

***GORDON C. SWIFT
MIDDLE SCHOOL***

Staff Handbook



Revised September, 2015

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Watertown Board of Education Policies

Enclosed in this handbook is a brief summary of the Board of Education policies adopted March 24, 2014. The complete Board of Education policy may be viewed on the district website on www.watertownps.org or by visiting the school's main office.

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**WATERTOWN BOARD OF EDUCATION
STUDENT ATTENDANCE AND TRUANCY***

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

A. Definitions:

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Truant" – 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.
2. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
 - A. Any absence before the student's 10th absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - B. For the student's 10th absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
 - a. student illness (verified by an appropriately licensed medical professional);
 - b. religious holidays;
 - c. mandated court appearances (documentation required);
 - d. funeral or death in the family, or other emergency beyond the control of the student's family;
 - e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
 - f. lack of transportation that is normally provided by a district other than the one the student attends.
3. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.
4. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences (see full policy distributed on first day of school)

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.

Monitoring:

Parent or other persons having control of the student must notify the school by 9:00 a.m. on the day of absence. A note from the responsible person must be brought to school by the student upon his/her return to school that explains the reason for the absence even if telephone contact had been made. Whenever a student fails to report to school on a regularly scheduled school day and no contact has been made by 9:00 a.m., parents/guardians will receive an automated telephone message notifying them of their child's absence.

The determination of whether an absence meets the criteria for excused or unexcused will be made by the building principal or his/her designee. Parents or other persons having control of the student may appeal that decision to the Superintendent of Schools or his/her designee, whose decision shall be final.

WATERTOWN BOARD OF EDUCATION POLICY REGARDING EMPLOYEE USE OF THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC COMMUNICATIONS

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Watertown Board of Education provides computers, a computer network, including Internet access and an e-mail system, and other electronic devices that access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. (including, but not limited to, personal laptops, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, walkmen, CD players, I-Pads or other tablet computers, walkie-talkies, Blackberries, personal data assistants, I-Phones, Androids and other electronic signaling devices), (referred to collectively as "the computer systems"), in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to Board employees for business and education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used for appropriate business and education related purposes.

The system administrator and others managing the computer systems may access email or monitor activity on the computer system or electronic devices accessing the computer systems at any time and for any reason or no reason. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter, Facebook, LinkedIn, YouTube, and MySpace.

Incidental personal use of the computer systems may be permitted solely for the purpose of e-mail transmissions and access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems, however, is subject to all rules, including monitoring of all such use, as the Superintendent may establish through regulation. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

Users should not have any expectation of personal privacy in the use of the computer system or other electronic devices that access the computer system. Use of the computer system represents an employee's acknowledgement that the employee has read and understands this policy and any applicable regulations in their entirety, including the provisions regarding monitoring and review of computer activity.

Legal References: Conn. Gen. Stat. § 31-48d Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250
Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: March 24, 2014

**WATERTOWN BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEE USE OF
THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC COMMUNICATIONS**

Introduction.

Computers, computer networks, electronic devices, Internet access, and electronic mail are effective and important technological resources. The Watertown Board of Education has installed computers, a computer network, including Internet access and an e-mail system, and may provide electronic devices that access the system, such as personal laptops, Smartphones, I-Pads or other tablet computers, I-Phones, Androids or other mobile or handheld electronic devices, to enhance the educational and business operations of the district. In these regulations, the computers, computer network, electronic devices, Internet access and e-mail system are referred to collectively as "the computer systems."

These computer systems are business and educational tools. As such, they are being made available to employees of the district for district-related educational and business purposes. *All users of the computer systems must restrict themselves to appropriate district-related educational and business purposes.* Incidental personal use of the computer systems may be permitted solely for the purpose of e-mail transmissions and similar communications, including access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems is subject to all rules, including monitoring of all such use, set out in these regulations. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

These computer systems are expensive to install, own and maintain. Unfortunately, these computer systems can be misused in a variety of ways, some of which are innocent and others deliberate. Therefore, in order to maximize the benefits of these technologies to the district, our employees and all our students, this regulation shall govern *all* use of these computer systems.

Monitoring

It is important for all users of these computer systems to understand that the Watertown Board of Education, as the owner of the computer systems, reserves the right to monitor the use of the computer systems to ensure that they are being used in accordance with these regulations. The Board of Education intends to monitor in a limited fashion, but will do so as needed to ensure that the systems are being used appropriately for district-related educational and business purposes and to maximize utilization of the systems for such business and educational purposes. The Superintendent reserves the right to eliminate personal use of the district's computer systems by any or all employees at any time.

The system administrator and others managing the computer systems may access email or monitor activity on the computer system or electronic devices accessing the computer systems at any time and for any reason or no reason. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter, Facebook, LinkedIn, YouTube, and MySpace.

Why Monitor?

The computer systems are expensive for the Board to install, operate and maintain. For that reason alone it is necessary to prevent misuse of the computer systems. However, there are other equally important reasons why the Board intends to monitor the use of these computer systems, reasons that support its efforts to maintain a comfortable and pleasant work environment for all employees.

These computer systems can be used for improper, and even illegal, purposes. Experience by other operators of such computer systems has shown that they can be used for such wrongful purposes as sexual harassment, intimidation of co-workers, threatening of co-workers, breaches of confidentiality, copyright infringement and the like.

Monitoring will also allow the Board to continually reassess the utility of the computer systems, and whenever appropriate, make such changes to the computer systems as it deems fit. Thus, the Board monitoring should serve to increase the value of the system to the district on an ongoing basis.

Privacy Issues.

Employees must understand that the Board has reserved the right to conduct monitoring of these computer systems and can do so *despite* the assignment to individual employees of passwords for system security. Any password systems implemented by the district are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.

The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems and electronic devices that access same, including any incidental personal use permitted in accordance with these regulations. Use of the computer system represents an employee's acknowledgement that the employee has read and understands these regulations and any applicable policy in their entirety, including the provisions regarding monitoring and review of computer activity.

Prohibited Uses.

Inappropriate use of district computer systems is expressly prohibited, including, but not limited to, the following:

- ◆ Sending any form of solicitation not directly related to the business of the Board of Education;
- ◆ Sending any form of slanderous, harassing, threatening, or intimidating message, at any time, to any person (such communications *may* also be a *crime*);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from supervisory personnel;
- ◆ Sending any message that breaches the Board of Education's confidentiality requirements, including the confidentiality rights of students;
- ◆ Sending any copyrighted material over the system;
- ◆ Sending messages for any purpose prohibited by law;
- ◆ Transmission or receipt of inappropriate e-mail communications or accessing inappropriate information on the Internet, including vulgar, lewd or obscene words or pictures;
- ◆ Using computer systems for any purposes, or in any manner, other than those permitted under these regulations;
- ◆ Using social networking sites such as Facebook, Twitter, MySpace and LinkedIn in a manner that violates the Board's Social Networking policy.

In addition, if a particular behavior or activity is generally prohibited by law and/or Board of Education policy, use of these computer systems for the purpose of carrying out such activity and/or behavior is also prohibited.

Electronic Communications

The Board expects that all employees will comply with all applicable Board policies and standards of professional conduct when engaging in any form of electronic communication, including texting, using the district's computer system, or through the use of any electronic device or mobile device owned, leased, or used by the Board. As with any form of communication, the Board expects district personnel to exercise caution and appropriate judgment when using electronic communications with students, colleagues and other individuals in the context of fulfilling an employee's job-related responsibilities.

Disciplinary Action.

Misuse of these computer systems will not be tolerated and will result in disciplinary action up to and including termination of employment. Because no two situations are identical, the Board reserves the right to determine the appropriate discipline for any particular set of circumstances.

Complaints of Problems or Misuse.

Anyone who is aware of problems with, or misuse of these computer systems, or has a question regarding the appropriate use of the computer systems, should report this to his or her supervisor or to the Superintendent of Schools.

Most importantly, the Board urges *any* employee who receives *any* harassing, threatening, intimidating or other improper message through the computer systems to report this immediately. It is the Board's policy that no employee should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

ADOPTED: March 24, 2014.

NOTICE REGARDING ELECTRONIC MONITORING

This Notice Must be Posted in a Conspicuous Place in Each School Building

In accordance with the provisions of Connecticut General Statutes Section 31-48d, the Watertown Board of Education hereby gives notice to all its employees of the potential use of electronic monitoring in its workplace. While the Board may not actually engage in the use of electronic monitoring, it reserves the right to do so as the Board and/or the Administration deem appropriate in their discretion, consistent with the provisions set forth in this Notice.

"Electronic monitoring," as defined by Connecticut General Statutes Section § 31-48d, means the collection of information on the Board's premises concerning employees' activities or communications, by any means other than direct observation of the employees. Electronic monitoring includes the use of a computer, telephone, wire, radio, camera, electromagnetic, photoelectronic or photo-optical systems. The law does not cover the collection of information (A) for security purposes in any common areas of the Board's premises which are open to the public, or (B) which is prohibited under other state or federal law.

The following specific types of electronic monitoring may be used by the Board in its workplaces:

- Monitoring of e-mail and other components of the Board's computer systems, including monitoring of electronic devices such as PDAs, Smartphones, mobile or handheld devices that access the computer systems, for compliance with the Board's policies and regulations concerning use of such systems.
- Video and/or audio surveillance within school buildings (other than in restrooms, locker rooms, lounges and other areas designed for the health or personal comfort of employees or for the safeguarding of their possessions), on school grounds and on school buses and other vehicles providing transportation to students and/or employees of the school system.
- Monitoring of employee usage of the school district's telephone systems.

The law also provides that, where electronic monitoring may produce evidence of misconduct, the Board may use electronic monitoring without any prior notice when the Board has reasonable grounds to believe employees are engaged in conduct that (i) violates the law, (ii) violates the legal rights of the Board or other employees, or (iii) creates a hostile work environment.

Questions about electronic monitoring in the workplace should be directed to the Superintendent of Schools.

Legal References: Connecticut General Statutes: Section 31-48b Section 31-48d

ADOPTED: March 24, 2014

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF ADULTS WITH AN INTELLECTUAL DISABILITY

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel (including teachers, school administrators, school guidance counselors, paraprofessionals, psychologists, registered and licensed practical nurses, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational therapists, dental hygienists, speech pathologists and licensed professional counselors) report any suspected abuse or neglect of persons with an intellectual disability between eighteen (18) and sixty (60) years of age. In furtherance of this statute and its purpose, it is the policy of the Watertown Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in the event that, in the ordinary course of their employment or profession, they have reasonable cause to suspect that a person with an intellectual disability between eighteen (18) and sixty (60) years of age has been abused or neglected.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected abuse and/or neglect of adults with intellectual disabilities, but also to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abuse" means the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where a person with an intellectual disability either is living alone or is not able to provide for himself or herself the services which are necessary to maintain his or her physical and mental health or is not receiving such necessary services from the caretaker.

"Statutory Mandated Reporter" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of adults with intellectual disabilities. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, registered or licensed practical nurses, psychologists, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational therapists, dental hygienists, speech pathologists and licensed professional counselors.

