESPONSIBILITY	SAFETY
<ul style="list-style-type: none"> •Make sure everyone feels welcome in your group •Compliment classmates •Look out for each other 	<ul style="list-style-type: none"> •Take turns talking without interrupting each other •Think before you speak •Use kind words •Handle materials with care 	<ul style="list-style-type: none"> •Try your hardest and do your best • Come to class on time •Gather your materials and return them when finished •Clean up after yourself • Take responsibility for your actions 	<ul style="list-style-type: none"> •WALK in and out of class •Wait to enter/be dismissed •Push in chairs • Sit properly in chair •Ask permission to leave room •Follow directions •Keep floors/walkways clean •Keep hands to self

HALLWAY

CITIZENSHIP	RESPECT	RESPONSIBILITY	SAFETY
<ul style="list-style-type: none"> •Keep our school clean •Pause in the hallway for the Pledge of Allegiance and Moment of Silence 	<ul style="list-style-type: none"> •Be respectful of our fellow classmates •Use inside voices while passing 	<ul style="list-style-type: none"> •Be on time to classes • Be sure to have a e-pass/pass if you are going to be late •Get an e-pass/pass from your teacher before going to the nurse 	<ul style="list-style-type: none"> •Keep hands and feet to ourselves •Always walk in the hallway

CAFETERIA

CITIZENSHIP	RESPECT	RESPONSIBILITY	SAFETY
<ul style="list-style-type: none"> •Welcome all friends to table •Use your manners when getting and eating your lunch •Recycle cans and water bottles 	<ul style="list-style-type: none"> •Allow for personal space at the table • Use inside voices and appropriate language while in the cafeteria or dismissing •Dispose of all food and garbage appropriately. 	<ul style="list-style-type: none"> •Clean up the floor and table prior to dismissal •All food must be eaten in the cafeteria •Spend your own money for lunch 	<ul style="list-style-type: none"> •WALK in and out of cafeteria • Wait until your table or row is called for dismissal • Ask permission to leave cafeteria • Remain at one table for the entire lunch • Eat your own lunch

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

ADVISORY PROGRAM:

The Advisory program is a 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. Students meet in groups to participate in activities that revolve around the themes associated with THE CORE FOUR and the CASEL competencies for Social Emotional Learning.

BEHAVIOR EXPECTATIONS:

Avoiding Problems: When students encounter difficulties they do not think they can handle alone, the students should seek out a teacher, counselor, an administrator or a trusted adult within the building. The adult will discuss the situation, communicate, and help to address 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 will be heard. A restorative mediation gives all parties an opportunity to be heard in order to resolve the conflict in a productive and supportive manner.

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. The communications give the school an opportunity to address the problem and also support all parties involved.

Contacting Your Child during the School Day: In case of emergencies, parents should contact their child by calling the school office (203-488-8317) and a message will be relayed to them. **Parents should not text and/or call students on their cell phones** during the school day. Students **are not permitted** to use their phones during school.

Student Language: One of our goals at Walsh is for students to understand the Power of Our Words. When a student uses inappropriate language either seriously or jokingly, the WIS staff will address and educate the student about the appropriateness of their word choices. The child's guardian will receive an email and/or phone call from the school notifying them of the event. If the inappropriate language persists, a parent/guardian meeting will be scheduled and additional consequences may be administered.

Classroom Behavior: Students' behavior in the classroom must enhance and encourage the learning environment. It should not disrupt or distract the learning of others. Students are expected to adhere to teachers and classroom communities expectations. Students who are disruptive may be removed from the classroom and receive consequences up to and including suspension and or expulsion. Upon the removal of a student from the classroom, a restorative mediation will occur with the student, teacher and administrator/school counselor. Students will be responsible for making up any of the missed work during the time of their removal. SEE chart above about general classroom expectations.

Hallway and Stairwell Behavior: Hallway and stairwell behavior must ensure the safety and security of all WIS members. Students are expected to travel independently throughout the hallway and staircases without disrupting the learning environment. Students who create an unsafe environment in the hallways or stairwells may receive consequences up to and including suspension and or expulsion. See chart above about general hallway and passing expectations. See chart above general hallway/passing behavior expectations.

Bus Behavior: Bus transportation is provided for 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. Show the bus driver courtesy and respect and follow the CORE 4 at all times.
- b. The bus driver has the authority to assign seats. Students should sit where they have been assigned.
- c. Board buses quickly, locate seats, and remain seated and orderly throughout the trip.
- d. No eating or smoking on the bus.
- e. Keep head and arms inside the bus.

f. During dismissal, students must remain in the classroom until their bus is called. Once the bus number is called, students must proceed directly to the bus and board in an orderly fashion

g. In the event of an emergency, students are to remain in their seats until the driver gives instruction

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. If they involve the actions of the school bus driver, contact First Student Inc. at 488-6186.