3. Reporting Procedures for Statutory Mandated Reporters

If a statutory mandated reporter has reasonable cause to suspect that any person with an intellectual disability between eighteen (18) and sixty (60) years of age as been abused or neglected, the mandated reporter shall, as soon as practicable, but not later than seventy-two (72) hours after having reasonable cause to suspect abuse or neglect, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities. The statutory mandated reporter shall also immediately notify the Superintendent.

Such initial oral report shall be followed by a written report to the Director of the Office of Protection and Advocacy for Persons with Disabilities not later than five calendar days after the initial oral report was made, and a copy of any written report shall be given to the Superintendent.

4. Reporting Procedures for Non-Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as set forth above.

a) If an employee who is not a statutory mandated reporter has reasonable cause to suspect that any person with an intellectual disability between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.

(1) The employee shall as soon as practicable, but not later than seventy-two (72) hours after having reasonable cause to suspect abuse or neglect, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that any person with an intellectual disability between eighteen (18) and sixty (60) years has been abused or neglected, the Superintendent or designee shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters, set forth above.

b) Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of adults with intellectual disabilities directly to the Office of Protection and Advocacy for Persons with Disabilities.

5. Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) the name and address of the allegedly abused or neglected person;
- b) a statement from the reporter indicating a belief that the person is intellectually disabled, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- c) information concerning the nature and extent of the abuse or neglect; and,
- d) any additional information which the reporter believes would be helpful in investigating the report or in protecting the person with an intellectual disability.

6. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any such investigation with the investigation conducted by the Office of Protection and Advocacy for Persons with Disabilities.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that a person with an intellectual disability has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

7. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

8. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

9. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes: Section 46a-11a; Section 46a-11b et seq.; Public Act 11-16, An Act Concerning Revisions to Statutes Relating to the Department of Developmental Services including the Utilization of Respectful Language When Referring to Persons with Intellectual Disability.

ADOPTED: March 24, 2014
WATERTOWN PUBLIC SCHOOLS
Watertown, CT

8/2/11

Personnel 4130

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe that a child has been abused or neglected, or placed at imminent risk of serious harm to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Watertown Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Watertown Public Schools, pursuant to a contract with the Board.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. The term "statutory mandated reporter" includes all school employees, as defined above.

3. What Must Be Reported

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child:

- a) has been abused or neglected;
- b) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above. When an employee of the Watertown Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.
- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or his or her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect then the employee shall notify the Superintendent or the Superintendent's designee directly.
- (3) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) Not later than forty-eight hours after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.
- (5) The employee shall immediately submit a copy of the written report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.
- (5) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.

b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

a) The names and addresses of the child and his/her parents or other person responsible for his/her care;

b) the age of the child;

c) the gender of the child;

d) the nature and extent of the child's injury or injuries, maltreatment or neglect;

e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;

f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;

g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;

h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;

i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and

k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families ("DCF"). In all other cases,

the Department of Children and Families ("DCF") shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district's investigation and take any

disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district's investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

d) Any person reporting child abuse or neglect, or having any information relevant to alleged abuse or neglect, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

e) When the school district is conducting an investigation involving suspected abuse or neglect by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse or neglect to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Watertown Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Watertown Public Schools, pending the outcome of the investigation.

8. Evidence of Abuse or Neglect by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

- a) If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused or neglected by a school employee, as defined above, who has been entrusted with the care of a child and who holds a certificate, permit or authorization issued by the State Board of Education; or has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
- b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization.
- c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
- d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
- e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee.

9. Evidence of Abuse or Neglect by Any Other Employee or Independent Contractor of the Board of Education

- a) If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected by any school employee, as defined above, or any other employee of the Board of Education or individual under the control of the Board, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.
- b) If the individual is one who provides services to or on behalf of students enrolled in the Watertown Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Watertown Public Schools.
- c) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the local law enforcement agency, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by any employee of the Board of Education.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 12 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

12. Non-discrimination Policy/Prohibition Against Retaliation

The Watertown Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant this policy or state law concerning suspected child abuse or neglect or testifying in any proceeding involving child abuse or neglect.

13. Distribution of Policy

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 14, below.

14. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.
- b) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

15. Records

- a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined above, employed by the Board, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

Legal References:

Connecticut General Statutes:

Section 10-151; Section 17a-101 et seq. ; Section 17a-103; Section 53a-65; Public Act 13-53 "An Act Concerning Responsibilities of Mandated Reporters of Child Abuse and Neglect"

ADOPTED: March 24, 2014

WATERTOWN PUBLIC SCHOOLS

Watertown, CT

August 6, 2013

APPENDIX A

Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut Department of Children and Families.

For the purposes of these operational definitions,

- a person responsible for a child's health, welfare or care means:
 - the child's parent, guardian, foster parent, an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.

- a person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child for the purpose of education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- Note: Only a "child" as defined above may be classified as a victim of child abuse and/or neglect; only a "person responsible", "person given access", or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.

Physical Abuse

A child may be found to have been physically abused who:

- has been inflicted with physical injury or injuries other than by accidental means,
- is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or has injuries at variance with the history given of them.

Evidence of physical abuse includes:

bruises, scratches, lacerations; burns, and/or scalds; reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.; injuries to bone, muscle, cartilage, ligaments: fractures, dislocations, sprains, strains, displacements, hematomas, etc. ; head injuries; internal injuries; death misuse of medical treatments or therapies; malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion; deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child; cruel punishment.

Sexual Abuse/Exploitation Sexual Abuse/Exploitation

Sexual Abuse/Exploitation is any incident involving a child's non-accidental exposure to sexual behavior. Evidence of sexual abuse includes, but is not limited to the following:

Rape; penetration: digital, penile, or foreign objects; oral / genital contact; indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim; incest; fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim sexual exploitation, including possession, manufacture, or distribution of child pornography. online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website; coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior; disease or condition that arises from sexual transmission; other verbal, written or physical behavior not overtly sexual but likely designed to "groom" a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2215 Sexual Exploitation of Children.

Emotional Maltreatment-Abuse

Emotional Maltreatment-Abuse is:

act(s), statement(s), or threat(s), which has had, or is likely to have an adverse impact on the child; and/or interferes with a child's positive emotional development.

Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:

rejecting; degrading; isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or exposing the child to brutal or intimidating acts or statements.

Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:

depression; withdrawal; low self-esteem; anxiety; fear; aggression/ passivity; emotional instability; sleep disturbances; somatic complaints with no medical basis; inappropriate behavior for age or development; suicidal ideations or attempts; extreme dependence; academic regression; and/or trust issues.

Physical Neglect

A child may be found neglected who:

has been abandoned; is being denied proper care and attention physically, educationally, emotionally, or morally; is being permitted to live under conditions, circumstances or associations injurious to his well-being; and/has been abused.

Evidence of physical neglect includes, but is not limited to:

inadequate food; malnutrition; inadequate clothing; inadequate housing or shelter; erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child; permitting the child to live under conditions, circumstances or associations injurious to his well-being including, but not limited to, the following:

substance abuse by caregiver, which adversely impacts the child physically substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs psychiatric problem of the caregiver which adversely impacts the child physically

exposure to family violence which adversely impacts the child physically exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g. persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry

non-accidental or negligent exposure to pornography or sexual acts inability to consistently provide the minimum of child-caring tasks inability to provide or maintain a safe living environment

- action/inaction resulting in death; abandonment; action/inaction resulting in the child's failure to thrive; transience
- inadequate supervision:
- creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities
- holding the child responsible for the care of siblings or others beyond the child's ability failure to provide reasonable and proper supervision of a child given the
- child's age and cognitive abilities.

Note: Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.

Medical Neglect

Medical Neglect is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

Evidence of medical neglect includes, but is not limited to:

- frequently missed appointments, therapies or other necessary medical and/or mental health treatments;
- withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or
- withholding medically indicated treatment from disabled infants with life threatening conditions.

Note: Failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

Educational Neglect

Except as noted below, Educational Neglect occurs when, by action or inaction, the parent or person having control of a child five (5) years of age and older and under eighteen (18) years of age who is not a high school graduate

- fails to register the child in school
- fails to allow the child to attend school or receive home instruction in accordance with CONN. GEN. STAT. §10-184
- failure to take appropriate steps to ensure regular attendance at school if the child is registered.

Exceptions (in accordance with CONN. GEN. STAT. §10-184):

A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

Note: Failure to sign a registration option form for such a child is not in and of itself educational neglect. A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

Emotional Neglect

Emotional Neglect is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

Evidence of emotional neglect includes, but is not limited to, the following:

- inappropriate expectations of the child given the child's developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations; injurious
- to his well-being including, but not limited to, the following:
 - substance abuse by caregiver, which adversely impacts the child emotionally;
 - psychiatric problem of the caregiver, which adversely impacts the child
 - emotionally; and
 - exposure to family violence which adversely impacts the child emotionally.

Indicators may include, but are not limited to, the following:

depression; withdrawal; low self-esteem; anxiety; fear; aggression/ passivity; emotional instability; sleep disturbances; somatic complaints with no medical basis; inappropriate behavior for age or development; suicidal ideations or attempts; extreme dependence; academic regression; trust issues.

Moral Neglect

Moral Neglect: Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

Evidence of Moral Neglect includes but is not limited to:

stealing; using drugs and/or alcohol; and involving a child in the commission of a crime, directly or by caregiver indifference.

Appendix B

INDICATORS OF CHILD ABUSE AND NEGLECT

Indicators of Physical Abuse

HISTORICAL

- Delay in seeking appropriate care after injury.
- No witnesses.
- Inconsistent or changing descriptions of accident by child and/or parent.
- Child's developmental level inconsistent with history.
- History of prior "accidents".]
- Absence of parental concern.
- Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent.
- Unexplained school absenteeism.
- History of precipitating crisis

PHYSICAL

- Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso; Clusters of skin lesions; regular patterns consistent with an implement; Shape of lesions inconsistent with accidental bruise; Bruises/welts in various stages of healing; Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges; Fractures/dislocations inconsistent with history; Laceration of mouth, lips, gums or eyes; Bald patches on scalp; Abdominal swelling or vomiting; Adult-size human bite mark(s); Fading cutaneous lesions noted after weekends or absences; Rope marks.

BEHAVIORAL

- Wary of physical contact with adults; Affection inappropriate for age Extremes in behavior, aggressiveness/withdrawal; Expresses fear of parents; Reports injury by parent; Reluctance to go home; Feels responsible (punishment "deserved"); Poor self-esteem; Clothing covers arms and legs even in hot weather.

Indicators of Sexual Abuse

HISTORICAL

- Vague somatic complaint; Excessive school absences; Inadequate supervision at home; History of urinary tract infection or vaginitis; Complaint of pain; genital, anal or lower back/abdominal; Complaint of genital itching; Any disclosure of sexual activity, even if contradictory.

PHYSICAL

- Discomfort in walking, sitting; Evidence of trauma or lesions in and around mouth; Vaginal discharge/vaginitis; Vaginal or rectal bleeding; Bruises, swelling or lacerations around genitalia, inner thighs; Dysuria; Vulvitis; Any other signs or symptoms of sexually transmitted disease; Pregnancy.

BEHAVIORAL

- Low self-esteem; Change in eating pattern; Unusual new fears; Regressive behaviors; Personality changes (hostile/aggressive or extreme compliance); Depression; Decline in school achievement; Social withdrawal; poor peer relationship; Indicates sophisticated or unusual sexual knowledge for age; Seductive behavior, promiscuity or prostitution; Substance abuse; Suicide ideation or attempt; Runaway.

Indicators of Emotional Abuse

HISTORICAL

- Parent ignores/isolates/belittles/rejects/scapegoats child; Parent's expectations inappropriate to child's development
Prior episode(s) of physical abuse; Parent perceives child as "different"

PHYSICAL

- (Frequently none); Failure to thrive; Speech disorder; Lag in physical development; Signs/symptoms of physical abuse.

BEHAVIORAL

- Poor self-esteem; Regressive behavior (sucking, rocking, enuresis); Sleep disorders; Adult behaviors (parenting sibling) Antisocial behavior; Emotional or cognitive developmental delay; Extremes in behavior - overly aggressive/compliant; Depression; Suicide ideation/attempt.

Indicators of Physical Neglect

HISTORICAL

- High rate of school absenteeism; Frequent visits to school nurse with nonspecific complaints; Inadequate supervision, especially for long periods and for dangerous activities; Child frequently unattended; locked out of house; Parental inattention to recommended medical care No food intake for 24 hours; Home substandard (no windows, doors, heat), dirty, infested, obvious hazards; Family member addicted to drugs/alcohol.

PHYSICAL

- Hunger, dehydration; Poor personal hygiene, unkempt, dirty; Dental cavities/poor oral hygiene; Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day; Constant fatigue or listlessness; Unattended physical or health care needs; Infestations; Multiple skin lesions/sores from infection.

BEHAVIORAL

Comes to school early, leaves late; Frequent sleeping in class; Begging for/stealing food; Adult behavior/maturity (parenting siblings);

Delinquent behaviors; Drug/alcohol use/abuse.

ADOPTED: March 24, 2014

WATERTOWN PUBLIC SCHOOLS

Watertown, CT

April 2012

WATERTOWN BOARD OF EDUCATION BULLYING POLICY

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender,

sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

1. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
2. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
3. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
4. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
5. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
6. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
7. Any action prohibited by any Federal or State law.
8. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

WATERTOWN BOARD OF EDUCATION ANTI-HAZING POLICY

The district strictly prohibits students from engaging individually or collectively in any form of hazing or related initiation activity on school property, in conjunction with any school activity or involving any person associated with the school. Any student who participates in hazing or related initiation activity, or conspires to engage in hazing, will face immediate disciplinary action up to and including suspension, expulsion, exclusion and loss of participation in extracurricular activities. In addition, students who participate in hazing may be referred to appropriate law enforcement authorities and may face subsequent prosecution.

THE WATERTOWN PUBLIC SCHOOL DEPARTMENT ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE

PURPOSE

The purpose of this policy is to establish a workplace which is free of the effects of alcohol and second-hand smoke, and free from drug abuse. By accomplishing this purpose, the Board also seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness and other job performance problems which may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

STATEMENT OF POLICY

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, controlled substance or alcohol and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs or alcohol on school property shall notify the Superintendent or his/her designee who shall investigate the matter.

An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business, to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction, within ten (10) days thereafter.

Employees shall only use prescription drugs on school property or during the conduct of Board business which have been prescribed by a licensed medical practitioner, and such drugs shall be used only as prescribed.

The Board prohibits smoking and the use of tobacco products on school property or at any school-sponsored activity. Violations of this policy may result in disciplinary action, up to and including possible termination of employment.

For further information, please notify the office, 945-4830.

WATERTOWN BOARD OF EDUCATION NON-DISCRIMINATION

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

The Board designates Janet Parlato, (945-4802), Watertown School Department, 10 DeForest Street, Watertown Connecticut as compliance officer (hereinafter, "Equity/Title IX Officer").

Adopted: March 24, 2014

WATERTOWN BOARD OF EDUCATION SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she should make a written complaint to Janet Parlato, (945-4802), Watertown School Department, 10 DeForest Street, Watertown Connecticut or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination, and
 - G. *Detailed statement of the circumstances constituting the alleged harassment/discrimination.*
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.
9. If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur.

WATERTOWN BOARD OF EDUCATION STUDENT DRESS

In order to maintain an environment conducive to the education process, the Board of Education prohibits the following from wear during the academic school day:

- a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outerwear shall not be worn, carried or kept in the classroom during regular school hours.
- b. Head coverings of any kind, including but not limited to scarves, bandannas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.
- c. Items a. and b. above, must be secured in the student's locker or other storage area before school starts. Items not stored will be confiscated by Principal.
- d. Footwear which mars floors or is a safety hazard.
- e. Sunglasses, whether worn or carried, unless required pursuant to a documented medical issue
- f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.
- g. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.

- h. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.
- i. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes other to be intimidated by fear of violence or that constitute “fighting words.”
- j. Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- k. Shirts and/or blouses which reveal the abdomen, chest, or undergarments.
- l. See-through clothing, tank tops or sleeveless shirts.
- m. Shorts, miniskirts, or pants which reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.
- n. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom, or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board’s policy on student discipline.

The administration reserves the right to restrict any other attire that is considered detrimental or distracting to the educational process.

Adopted: March 24, 2014

USE OF BEEPERS (PAGING DEVICES)/CELLULAR PHONES

Students shall not possess or use a remotely activated paging device while on school property, or while attending a school-sponsored activity on or off school property. The school principal may grant a written permission for such possession and use of a paging device by a student if the student or his parent or guardian establishes to the satisfaction of the principal that a reasonable basis exists for the possession and use of the device.

A “paging device” is defined as a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

A staff member who discovers a student in possession of a paging device, without written permission of the principal, shall report the violation to an administrator who shall confiscate the device and take action in accordance with school disciplinary procedures.

Middle School students may not possess cellular phones on school property or at school sponsored events (whether held on or off school property) unless written parental permission is submitted to administration. Any middle school student who has written parental permission to possess a cell phone may only use the cell phone prior to arrival on school property in the morning or after the school office closes. Cell phones may not be turned on or used during the school day and are not to be carried by students. They are to be kept in lockers turned off.

A staff member who discovers a student in possession of or using a cellular telephone in violation of this policy will report the violation to the building administrator, who will take action in accordance with school disciplinary procedures.

Legal Reference: PA 95304 An Act Concerning School Safety
10-233j Student possession and use of telecommunication devices

BOE Approved: April 24, 2006

Effective Date: August 31, 2006

SKATEBOARD/ROLLERBLADE AND OTHER RECREATIONAL EQUIPMENT USE

Due to the inherent dangers both to participant and non-participant, combined with the potential liability assumption, the use of skateboard/rollerblade on district grounds is not allowed. Students will be informed that they are not allowed to bring their skateboards/rollerblades to school.

LOITERING OR CAUSING DISTURBANCE

All visitors must register in the office of the school principal. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the Principal. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there.

*Gordon C. Swift Middle School Faculty and Staff
2015 - 2016*

Assistant Principal

Mary Jean Mangione (307)

Principal

Marylu T. Lerz (308)

Secretaries

*Tanya Beach (301)
Susan Galpin (306)
Lauren Godbout (302)
Sharon McLaughlin (321)
Lucy Reardon (306)*

** Team Leader*

| 6th Grade | Subject | Green Team Teachers | Red Team Teachers |
|------------------|--------------------------|-----------------------------|--------------------------------|
| | Language Arts | Kate St. John (123) | *Margaret Germain (119) |
| | Math | Jessica Cagno (128) | Teresa Baldwin (118) |
| | Language Arts | *Danielle Muir (125) | Elisha Gesseck (121) |
| | Science | Krisl Beres (113) | Janet Sweetland (116) |
| | Social Studies | Christopher Russo (124) | Gregory West (120) |
| | Special Education | June Dilella (126) | Beth Herrick (101) |
| | Special Education | Julianne Bombero (103) | |

| 7th Grade | Subject | Blue Team Teachers | Yellow Team Teachers |
|-----------------------------|--------------------------|-------------------------------|-------------------------------|
| | Language Arts | Rachael Brochu (140) | Andrew Miceli (129) |
| | Math | Frances Palmer (146) | Colleen Haberern (130) |
| | Language Arts | Martine Lopez (138) | *Mary Beth Gallo (127) |
| | Science | Jonathan Sales (145) | Diana Wohlhieter (139) |
| | Social Studies | *Michelle Gorski (147) | Joseph Nappi (132) |
| | Special Education | Jennifer Shea (142) | Cynthia Murphy (144) |

| 8th Grade | Subject | Crimson Team Teachers | Evergreen Team Teachers |
|-----------------------------|--------------------------|--------------------------------|--------------------------------|
| | English | Mark Zaborowski (211) | *Alyssa Wallace (206) |
| | Math | Amanda Bragg (209) | Jenna Nixon (203) |
| | Reading | | Katherine Cunningham (201) |
| | Science | *Kathleen Sklanka (207) | Kevin Gemmell (205) |
| | Social Studies | Paul Catuccio (208) | Kim Mastropietro (204) |
| | Special Education | Susan Petrok (213) | Catherine Gancher (200) |
| | Home Room | Ellen Krafick (212) | |

*Gordon C. Swift Middle School Faculty and Staff
2015 – 2016*

| <i>Subject</i> | <i>Teacher</i> |
|---------------------------|------------------------------------|
| <i>World Language</i> | Roseceil Rader (150) |
| | To Be Announced (151) |
| <i>Physical Education</i> | Eric Dietsch (Gym) |
| | William Leifert (Gym) |
| | Christine Shortsleeve (Aux Gym) |
| <i>Band</i> | Becky Borbas (154) |
| <i>Chorus</i> | Daniel Buchner (326/135) |
| <i>Music</i> | Anna Jedd (329) |
| <i>Strings</i> | Marianne Michael (155) |
| <i>Media Specialist</i> | Pamela Hodorski (216) |
| <i>Library Clerk</i> | Cynthia Romano |

| <i>Unified Arts</i> | <i>Subject</i> | <i>Team Teacher</i> |
|-----------------------------|-----------------------------|--------------------------|
| <i>Grades 6 - 7 - 8</i> | <i>Art</i> | Stephanie Goetz (133) |
| | <i>Art</i> | Tammy Porcheron(106) |
| | <i>Computers</i> | Diane Gaulzetti (108) |
| | <i>Exploring Technology</i> | Everett Condit (158) |
| | <i>FCS/Foods/Sewing</i> | Maura Quatrano (153/152) |
| | <i>Woods</i> | Joseph Kuziak (159) |

| <i>Support Services</i> | <i>Teacher</i> |
|----------------------------------|-------------------------|
| <i>School Nurse</i> | Ann Terzigni (309) |
| <i>Speech</i> | Beth Wolf (131) |
| <i>Language Arts Support</i> | Ellen Krafick (212) |
| | Pam Jenusaitis (117) |
| <i>School Counselors</i> | Julie Ayer (305) |
| | Lisa Dorso (319) |
| | Karen Hosking (304) |
| | Meghan Robinson (102) |
| <i>School Psychologist</i> | Penny Buckman (318) |
| | Vittoria Albanese (310) |
| <i>Social Worker</i> | Kelly Spargo (104) |
| <i>In-School Support Monitor</i> | Michael Simpson (100) |
| <i>ELL Tutor</i> | Tyler Troisi (112) |
| <i>Intern</i> | To Be Announced |

| <i>Paraprofessionals</i> | |
|--------------------------|--------------------|
| Claudia Deary | Lawrence Palladino |
| Cathy Dombrowski | Nancy Palmer |
| Val Klobocishta | Marianne Pannoni |
| Collleen Mailhot | Gina Parisi |
| Jan Marino | Sandra Ramponi |
| Melissa Noel | Susan Strileckis |
| | |

| <i>Custodians</i> |
|-------------------------------|
| Norman Elkins, Head Custodian |
| Rodney Clark |
| Wayne DeMarest |
| David Kennedy |
| Mario Mancini |
| Scott Pietro |
| Naser Selmivoski |
| Scott Sturges |

| <i>Cafeteria</i> |
|--------------------------|
| Marilyn DeRoehn, Manager |
| Linda Avoletta |
| Ceceil Campbell |
| Anne Hanis |
| Linda Lauderer |
| Diane Markiewicz |
| Carolyn McKenna |
| Kelly Pannofino |
| Betty Sheehan |