After trying a variety of interventions, such as having a conversation, moving an assigned seat, moving a child to the front of the bus, a bus driver may write a bus misconduct and ask for support from the school administration. See Chart above about general bus behavioral expectations.

Sequence of Consequences for Bus Misconducts:

1st Bus Misconduct:	Conversation with a student and a call home to the family.
2nd Bus Misconduct:	Conversation with student, may serve a consequence and/or student is placed on probation
3rd Bus Misconduct:	Conversation with students, possible consequences, and possible loss of bus privileges for a period of time.*

*** Bus Privileges may be revoked prior to the third misconduct based on student behavior.**

Lunch Behavior: The lunch period is a time for relaxation and socialization. Students should 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 cafeteria to other parts of the school. See chart about general lunchroom behavioral expectations.

Student Attire: Students are expected to dress in a fashion which will not disrupt the educational process. Students need to dress appropriately and comfortably for the academic setting. The Physical Education Department may require specific dress attire to safely participate in certain units. For safety and security reasons, sunglasses, hats and hoods are prohibited in the building.

Attire should not be imprinted with graphics or text that relates to violence, 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.

We ask parents to consult with a 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 assessed 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:

Schools use rules to shape student behavior in order to maintain a climate conducive to learning. When students do not adhere to these expectations, teachers and administrators use judgment to correct

misbehavior, ranging from a warning to a referral for expulsion from school. There are a wide range of experiences that can support and guide students when a misbehavior occurs. Although there may be a loss of privileges (suspensions and detentions), the ultimate goal is to restore and educate the community.

This support may include such as:

- Restorative Circles
- Conflict Resolution/ Mediation
- Conversations with administrators, counselors and support staff
- Communication with parents
- Dialogue between students and teachers
- Community Service and Community Restoration
- Opportunities to make things whole between both parties
- Participate in an additional educational research opportunities
- Safety Plans
- Reflection
- Mindfulness practice

BEHAVIOR INFRACTIONS:

Ultimately, consequences are determined by the administrator and/or the administrative team, with input from the 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/or other juvenile authorities when deemed appropriate.

INFRACTION	<u>MINOR</u> INFRACTION EXAMPLES	<u>MAJOR</u> INFRACTION EXAMPLES	POSSIBLE CONSEQUENCES (Mildest to Most Severe)
Tardy to class, unauthorized	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
Academic dishonesty / plagiarism	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
Accessory to a fight	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)

Safe School Climate Incidents: Bullying	Never a minor infraction	Repeated 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
Inappropriate use of a device or school provided email or account	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)
Disrespect / Insubordination	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 intervention.	Restorative Circle; teacher consequence; PM detention; parent conference; possible suspension (ISS/OSS)
Discipline: failure to serve assigned consequence	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)
Disruptive device, possession or discharge of	Never a minor infraction	Fireworks, stink bombs, smoke bombs, etc.	5-10 day ISS/OSS Police referral Recommendation for expulsion
Endangerment, intentional	Never a minor infraction	Hands-on behavior, horseplay, pulling a chair out from under someone, tripping, putting foreign substances in food or drink, etc.	Restorative Circle PM detention Parent meeting Possible suspension
Fighting / physical aggression	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

Gambling/selling of goods		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
Harassment (non-sexual)	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
Harassment (sexual)	Never a minor infraction	Inappropriate/unwelcome sexual advances/requests for sexual favors; physical or verbal conduct, or communication of a sexual nature, including gender-based harassment creating an intimidating, hostile or offensive educational or work environment. Leering, pinching, grabbing; suggestive comments, gestures or jokes; pressure to engage in sexual activity; indecent exposure	Suspension ISS/OSS Parent Meeting Possible Police Referral Recommendation for expulsion
Hazing	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 Family Meeting Possible Police Referral Recommendation for expulsion
Leaving school grounds	Never a minor infraction		Referral to Social Worker/Counselor Family Meeting Suspension ISS/OSS Possible Police Referral

Laser Pointers or other items not appropriate for school	Showing classmates without using, Using it at an inanimate object, ie wall,floor	Using the item toward a member of the community or with the intention of disrupting a class lesson	Item confiscated and parent must retrieve item Call Home Possible Detention (Lunch or Afterschool) Possible Suspension ISS/OSS
Profanity	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)
Theft	Never a minor infraction	Taking personal or school property that does not belong to you (i.e., items off the teacher's desk, from cubbies/lockers, from school store)	Possible replacement of stolen property Suspension (ISS/OSS) Possible police referral
Threatening Comments	Never a minor infraction		Detention Parent conference Possible suspension (ISS/OSS) Possible police referral
Throwing objects	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 with intent to harm	Teacher warning Detention Parent conference Possible suspension (ISS/OSS)
Truancy	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)
Vandalism / destruction of school property including but not limited to Chromebook, lockers, computers, textbooks, etc.	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

Drugs or alcohol, possession of	Never a minor infraction		Possible consequence can include: 10 day OSS/ISS Police referral RTI referral Recommendation for expulsion
Drugs or alcohol, provision or sale of	Never a minor infraction		Possible consequence can include: 10 day ISS/OSS Police referral Recommended expulsion 1st offense
Fire Alarm/calling 911 from the school, unauthorized use	Never a minor infraction	Pulling the fire alarm or intentional calling of 911	Possible consequence can include: 10 day ISS/OSS Mandatory police referral Possible expulsion
Weapon / dangerous instrument, possession of	Never a minor infraction		Possible consequence can include: 10 day ISS/OSS Recommended for expulsion Possible Police referral

DISCIPLINE:

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 a 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 beverages, 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.