Watertown Board of Education
Mission Statement

The mission of the Watertown School District, with determination to be world-class educational leader and a centerpiece of a dynamic and growing community is to meet the diverse needs of each student - academic, artistic, athletic, emotional, ethical, social and technological- to develop members of our community who:

- *embrace life-long learning;*
- *are caring and responsible citizens;*

This will be accomplished by:

- *establishing high expectations for all students;*
- *partnering with parents and the community as a whole;*
- *providing differentiated instruction, guidance and resources necessary to achieve these high expectations set forth for our students, staff, and community.*

WATERTOWN BOARD OF EDUCATION
SCHOOL WELLNESS POLICY

It is the policy of the Watertown Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness (“Advisory Council”) to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the board of education, and members of the public and may also involve teachers of physical education and school health professionals.

GOALS AND GUIDELINES

- A. Nutrition Education and Promotion;
- B. Physical Activity and Other School-Based Activities;
- C. Nutrition Guidelines for School Food

Adopted March 24, 2014

SWIFT MISSION STATEMENT

Swift Middle School is a learning community of students, staff, parents, and volunteers dedicated to inspiring each student to realize his or her fullest potential. We are committed to academic excellence based on common standards and expectations. We provide challenging research-based instruction that encourages creative and critical thinking. In partnership with family and community, we foster the values of integrity and respect in a diverse global society.

Together with parents and the community, Swift Middle School is committed to:

- High Academic Expectations
- Critical Thinking
- Respectful Behavior

SWIFT MIDDLE SCHOOL PHILOSOPHY

Recognizing the uniqueness of this age group and the individuality of each student, the learning experiences provided at Swift are crafted to meet the needs of all students.

At Swift Middle School students are given the opportunity to develop a positive self-image, a sensitivity to others, and an awareness of the responsibilities of citizenship. The students are provided with experiences that develop their mental, physical and social potential so as to better prepare them for their future.

*Our Staff and Students
Will Never Know To What
Heights We May Soar
Until First We Spread Our Wings*

**SWIFT MIDDLE SCHOOL
ACADEMIC EXPECTATIONS**

- Students will apply higher order critical thinking skills across the curriculum.
- Students will read critically to make thoughtful connections and relevant applications with the text.
- Students will effectively convey ideas and opinions through various forms of written expression.
- Students will present meaningful information and ideas fluently and confidently before an audience.
- Students will employ mathematical problem solving skills appropriately.
- Students will utilize technology to collect, organize and communicate information and ideas.
- Students will develop skills in the areas of fine arts, music and practical arts and express an understanding and appreciation of these arts.
- Students will apply the principles and processes of scientific inquiry to analyze phenomena and solve problems related to the natural world.
- Students will demonstrate an understanding, appreciation and acceptance of world cultures and examine their role in the local and world community.
- Students will demonstrate the knowledge and skills needed to achieve physical health and to accept responsibility for their own physical fitness.
- Students will develop skills of self-advocacy and self-reflection as it relates to their own learning.
- Students will demonstrate an understanding of the innate dignity of themselves and others and show an understanding and empathy for their peers both at school and in the world.

STUDENT SUCCESS PLAN

The Student Success Plan is a state mandated program that begins in Grade 6 and continues through high school. It provides an opportunity for students to set goals, explore career options and begin to plan for life after high school graduation. The purpose of the SSP is to help students stay connected in school, to establish an adult support team and to explore options and possible career paths. Along with support staff and teaching staff, students create an individualized plan based on their unique interests and strengths to help them to achieve postsecondary educational and career goals. Student materials will be stored electronically through the *Naviance* program, also accessible to parents and guardians as well.

NORMAL WEEKLY ROTATIONS

Swift Middle School 2015-2016 Schedule Rotations

MOST Time 7:50 – 8:05
Homeroom 8:05 – 8:10

Monday – Friday

| Grade 7 | |
|---------------------|-----------------------------|
| <i>Times</i> | <i>Mon – Fri</i> |
| 8:13-8:55 | A |
| 8:58-9:40 | B |
| 9:43-10:25 | C |
| 10:28-11:10 | D |
| 11:13-11:35 | 1ST LUNCH |
| 11:38-12:20 | E |
| 12:23-1:05 | F |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

| Grade 6 | |
|---------------------|-----------------------------|
| <i>Times</i> | <i>Mon - Fri</i> |
| 8:13-8:55 | A |
| 8:58-9:40 | B |
| 9:43-10:25 | C |
| 10:28-11:10 | D |
| 11:13-11:55 | E |
| 11:58-12:20 | 2ND LUNCH |
| 12:23-1:05 | F |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

| Grade 8 | |
|---------------------|-----------------------------|
| <i>Times</i> | <i>Mon – Fri</i> |
| 8:13-8:55 | A |
| 8:58-9:40 | B |
| 9:43-10:25 | C |
| 10:28-11:10 | D |
| 11:13-11:55 | E |
| 11:58-12:40 | F |
| 12:43-1:05 | 3RD LUNCH |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

2 HOUR DELAY SCHEDULE

Swift Middle School 2015-2016 Schedule Rotations

MOST Time 9:50 – 10:05
Homeroom 10:05 – 10:10

| Grade 7 | |
|----------------|-----------------------------|
| Times | Monday – Friday |
| 10:13 – 10:40 | C |
| 10:43 – 11:10 | D |
| 11:13-11:35 | 1st Lunch |
| 11:38-12:20 | E |
| 12:23-1:05 | F |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

| Grade 6 | |
|----------------|-----------------------------|
| Times | Monday – Friday |
| 10:13 – 10:40 | C |
| 10:43 – 11:10 | D |
| 11:13-11:55 | E |
| 11:58-12:20 | 2ND LUNCH |
| 12:23-1:05 | F |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

| Grade 8 | |
|----------------|-----------------------------|
| Times | Monday – Friday |
| 10:13 – 10:40 | C |
| 10:43 – 11:10 | D |
| 11:13-11:55 | E |
| 11:58-12:40 | F |
| 12:43-1:05 | 3RD LUNCH |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

90 MINUTE DELAY SCHEDULE

Swift Middle School 2015-2016 Schedule Rotations

MOST Time 9:20 – 9:35
Homeroom 9:35 – 9:40

| Grade 7 | |
|----------------|-----------------------------|
| Times | Monday – Friday |
| 9:43 – 10:25 | C |
| 10:28-11:10 | D |
| 11:13-11:35 | 1ST LUNCH |
| 11:38-12:20 | E |
| 12:23-1:05 | F |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

| Grade 6 | |
|----------------|-----------------------------|
| Times | Monday – Friday |
| 9:43 – 10:25 | C |
| 10:28-11:10 | D |
| 11:13-11:55 | E |
| 11:58-12:20 | 2ND LUNCH |
| 12:23-1:05 | F |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

| Grade 8 | |
|----------------|-----------------------------|
| Times | Monday – Friday |
| 9:43 – 10:25 | C |
| 10:28-11:10 | D |
| 11:13-11:55 | E |
| 11:58-12:40 | F |
| 12:43-1:05 | 3RD LUNCH |
| 1:08-1:50 | G |
| 1:53-2:35 | H |

SINGLE SESSION WITH LUNCHESES

Swift Middle School 2015-2016 Schedule Rotations

MOST Time 7:50 – 8:05
Homeroom 8:05 – 8:10

| Grade 7 | |
|---------------------|-----------------------------|
| <i>Times</i> | <i>Mon - Fri</i> |
| 8:13-8:41 | A |
| 8:44-9:13 | B |
| 9:16-9:45 | C |
| 9:48-10:13 | D |
| 10:20-10:49 | E |
| 10:51-11:13 | 1ST LUNCH |
| 11:16-11:45 | F |
| 11:48-12:17 | G |
| 12:20-12:40 | H |

| Grade 6 | |
|---------------------|-----------------------------|
| <i>Times</i> | <i>Mon - Fri</i> |
| 8:13-8:41 | A |
| 8:44-9:13 | B |
| 9:16-9:45 | C |
| 9:48-10:13 | D |
| 10:20-10:49 | E |
| 10:51-11:20 | F |
| 11:23-11:45 | 2ND LUNCH |
| 11:48-12:17 | G |
| 12:20-12:40 | H |

| Grade 8 | |
|---------------------|-----------------------------|
| <i>Times</i> | <i>Mon - Fri</i> |
| 8:13-8:41 | A |
| 8:44-9:13 | B |
| 9:16-9:45 | C |
| 9:48-10:13 | D |
| 10:20-10:49 | E |
| 10:51-11:20 | F |
| 11:23-11:52 | G |
| 11:55-12:17 | 3RD LUNCH |
| 12:20-12:40 | H |

SINGLE SESSION – NO LUNCHES

Swift Middle School 2015-2016 Schedule Rotations

MOST Time 7:50 – 8:05
Homeroom 8:05 – 8:10

| Grade 7 | |
|----------------|------------------|
| Times | Mon - Fri |
| 8:13-8:43 | A |
| 8:46-9:17 | B |
| 9:20-9:51 | C |
| 9:54-10:13 | D |
| 10:20-11:25 | E |
| 11:28-11:59 | F |
| 12:36-12:08 | G |
| 12:11-12:40 | H |

| Grade 6 | |
|----------------|------------------|
| Times | Mon - Fri |
| 8:13-8:43 | A |
| 8:46-9:17 | B |
| 9:20-9:51 | C |
| 9:54-10:13 | D |
| 10:20-11:25 | E |
| 11:28-11:59 | F |
| 12:36-12:08 | G |
| 12:11-12:40 | H |

| Grade 8 | |
|----------------|------------------|
| Times | Mon - Fri |
| 8:13-8:43 | A |
| 8:46-9:17 | B |
| 9:20-9:51 | C |
| 9:54-10:13 | D |
| 10:20-11:25 | E |
| 11:28-11:59 | F |
| 12:36-12:08 | G |
| 12:11-12:40 | H |

WEATHER DISMISSAL WITH LUNCHESES

Swift Middle School 2015-2016 Schedule Rotations

MOST Time 7:50 – 8:05
Homeroom 8:05 – 8:10

| Grade 7 | |
|-----------------------------|--------------|
| Monday - Friday | Times |
| A | 8:13-8:55 |
| B | 8:58-9:40 |
| C | 9:43-10:25 |
| 1ST LUNCH | 10:28-10:50 |
| D | 10:53-11:35 |
| E | 11:38-12:20 |
| G | 12:23-12:40 |

| Grade 6 | |
|-----------------------------|--------------|
| Monday - Friday | Times |
| A | 8:13-8:55 |
| B | 8:58-9:40 |
| C | 9:43-10:25 |
| D | 10:28-11:10 |
| 2ND LUNCH | 11:13-11:35 |
| E | 11:38-12:20 |
| G | 12:23-12:40 |

| Grade 8 | |
|-----------------------------|--------------|
| Monday - Friday | Times |
| A | 8:13-8:55 |
| B | 8:58-9:40 |
| C | 9:43-10:25 |
| D | 10:28-11:10 |
| E | 11:13-11:52 |
| 3RD LUNCH | 11:55-12:20 |
| G | 12:23-12:40 |

**** WATERTOWN PUBLIC SCHOOLS ****
HOMEWORK POLICY

Homework is recognized as an integral part of the school's educational program. It is a form of independent practice directly related to classroom work. The assignment of homework is expected when it will be of benefit to the student. Homework will be assigned in all grades - kindergarten through grade 12. The kind and amount of homework will be determined at each level by the principal and teachers. Incomplete homework may result in lowered class grades or report card grades.

Regulations:

Guidelines for Teachers:

1. Homework may take the form of class, group, or individual assignments. The type of homework should vary according to the abilities, interests and educational backgrounds of the children in the group.
2. Homework should be of a reinforcement nature, as a follow-up to guided practice that has taken place in the classroom.
3. Teachers have the responsibility to communicate with the parents of the students who are falling behind in completing homework assignments.

**** LESSON PLANS AND CLASSROOM PROCEDURES ****

Lesson plans for teachers will be collected at least once each trimester or as needed.

- Lesson plans must be written **five (5) days in advance** from the day the plans are due.
- Lesson plan books will be due in the office on the assigned days during the week the plans are due.
- Lesson plan books will be returned to you in your mailboxes by the end of the day.

Lesson plans should include:

- Periods of the day.
- Dates.
- Title of subject and room number.
- Objective of lesson.
- Page numbers of texts, workbooks, etc.
- Homework assignment.

In order to have continuity in the teaching-learning process, a substitute is to follow your current plans. If you feel that the substitute cannot follow your material, you should leave prepared, alternate plans. This may be review material, worksheets, etc. Calling in of lesson plans is to be avoided except in acute emergencies. You may FAX lesson plans to the school at (860)-945-6449.

It is mandatory that the above information be included in your plan book. If you feel a special folder for substitute teachers would be helpful, please make one available.

GRADING SYSTEM
REPORT CARDS AND PROGRESS REPORTS
(Tentative Dates Subject to Change)

1st Marking Period

Progress ReportsOctober 8
Marks CloseNovember 25
Report cards on Parent Portal.....December 4

2nd Marking Period

Progress ReportsJanuary 20
Marks closeMarch 4
Report cards on Parent Portal.....March 11

3rd Marking Period

Progress ReportsApril 25
Marks CloseJune 8 (or 2 days before
school closes)
Report Cards on Parent Portal.....At end of school year

Numerical grades are given for all subjects. In some situations, letter grades listed below may be given.

P = Passing **F** = Failing (**Below 70** is Failing) **I** = Incomplete
ME = Medical Excuse

We use **Black Board Connect** to inform parents and guardians when Progress Reports and Report Cards are posted and available on the **Campus Portal**. Parents may call the school at any time to make an appointment to speak with a teacher or school counselor concerning your child's progress.

Numerical grades are given for all subjects. If the student earns a grade below a 60 an F will be assigned for each marking period. In some situations, letter grades listed below may be given.

P = Passing **F** = Failing (**Below 70** is Failing) **I** = Incomplete **ME** = Medical Excuse

Report cards are issued 3 times during the school year. Remember that the report card is only one method of reporting grades.

Students should make up incomplete grades within two weeks of the date marks close. It is the responsibility of the students to arrange with the teacher to make up assignments. Unless there are extenuating circumstances students will receive a grade of "F" (calculates to 60), if they do not comply with the above.

PROGRESS REPORTS

Progress reports are posted on the Parent Portal midway through the marking period to inform parents of academic status. These reports indicate student progress as of that date.

Students should make up incomplete grades within two weeks of the date marks close. It is the responsibility of the student to make arrangements with the teacher to complete missed assignments. Unless there are extenuating circumstances, the students must comply with the above.

SCHOLARSHIP

Scholarship is recognized through an honor roll. The honor rolls are compiled at the close of each marking period. The criteria are as follows:

First Honors includes those students who have a Term Grade Point Average (GPA) of 90.00 or above in all academic classes (English, Language Arts, Reading, Math, Science, Social Studies and World Language). No other courses are figured into the GPA, none-the-less, per Board of Education policy, students must earn a grade of 85.00 or above in these courses to receive First Honors.

Second Honors includes those students who have a Term GPA of 85.00 or above in all academic classes (English, Language Arts, Reading, Math, Science, Social Studies and World Language). No other courses are figured into the GPA, none-the-less, per Board of Education policy, students must earn a grade of 75.00 or above in these courses to receive Second Honors.

Students who meet the criteria are also eligible to become members of the Swift Junior Honor Society.

**GUIDELINES FOR MEMBERSHIP
INTO
SWIFT MIDDLE SCHOOL HONOR SOCIETY**

Honor Society Requirements

At Swift Middle School, excellence in academics is recognized through the honor roll. Those students who meet strict standards are eligible for induction into the Gordon C. Swift chapter of the National Junior Honor Society. Standards governing selection of candidates and student's responsibilities once inducted are as follows:

Selection

1. To be **considered for membership** a student must make **first honors** for three consecutive trimesters in seventh and/or eighth grade.
2. Beyond scholarship, inductees must also meet and maintain the standards of character, leadership, citizenship, and service that are stressed by the National Junior Honor Society. The rating scale for the five traits is provided by the National Council.

Students who meet the criteria are also eligible to become members of the Swift Middle School Honor Society.

Maintenance of Membership

1. **To continue membership in the Honor Society a student must achieve First Honors every subsequent trimester.** In the event a member fails to achieve first honors in a given marking period he/she will be placed on probation and notified in writing thereof. The student must then achieve first honors in the next marking period in order to maintain membership. Failure to meet these standards will result in exclusion from the Honor Society.
2. Members are expected to attend all scheduled meetings unless previously excused by the advisor. Excessive absenteeism will result in the member being placed on probationary status. Failure to meet these standards will result in exclusion from the Honor Society. (A student can only serve one probation period.)
3. Members are expected to maintain appropriate behavior as well. Failure to meet those standards will result in exclusion from the Honor Society at the discretion of the administrator.

GENERAL INFORMATION

PROCEDURE FOR STUDENTS RIDING BICYCLES AT DISMISSAL

At dismissal, upon leaving school grounds, students must walk their bikes to the edge of the building going toward Davis Street or to the sidewalk going toward Colonial Street.

FYI: Once students leave the school grounds they may not return. Teachers who are on p.m. bus duty are also responsible for the safety of students who are walkers and are leaving the school grounds via bus pick-up points.

In the event you need help (unruly students, etc.) use your walkie-talkie to inform the office of request for help.

All students not staying for clubs or other late activities should be out of the building by 2:40.

All students staying for detentions are to report to detention at 2:40 and are not allowed outside.

LATE BUS

Teachers are to report for duty in the bus loop with a walkie-talkie at 3:35 p.m. All students taking the late bus must have a late bus pass from the teacher for them to board the bus.

*** *It is the teacher's responsibility to get coverage if unable to do any duty.* ***

CAFETERIA DUTY:

1. All students should be in the cafe no later than 6 minutes after the end of the previous class.
2. Students should sit in designate section and moderate quietness should be observed while students are eating.

3. All tables must be cleared off and cafeteria cleared of debris.
4. Students are to be dismissed in an orderly fashion - a few tables at a time.

GENERAL PROCEDURES

1. After School or Evening Activities:

Any after school or evening activity must be pre-approved by the principal. The Activity Request form is found in the office. This form must be completed prior to the activity. This includes all dances sponsored by teams or clubs. Any money to be raised must be earmarked for a specific activity and receive **approval in advance**.

2. Activity Calendar and Sign-Out Sheet:

If you are planning a special activity before, during or after school, please let us know so that the office calendar can be marked accordingly.

3. Student Lavas:

8th Grade Boys' and Girls' Lav is across from the Room 203 and is to be used by 8th graders only. Boys' and Girls' Lav across from the Room 138 is to be used by the 7th grade Blue Team. The Boys' and Girls' Lav at the top of the stairs from the Main Office is to be used by the 6th and 7th grade Navy Team.

4. Telephones:

For reasons of **confidentiality**, staff members should not sit at any of the desks in the offices.

5. Money:

Under no circumstances are you to collect money from the students without approval from the principal in advance.

6. Grant Funding:

If you are applying for grant funding to any organization, including the Swift PTSO, **YOU NEED TO GET APPROVAL FROM THE PRINCIPAL IN ADVANCE.**

MORNING MEMOS

The daily memo will consist of information for students such as (1) events of the day, (2) advance notices, and for the faculty such information as (1) duties for the week, (2) notices affecting teachers, (3) schedule changes, etc. This memo must be picked up each morning when you check in at the office. **The student information portion must be read to class during homeroom period.**

Any items you may wish to appear in this memo must be turned in to the office before 1 p.m. the previous day.

SUPPLIES

When you need supplies, please send your "supply request" form to the office noting your needs. We will fill your order as quickly as possible but not necessarily on the day the request comes in.

TELEPHONE MESSAGES

We will not interrupt classes for routine telephone messages. Telephone calls may be transferred to your voice mail (which should be checked daily) or a message may be left in your mail box. Coaches who are expecting calls should check with the office. Check your mailbox periodically for telephone and other messages.

PERSONAL DAYS

Request for a personal day must be submitted on-line and sent via e-mail to the school principal.

CONFERENCES, FIELD TRIPS

Forms change frequently from administrative offices. **DO NOT make copies of forms and keep them in your room.** Please use current forms in the main office.

DO NOT ATTEND CONFERENCES WITHOUT VERIFICATION.

All requests are to be given to the secretary to complete proper paper work. (Purchase Orders must be filled out for all requests involving money 1(ONE) month before trip.)