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 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 weapons, on school grounds or at a school-sponsored activity; 2) off school grounds, offered for sale or distribution of 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.

[BRANFORD PUBLIC SCHOOL SAFE SCHOOL CLIMATE PLAN](#)

Please visit the Branford Public Schools Website or Click on the link above to access the most up to date information as laws and regulations change often at the State level.

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 additional help. They hold conferences with teachers and parents to enable them to have a better understanding of the children and their development, and when necessary, comply with mandated child abuse and suicide prevention reporting policies.

Grade 5 and Grade 6: Mrs. Young and Mrs. Grattan

Grade 7 and Grade 8: Mrs. Manghnani and Mrs. Donohue

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 Clinic: The School Based Health Center 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, 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 203-315-3533.

Response to Intervention Team (RTI): The Response to Intervention team meets regularly, and may comprise an administrator, teacher, counselor, school psychologist, social worker, school nurse, nurse practitioner, and/or a math/reading specialist. The purpose of the RTI Team is to review students experiencing academic and/or social and emotional difficulty and identify possible interventions which might be implemented to assist such youngsters. Grade-level counselors update parents on types of interventions and student success plans 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 the Planning and Placement Team (PPT) 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 support suits 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.

HEALTH AND WELLNESS

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.

SCHOOL LUNCH:

Free or reduced lunch program: 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 the 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 an advanced practice registered nurse stating that in the opinion of 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 haemophilus 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 peanuts 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: Contact school nurse.

[Wellness Notification of District Wellness Policy:](#)

(For Updated Information please click on the link above)

Student wellness, including good nutrition and physical activity, shall be promoted in 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 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 Branford Public Schools' comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity 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 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 Branford Public Schools' nonprofit food service in compliance with the Child Nutrition Act. 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 the 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 a 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.

OTHER 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.

Allergies: Significant allergies to venom, plants, drugs, 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 is not 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 the start of disease. Children 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. Students 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) – Students should stay home until feeling well enough to continue studies. May resume physical education and sports only after clearance from a physician. INFLUENZA – Students should stay home at least 5 days to prevent infection to others. May be readmitted after diagnosis and treatment by a 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 a physician. PEDICULOSIS (head lice) - Excluded from school until treated and nits are removed. Family members should be carefully checked and treated if necessary. Shampoo must be repeated in 7 days for complete destruction of all eggs. Students 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 a school nurse. POISON IVY – Students 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 a 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 a physician. RINGWORM (Tinea corporis, capitis, or cruris) - Excluded until scalp or skin has begun to heal. May be readmitted after diagnosis and treatment by a physician. SCABIES - Excluded until lesions are healed. May be readmitted after diagnosis and treatment by a 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.

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 a 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.

BRANFORD PUBLIC SCHOOLS STUDENT HANDBOOK APPENDIX OF POLICIES AND REGULATIONS

Parents are strongly urged to visit the [Branford Public Schools Website](#) to acquaint themselves with district policies governing a wide range of situations involving students. The policies below are used to 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)

- A. CONNECTICUT STATE DEPARTMENT OF EDUCATION Complaint Resolution Procedure Elementary and Secondary Education Act, 34 Code of Federal Regulations (CFR) Part 299(10)(a)**
- B. Right to Request INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**
- C. PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**
- D. EQUAL EDUCATIONAL OPPORTUNITY – NON-DISCRIMINATION**
- E. PROHIBITION OF UNLAWFUL HARASSMENT:**
- F. PROHIBITION OF SEXUAL HARASSMENT**
- G. ACCESS TO PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES**
- H. HOLIDAY CEREMONIES AND OBSERVANCES:**
- I. ASBESTOS MANAGEMENT PROGRAM**
- J. PESTICIDE APPLICATION POLICY**
- K. GREEN CLEANING POLICY:**

HAMLET m. HERNANDEZ

Superintendent

RACHEL M. SEXTON

Assistant Superintendent

DONALD A. NEEL

Chief Operating Officer

BRANFORD PUBLIC SCHOOLS

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July 2019

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 buildings 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 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 Officer.

Hamlet M. Hernandez

Hamlet M. Hernandez

Superintendent of Schools

cc: Don Neel, Chief Operating Officer

Joe Carbone, Supervisor, Building & Grounds