Upon returning to school after attending a conference you must fill out a "Request for Payment" form if reimbursement is needed. (Office has this form).

When requesting a personal day - please use the date of the personal day NOT the day you are filling out the form.

Field trip requests must be submitted in advance per superintendent.

FIELD TRIP GUIDELINES

| | |
|-----------------------|--|
| Out-of-Country | Submit paper work by June 1st of the year prior to the proposed date of departure. |
| 2 Days or more | Submit paper work two (2) months prior to trip (anywhere in the U.S). |
| 1 Day | Submit paper work one (1) month prior to trip (one-day, within CT or out-of-state, no overnight). |

1. Check master calendar for date. Be sure it does not conflict with other school activities, end of the marking period, etc.
2. Review plans, date, time with administrator i.e. buses, payment, staff coordinator, etc.
3. Complete "Field Trip" form and "Professional Request for Leave Form."
4. Write field trip date and times on master calendar.
5. Announce in memo 2 - 3 weeks prior to trip for teacher F.Y.I.
6. Distribute letter to parents with permission form at bottom of letter. Indicate on letter who is sponsoring trip, day, date, times, and if applicable, make check payable to Swift Middle School. Office will assist with the collection of money. Any student who does not return a signed permission form by the specified date **WILL NOT** be allowed to take part in the trip.
7. Please give office the information pertaining to the field trip. Inform them of who is sponsoring the trip, day, date, times, etc..
7. Distribute a final list of students and chaperones to all faculty and staff one week prior to date of trip. Additions to this final list may only be made for extenuating circumstances.
8. Prior to departure, report absences, deletions or substitutions to the office staff.
9. The office will assist with the tracking of permission slips and money when the trip is planned for the entire school or the entire seventh and/or eighth grade class.

TEACHER EVALUATION AND SUPERVISION

Information will follow.

SPECIAL SERVICES

Support personnel are available in the school to provide services for students. Teachers should avail themselves of the services of the remedial reading teacher, the special education teachers, school counselors, school psychologist, and the nurse whenever they feel that such services would be valuable. Teachers will be invited to attend PPT meetings to present their observations of particular students when warranted. Teachers unable to attend the meeting should submit a written statement regarding the student.

TEACHERS' RULES AND REGULATIONS

"THE GREATEST TEACHING IN THE WORLD IS DONE BY EXAMPLE"

A. GENERAL

1. Teachers are expected to be in the classrooms before the beginning of each of their classes. This encourages promptness on the part of the student and discourages horseplay in the halls classrooms.
2. During each class passing period, **teachers are to step into the hallway** to generally supervise passing, eliminating running, horseplay, and other safety hazards.

3. The Internet is for professional use only. It is to be used for lesson planning and lesson implementation only. The phone for teacher use in the teachers' lounge and guidance conference room is to be used for professional calls (calls to parents, other schools, and the superintendent's office, etc.).
4. At no time is coffee or other food or beverage to be taken into a classroom while classes or study halls are in session. No hot beverages are to be carried through the halls in an open cup when classes are passing. Also, teachers must get their own lunch and return tray to the cafe. No student waiters, please!
5. No students may access teacher mailboxes or retrieve teacher mail. Do not send students to the teachers' cafe/lounge. Students are not allowed inside the teachers' area!
6. Duties assigned to you are your responsibility. You are to be at your duty station at your assigned time and are to carry out the duty in a professional manner. If you are unable to perform your assigned duty, it is your responsibility to find a replacement. Please notify the office of any change.

When you are absent and call to report your absence, you are to report your duty assignment for the period of your absence. Remember, you are responsible for calling for a substitute whenever you are to be absent. If you are out for conference or personal reasons, you should call the substitute service two or three days in advance.

7. All staff members are expected to attend faculty meetings. Teachers on PM duties are to come to the meeting at the completion of their duties. If you are unable to attend, please see the principal in advance.
8. Teachers are to pick mail and check into the office each morning prior to 7:40. All teachers are expected to remain in the building until 2:50 PM.
9. The Room - Report damage, see that it is kept clean, and that desks are not written on. In short, practice good housekeeping. Further, please see that lights are turned off and door closed when the room is not in use and that windows and doors are closed at the end of the day with the chairs placed up on desks.

B. Classroom Teachers

1. The classroom teacher is directly responsible for the education of every child in his/her room. When a student is not doing well, the teacher should make every effort to encourage that student to do better and to contact parent or guardian. Full utilization of the guidance department and the administration should be made in order to achieve this.
2. **It is the responsibility of all teachers to be on the lookout for emotional problems in a student. If you are aware of behavioral or emotional problems on the part of the student, discuss at team meetings with the school counselor and school psychologist present. We are all expected to help students meet their needs as best we can.**
3. **Students tardy to class should be admitted to the class room and not sent to the office.** If the student's excuse is not acceptable or tardiness is becoming a habit, the teacher should take appropriate disciplinary action. If the problem continues and you feel you need help, please see one of the administrators.

C. Homeroom Teachers

1. Attendance - This is an important function. It shall NOT be assigned to a student. **Infinite Campus attendance is to be sent to the office after the P.A. announcements.** Please mark attendance for students who are tardy and if absent clicking on the appropriate circle. Students arriving in homeroom after 8:03 without an agenda signed or pass from the office should be issued a purple Tardy to Homeroom slip and put in the morning homeroom folder for morning delivery to the office. This is very important as accurate information must be put into the computer. **Teachers must check attendance at the beginning of each class and report any discrepancies which you may find to the office immediately.**
2. You will be issued an extra copy of each student's schedule. Should a student lose his/her schedule do not send him/her to the office, but rather have him/her a COPY from your set. **DON'T GIVE OUT YOUR COPIES!**
3. To alleviate the problem of lost books at report card time and at the end of the year we are requesting that you conduct a book check on a monthly basis. The student who cannot account for his/her book should be sent to the office with the book title and the price. (Book and price list is in the handbook).

4. Don't take another student's word for where a student is supposed to be. If a student is not on the absent list and is not in a class, check with the office.

Discipline: **Do not put a student in the hall or in another room unattended for any reason.**

When a student is sent to the office, call the office to report that the student is on the way with a written explanation on the **Student Referral Form** which can be found in the office.

If a child gets physically abusive, call the office at once.

Lockers: Students may obtain books and supplies from their lockers at designated times determined by the team.

Passes: Students may not use the lavs during passing time between classes or lunch.

Requisitions: Requisitions must be made through the office and approved by the principal before anything can be ordered.

School parties: Classroom parties are not appropriate and are not to be held.

Assemblies: Teachers are to escort students to all assemblies and remain with their group unless dismissed by one of the administrators.

Auditorium use: Any teacher who wishes to reserve the auditorium should check on its availability and then be sure to sign up in the office on the calendar. Please see Sharon for availability. (Remember, chorus and band meet in the auditorium.)

Arrival and Dismissal

Students are expected to arrive at school no earlier than 7:50 AM and are dismissed at 2:35 PM.

MOST (Morning Organization for Students & Teachers)

MOST time occurs between a student's arrival (beginning at 7:50) and the homeroom bell at 8:05. This time is designed to help students prepare for the day. During this time students are able to: organize and access their lockers, meet with Team teachers, review their homework, make-up or complete missed assignments or projects, use the library, check-in with their school counselor or the school nurse, check-in for morning organizational help or read quietly.

- Students are expected to be in homeroom when the homeroom bell rings at 8:05 AM or they will be tardy. Any student who is tardy more than three times in a marking period will earn a detention for each tardy after the third tardy *and* for each time they are tardy for the remainder of the school year.
- Students who are absent from school are asked to have a parent/guardian call the school by 9:00 AM to verify the absence and to bring a note upon return. **Prior to 9:00 AM, messages regarding your child's absence can be left on the voice mail of our automated phone system.** If students do not **return with a written note, the absence will be considered unexcused.**
- Students are not permitted to leave school grounds once they have arrived on school grounds.
- **Students attending a school function after school are not permitted to leave the property and then return back to school.** This includes all after school activities. Students may not leave school at dismissal and return for a school club or game.
- **Students who leave the school grounds at the end of the school day are not to return to catch the late bus.** Only students who have a *late bus pass* from a teacher/administrator may ride the late bus.
- Students who become ill during the school day must report to the school nurse and must obtain permission to leave school from the school nurse or an administrator. **Students are not permitted to call home for dismissal without permission from an administrator or the school nurse.**

- **Students who are absent, receive an early dismissal or are suspended out-of-school must not return to school property that day.**

Early dismissal from school is discouraged as it impacts on the student's learning. If it does become necessary to have a student dismissed, a student must bring in a note written by the parent. The note must state the date and time of the dismissal, who is picking up the child, reason for dismissal and have the parent/guardian's signature. The parent/guardian or designee must sign the student out in the main office at the time of the dismissal. A student may not be dismissed by a phone call due to our legal responsibility to the student and parent/guardian during the school hours.

SCHOOL PROPERTY

The school building, supplies and facilities are for the use of all students. Students who disfigure materials, break furnishings, or otherwise damage the school building, facilities or equipment will be required to pay for the damage or replace the item.

Agendas and Textbooks

Agendas and textbooks are furnished by the Board of Education.

1. Agendas are for the students to use daily to record homework assignments, important due dates and school functions. They include helpful weekly planning tips and pages for hallway passes. **The students are expected to have their agenda with them at all times as it acts as the hall pass, lavatory pass, nurse's pass and office pass.**
2. Agendas are provided to each student on the first day of school at no cost. **If the student misplaces the agenda, defaces the agenda or removes pages from the agenda, a new agenda must be purchased in the office at the discretion of an administrator.**
3. Failure to carry an agenda will result in a consequence.

Each student is responsible for the textbooks issued to them at the beginning of the year. The Board of Education expects the students to exercise proper care of all textbooks.

- All books must be covered by the student.
- All books must have the student's name and homeroom number recorded on the inside front cover.
- All books must be returned to the teacher in the same condition they were issued.
- Books that are lost must be replaced by paying for the book. If the book is found, the teacher will notify the office that the found book is the one issued to the student and a refund will be mailed to the parent.
- Access to Campus Portal will be denied until the book has been paid for or the book has been found.

Student Lockers

Students will be issued a locker by their homeroom teacher at the beginning of the school year. The lockers have combination locks.

- Students are expected to keep their lockers clean and in good order.
- Students may use their lockers during the designated times by their team teachers.
- Backpacks are to be stowed in the student's locker in the morning before homeroom.
- Backpacks, tote bags and/or gym bags are not permitted to be carried from class to class during the school day.

SWIFT MIDDLE SCHOOL DISCIPLINE CODE

At Swift Middle School it is our goal to provide a safe and nurturing environment conducive for teaching and learning for all students and staff. As such, we have developed a set of rules and expectations designed to promote learning, encourage kindness and ensure the safety of all. We have developed a Swift Code of Conduct that has been adopted by the entire staff and student body, and upon which we have designed our discipline policy. This Code of Conduct is as follows:

BE READY~ On Time and Prepared
BE RESPONSIBLE ~ For Yourself and Your Belongings
BE RESPECTFUL ~ Of Yourself and Others
BE PROUD ~ Work Hard and Always Give 100%
BE KIND ~ To One Another
BE HONEST ~ In Word and Action
BELIEVE IN YOURSELF ~ You CAN Do It!

Our Swift Code of Conduct is used to promote good citizenship and character as well as to discourage inappropriate behavior. Failure to obey these rules and expectations results in a variety of consequences.

The Code Of Conduct must be posted in every classroom.

SCHOOL RULES

This section will review the basic rules and consequences for Swift students. It is not possible however, to cover all circumstances or events that could lead to the need for discipline. Those individual situations are ultimately left to the judgment of both the teachers and the school administrators.

Conduct on the School Bus

Students are expected to board the bus in an orderly manner at their designated bus stop. Once on the bus, they are to sit facing forward and maintain proper behavior during the ride to and from school. Students must exit the bus after school at their designated stop only. Specific bus regulations and consequences, as agreed upon between the Board of Education and the bus company, are available from the Assistant Principal.

Corridor Rules

Students must keep to the right on stairs and in corridors to allow for the easy and safe movement of all students. They must walk and never run, push or engage in any horseplay. Students are to go directly to their next scheduled class or lunch; they may not loiter in the corridors or stairwells and must keep noise levels to a minimum.

Detentions

Students may earn teacher or office detentions for a variety of reasons. If a student receives a detention he/she will receive a detention notice. This notice will have the date the detention is to be served, the name of the teacher who issued the detention, and the reason for the detention. The notice also has a section that allows the parent/guardian to indicate the form of transportation the student will use to return home. The notice is to be signed by a parent or guardian and returned to the teacher or administrator the following day. This process allows for the parent to know what has happened during the day and to allow the school staff to know that the parent is informed and that transportation has been arranged. Detentions are recorded in the Assistant Principal's office.

Use of Cameras and Electronic Equipment

Students are not to bring any cameras, electronic games, ipods, headphones, walkie-talkies or laser pens to school. If the student brings one of these items to school it will be confiscated from the student and the parent must come in and pick the item up. Disciplinary actions will also be taken. We are not responsible for all loss, stolen or damaged electronics.

Fire Drills

It is important to participate and follow specific directions during each fire drill to ensure each person's safety. Students therefore are not allowed to talk during any drill, must exit the building in an orderly manner and must remain quiet and attentive when re-entering the building.

Gum Chewing/Food

Gum chewing is *prohibited* in all areas of the school to keep our school clean. Eating of food and drinks is restricted to the cafeteria area for health and safety reasons. Absolutely no food or drinks are allowed in the Gymnasium.

Lunch Program

Swift Middle School provides a variety of lunches from hot lunch to grinders. Students must arrive to lunch on time. After entering the cafeteria, students form a line at the counter offering the lunch they wish to purchase that day. There is no cutting or pushing allowed once in line. Students are expected to behave in an orderly manner. The teachers who are on lunch duty will explain the specific cafeteria rules and monitor student behavior. Student lunches cost \$3.25.

Passes

Students must carry their agenda with a pass line filled out in **PEN** to leave class at all times, **even when called to the office.** They must also have a pass line in their agenda signed for a late arrival. If a student arrives late to class without a signed agenda, **the teacher should accept them into class and fill out a “Tardy to Class” slip for the Assistant Principal.** The Assistant Principal will record all tardies to class. Once a student has earned three tardies to class he/she will receive a warning note stating that he/she will serve a detention for each tardy after that for the remainder of the marking period. The student will have a “fresh start” at the beginning of each marking period.

Social Activities and Field Trips

During the school year there are a variety of activities held at Swift Middle School. These include sporting events and tournaments, dances, concerts, plays, and a variety show. Student behavior is contingent upon student participation at school functions. **To ensure the student’s safety, once a student has arrived at an event the student must stay for the entire activity including games. Once students leave the school grounds they will not be permitted to return to the school or to use the school late bus. Students must adhere to all rules that apply in school whether on or off school grounds.** If a student’s behavior becomes disruptive at an activity, a parent will be called to pick the student up from the activity.

When students participate in a field trip, it will be expected that they will be on their best behavior. As representatives of Swift Middle School, their behavior will act as a demonstration of their character outside of the middle school environment. For the safety of all field trip participants, the chaperones’ instructions will be followed. Should an occasion arise, the student may be transported back by car to the school by an administrator and another staff member. Parents will be notified upon arrival to school.

Students cannot attend special school activities if they have an out-of-school suspension, early dismissal or are absent that day. Participation in any special event or extracurricular activity is always subject to the discretion of the administration. When possible the student’s money for the field trip will be refunded.

Forgotten Items

Students who call for forgotten items are responsible to check the main office to see if the item has been delivered. Students will be called to the office for items only two times during the day, before first lunch and at the end of third lunch.

SWIFT MIDDLE SCHOOL SAFE SCHOOL CLIMATE

At Swift Middle School, we believe that providing a safe environment for students and staff is a top priority. As such, we strive every day to meet the needs of all who belong to our Swift Community. Having a safe school includes a positive school climate, a secure building with reliable safety procedures, promotion of health and wellness and a strong relationship with parents, families and community.

Current Practices and Past Initiatives Promoting a Safe School Climate

A. Positive School Climate

Middle school is a time when students actively seek to learn more about themselves and the world around them. This pursuit of self-awareness is only possible when students feel safe emotionally and intellectually and in an environment that promotes a free exploration of ideas and relationships.

As such, we have designed and implemented **our schedule, our course selections** and our **daily procedures** with this in mind. Ways that we provide for these daily for our students are as follows:

- Team structure to create relationships between teachers and students
- SSP (Student Success Plan) meets four times yearly
- Support Staff associated with each Team/available each day
- Schedule which provides four content classes on Team and two ‘arts’ opportunities daily
- Six Unified Arts classes over trimesters
- PE and Music offered every other day
- Daily Seminar gives opportunity for additional classroom support
- After-school HW support offered weekly
- Health class for one semester for all students/Yoga element
- Developmental Guidance classes yearly in rotation
- MOST-‘Morning Organization for Students and Teachers’ –allows students to report directly to HR in AM to get organized, meet teachers, check in, meet with counselors, etc.
- ‘Soaring Eagles’ positive reward program
- Opportunities for all students to have access to all areas/classes/activities

Recognizing that as students stretch their wings, they also need structure to assist their understanding of our world, we provide a **variety of supports**:

- Student handbook with expectations laid out;
- Classroom, hallway, locker room, cafeteria expectations are posted
- Yearly full grade level meeting with behavioral expectations delineated including bullying and harassment topics
- Office referral system
- Graduated discipline
- ISS monitor and designated classroom for students receiving this consequence
- Meetings with parents, Team members and support staff to address discipline plans, attendance issues, academic concerns etc.
- Mentorship program
- School Resource Officer
- Youth Service Bureau support
- Relationship with sister schools to support transitions between schools
- Relationship with community supports (Wellmore, Watertown PD, etc.)

B. School Security

Recognizing that students and staff need a **sense of physical safety**, we provide:

- School Resource Officer
- Systems for locking exterior and interior doors at all times
- Lockdown and Fire Exit practices
- Name badges for staff and visitors
- Safety plans for victims of bullying/mean teasing/harassment
- Safety plans for students engaged in bullying/ mean teasing/harassment
- Process for reporting bullying/harassment for students and staff
- Process for handling acts that violate safety of others/self
- No tolerance policy for dangerous materials/behavior
- Process for picking up students by adults
- Established procedures for DCF referrals, police engagement, 2-1-1 crisis teams, etc.
- Dissemination of information regarding process for medically fragile students
- Restraint and seclusion training yearly
- Hallways, cafeteria and bus arrivals/dismissal monitored by certified staff daily

C. Parent, Family and Community Engagement

Recognizing that our Swift community is made stronger when we effectively engage families, and community, we have:

- Established parent communication processes including the Portal, Alert Now, Remind 101 and traditional letters home to address student grades, behaviors, special events, etc.
- Engage parents and families with our yearly “Bring a Parent to School” day
- Provide Parent Conferences for parents and families
- Provide Grade 6 Orientation for parents of in-coming students
- Provide an information night for parents of student attending the Washington DC trip
- Establish a relationship with members of the Swift PTSO and attend monthly meetings
- Established a relationship with the Youth Service Bureau and participated in the COPS program with local police
- Support local , state and national community charities/causes with weekly staff Dress Down days (raised ~\$5000 last year)
- Promote our students and staff and special events in the local newspapers

- March in town-wide Memorial Day Parade
- Attend BOE meetings
- Support local events/organizations such as local Food bank, Lions' Club, Watertown Library Poetry Contest, DAR, Junior Achievement, etc.

NEW AND PLANNED INITIATIVES TO IMPROVE SCHOOL CLIMATE

As part of the process of providing a **Safe School Climate for 2015-2016**, we have planned the following:

- Continuation of processes in place from 2013-2014 that effectively address a positive school climate and culture
- Create a **Safe School Climate Committee** and plan a timeline for meetings. Members include:
 - Administrators
 - Nurse
 - Resource Officer
 - Support Staff personnel
 - Certified teachers-classroom *(at least one of which is SPED)
 - Certified teachers-Arts and PE
 - Non-certified staff members (secretary and para)
 - Parent
 - Community Member (Youth Service Bureau member)
 - Student (role to be defined)

A **Steering Committee** met on June 4th, which included the administrators, the school nurse, the school psychologists and the school counselors. Specific needs for the new Safe School Climate Committee to address were identified:

- Create, distribute and analyze surveys to staff, students and families regarding school climate and culture
- **Student Needs**
 - Sense of school as community
 - Additional positive behavioral rewards to be created
 - Anonymous reporting system process to be developed
- **Staff Needs**
 - Common language to use with students
 - Common expectations
 - Improved staff-to-staff relations
- **Parents/Community Needs**
 - Educate parents/community about bullying/harassment/mean teasing
 - Educate parents about the process school uses to support students
 - Educate parents about the process school uses for discipline
 - Educate parents on the power of social media
- **Environment**
 - Embed beliefs, positive interactions and personal responsibility into the curricula
 - Identify areas where students are most likely to break school expectations
 - Provide staff to oversee students in problem areas/times
 - Identify weaknesses in lockdown/fire exit procedures and address them
 - Identify weaknesses in school security processes
- **Data Collection**
 - Create a system to collect usable data on a regular basis
 - Analyze data regularly and take appropriate action steps to address needs
 - Create a plan to identify students with multiple offenses and create a plan to address their actions. The plan would include a timeline for action steps
 - Create a plan to share data with appropriate staff
 - Create a process for action steps when specific student offenses occur

These areas of concern are a starting point and the Safe School Climate Committee may find additional needs. The plan is for the committee, likely 20-25 members to also have sub-committees, reflecting the areas referenced above, i.e.:

- School Climate Sub-Committee
- Safety and Security Sub-Committee
- Health and Wellness Sub-Committee and
- Parent, Family and Community Engagement Sub-Committee

SWIFT MIDDLE SCHOOL
DISCIPLINE CODE

This section will review the basic rules and expectations for Swift students, as well as the consequences assigned for failure to follow these rules and expectations. Consequences that may be assigned for failure to meet these expectations include:

Teacher Detentions: These detentions are assigned by teachers for failure to obey the rules and expectations of the classroom. These may include, but are not limited to: excessive talking or disruption of class, disrespect to teacher or others, disobedience of classroom rules, being unprepared for class, failure to complete assigned work, etc. These detentions are held after school with the classroom teacher and run from 2:40 until 3:25. Students may take the late bus home, walk or get picked up at this time. These detentions are reported to the Assistant Principal and a pattern of repetitive offenses may be cause for more serious consequences.

Office Detentions: Office detentions are assigned by an administrator for failure to obey the rules and expectations of the school. They are served after school from 2:40 until 3:35. Anywhere from one to five office detentions may be given to the student at one time, depending on the offense. A record of these detentions is kept and any student who accrues an excessive number of Office Detentions may be subject to either an In-School Suspension and/or of the loss of privileges, such as attendance at special school events and field trips at the discretion of the administration. Students who receive office detention(s) are given a form to be signed by their parent or guardian and that form must be returned by 8:05 AM the day of the detention with the parent/guardian signature. On the day of the detention, these students must report directly at 2:40 to the detention area. They are given an assignment to complete and at parent's discretion must be picked up or walk home when detention is over. (The privilege of the late bus is reserved for students who stay for clubs, meetings or extra help.) Students receiving an office detention are not allowed to remain on school grounds for any reason after the detention and may not return until the following day. Failure to report to an office detention or failure to return the signed copy by 8:05 AM will result in an additional detention assigned and the student must then serve two detentions. ***If student fails to serve either one of these office detentions, or misbehave during the detention, this will result in an in-school suspension.***

Office detentions or In-School Suspensions are assigned for any one of the following reasons:

- Violation of Code of Conduct;
- Disrespect shown towards oneself or others;
- Disrespect shown towards teachers or staff members;
- Disrespect shown towards a substitute teacher;
- Disrespect or misuse of school or personal property; (agendas, lockers, textbooks, etc.);
- Violation of dress code* (as found in the handbook, or as deemed inappropriate by administration);
- Three unexcused tardies to school (every additional tardy for the remainder of the school year results in an office detention);
- Three unexcused tardies to class (every additional tardy for the remainder of the school year results in an office detention);
- Failure to carry agenda/failure to use agenda properly/defacing agenda;
- Defiance of school/classroom expectations;
- Misuse of cell phone or Internet policy;
- Missed teacher detention;
- Cheating, forgery, or deliberate misrepresentation (students will also receive a *zero* on the academic work),
- Knowledge of physical or verbal aggression between students without reporting to Swift staff.
- Or any other offense as determined by administration.

Please Note: multiple office detentions may be assigned as a consequence for any of these infractions, as determined by the administration. In addition, based on the seriousness of the offense, an out-of-school suspension may be assigned at the discretion of the administration.

*Clothing that is deemed inappropriate by administration is as follows:

- Any clothing or accessory with inappropriate writing or pictures,
- Outerwear including gloves, hats, oversized sweatshirts, winter vests, coats,
- Ripped jeans,
- Pocket chains,
- Spaghetti strapped shirts,
- Inappropriate footwear including flip flops and sports sandals,
- Any and all undergarments that are showing,
- Any clothing that is suggestive, revealing or otherwise inappropriate for a school setting,
- Pajama bottoms,
- Clothing with writing across the back side of pants.

Out-of-School Suspensions

At Swift, we believe that school rules and clear expectations for students help to keep our students and staff members safe and help our students stay focused on their academics. It is our hope that with your support our school will continue to provide a safe and nurturing environment for our students where they are encouraged to learn and grow to their fullest potential.

Serious acts that endanger others or show a blatant disregard for school rules will result in an *out-of-school suspension*. This is the highest level of discipline administered by the Swift Middle School administration and is not dealt with lightly. ***Based on the severity of the violation, a student may be suspended from one to ten days with the possibility of a review for expulsion with the Superintendent of Schools.***

Parents or guardians of students who receive out-of-school suspensions will receive a letter informing them of the suspension and a date when the student will be allowed to return to school. A copy of this letter is also forwarded to the Superintendent of Schools

All students who receive out-of-school suspensions are not allowed to come onto the grounds of any Watertown public school during the suspension. In the event of an out of-school suspension, all future trips and privileges (such as the end of year activity and the eighth grade trip to Washington, DC) are in serious jeopardy and participation in these events will be discretionary for these students as well.

The following offenses will receive an *out-of-school suspension* as a consequence:

- Bullying;
- Fighting, punching, hitting or inappropriate physical contact with another student;
- Threatening or posing a threat of danger to the physical well being of the students or staff;
- Leaving the school building or school grounds without permission;
- Stealing or attempting to steal school and/or personal property or money from another student or staff member;
- Extortion;
- Smoking or chewing tobacco at any time in any place within the school building or on school grounds;
- Possession of lighters, matches, etc.
- Possessing, selling or using illegal drugs, narcotics or alcohol within the school building or on school grounds (as per board policy);
- Possession of any kind of weapon within the school building or on school grounds (as per board policy);
- Verbal or written, obscene, or profane language and/or gestures towards students or staff members;
- Willful disobedience of school rules;
- Willful damage or destruction of school property;
- Any other serious offence as determined by the administration;
- Continued defiance of school rules including, but not limited to multiple detentions, continued non-compliance in the classroom or in school;
- Inciting, promoting, or encouraging physical aggression as a participant or bystander.

Please note:

- ***Students with repeat offenses that warrant multiple office detentions will receive an out-of school suspension.***
- ***Out-of-school suspensions can last anywhere from one to ten days and may result in a recommendation by the Superintendent of expulsion.***

As always, consequences will be given for inappropriate behavior and/or infractions of the rules that disrupt or interfere with the teaching-learning process. All behaviors will be monitored, tracked and considered for any events or rewards. It is not possible, however, to cover all circumstances or events that could lead to the need for discipline. Individual situations are ultimately left to the judgment of both the teachers and the school administrators.

Consequences for Bullying are a serious issue especially at the middle school level. Per state law and Board of Education policy, incidents of bullying will be handled in an appropriate and timely manner.

PARTICIPATION IN SPECIAL EVENTS

Throughout the school year Swift offers many activities for students such as dances, special assemblies and trips. **Participation in these events is only for students who cooperate fully with our school policies on behavior, schoolwork and attendance.** If a student has earned an out-of-school suspension, detentions or an in-school suspension prior to an event or a field trip, the administration may waive the student's ability to attend the function. Students who do not respect the

school policies may jeopardize participation in end-of-the-year activities such as the Washington trip, the school picnic, the eighth grade dance and graduation exercises. **Participation in any special event or any extracurricular activity is always subject to the discretion of the administration.**

**Please note that it is not possible to cover all circumstances or events that could lead to the need for discipline. Those individual situations are ultimately left to the judgment of both the teachers and the school administrators.*

FIRE DRILL AND SCHOOL EVACUATION PROCEDURES

Teachers, please:

1. Insist on students being quiet and orderly when the alarm sounds to evacuate the building.
2. Be sure the students know which exit they must use from your particular room.
3. Take your homeroom roster or absentee sheet (if possible), turn off lights and close the door before you leave the room.
4. Have students lined up in pairs in their designated area and take attendance.
5. Non-homeroom teachers must help in supervising students as they proceed to the field and help get the students organized down on the field.
6. Remind students they are to return to the building after you give them the word.

It is important that all personnel take the drills seriously and act accordingly less we give the students the wrong impression and end up with a disaster should the real thing ever occur.

Absolute silence is necessary during fire drills. We will be blocking exits from time to time and you must be able to hear instructions for using alternate exits.

CRISIS MANAGEMENT PLAN

PROCEDURES FOR CRISIS FIRE DRILL

- FIRE ALARM WILL SOUND
- STUDENTS WILL REPORT OUTSIDE
- THE RUNNERS WILL SEE MRS. SHORTSLEEVE - HOMEROOM ROSTERS
- MRS. SHORTSLEEVE WILL INFORM THE STUDENTS TO WALK TO THE FAR SIDE OF THE FIELD
- IN THE CASE OF INCLEMENT WEATHER OR IN AN EXTREME EMERGENCY WE WILL EVACUATE TO THE VFW
- REENTERING THE BUILDING WILL ONLY OCCUR WHEN THE PRINCIPAL GIVES PERMISSION

PROCEDURES OF A LOCKDOWN DRILL

- **“LOCKDOWN”** WILL BE ANNOUNCED OVER THE INTERCOM
- STUDENTS WILL IMMEDIATELY REPORT TO THE NEAREST ROOM
- TEACHER SHOULD PULL ANY STUDENTS FROM THE HALL INTO THEIR ROOM
- LOCK YOUR DOORS
- STUDENT SHOULD STAY UNDER DESKS TOWARD CORNER OF ROOM HIDDEN FROM VIEW
- ONCE DOORS ARE LOCKED, DO NOT OPEN THEM AGAIN
- PRINCIPAL, ASSISTANT PRINCIPAL, GUIDANCE/PSYCHOLOGIST/NURSE, AS NEEDED WILL DIRECT STUDENTS TO AN AVAILABLE ROOM

LOCK DOWN WILL END ONCE ALL ROOMS ARE CLEARED AND UNLOCKED BY AN ADMINISTRATOR. AN ANNOUNCEMENT WILL BE MADE THAT THE LOCKDOWN HAS ENDED.

Please note: Staff and students need to become as familiar with these procedures as with standard fire drills. We will be practicing these drills, along with standard fire drills, until the close of school. Procedures may be modified as needed.

Textbooks and Supplies

If a student loses or damages property provided by the school (text, agenda, supplies, keys, locks, or resource materials), students will be expected to pay for its replacement. The textbook price list follows. Other information may be obtained in the office. Report cards will be held in the office until payment is made for all lost items.

TEXTBOOK PRICE LIST

English Language Arts

Classroom Library Books.....\$ 8.00

Math

MacMillan Math in Action.....\$34.25

Mathematics in Life.....\$42.95

McDougal Little Algebra I.....\$75.90

Algebra (UCSMP).....\$47.45

Addison Wesley\$39.45

Prentice Hall Mathematics\$56.45

Prentice Hall Math, Course 1,2,3\$65.00

Science

Prentice Hall Sci. Explorer Series.\$20.00

Globe Life Science Wrkbk.....\$12.95

Globe Physical Science Wrkbk....\$12.95

Social Studies

The American Nation.....\$77.00

World Geography Today\$54.90

Prentice Hall Explorer Series\$17.50

World Language

Avancemos, Level I\$67.00

Cuaderno Workbook.....\$15.30

Discovering French, Bleu\$50.00

Discovering French Workbook ... \$ 14.85

Discovering French Activity Bk...\$18.00

Discovering Spanish Workbook...\$13.30

School Provisions

School Agenda\$ 4.80

Elevator Keys.....\$ 5.00

Physical Ed. Lockset\$ 8.00

Physical Ed. Shorts\$12.00

Physical Ed. Shirts\$ 8.00

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