HIGHLAND PARK ELEMENTARY SCHOOL
Staff Handbook
2018-2019

“Together Everyone Achieves More”
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ABSENCES, TARDINESS & DISMISSAL

When a student is absent from school, the parent is requested to call in and notify the office before 9:05 a.m. If they do not do so, the school will call the student’s home. If you know that a student will be absent in advance, please notify the office.

Each classroom teacher will take the daily attendance at the start of the school day. When a child is absent his/her attendance is recorded via computer (ESchool Plus).

If a student comes into school late (after 9:05 a.m.) without a pass and after attendance has been taken, the student must be sent to the attendance personnel to sign-in the tardy notebook and be given a pass by the office staff. All attendance by homebase teachers need to be completed by 9:30 am.

Each day, teachers are requested to write the number of students present and absent on the classroom whiteboard. This is to assist in case of an emergency.

If a child is to be dismissed from school before the official end of the day, the following procedure must be adhered to:

1. A signed note from the parent should be received by the teacher, and the student must bring the note to the office so that an early dismissal pass can be given to the student.
2. A child may not walk home alone! He/she must be picked up by the parents or other identified persons. They must sign the child out.
3. A child being dismissed early must report to and wait in the office before leaving the building.

In the case of an early dismissal due to an emergency, inclement weather, etc, an announcement will be made by the office.

ACCIDENTS…..STUDENT

Everyone must be alert to the physical hazards and conditions which lend themselves to injuries. Safety is our primary concern. For safety and emergency reasons, a radio (from the office) must be taken out during recess time.

All student accidents are to be brought to the attention of the school nurse. Always contact the nurse first before moving or sending an injured child to the nurse’s office. Any injury to a child’s head, without exception, must be reported immediately. It will be the responsibility of the school nurse to report the incident to the child’s parent as soon as possible. In the absence of the nurse, the teacher is requested to assume this responsibility.

To prevent accidents of students and staff, the improper use of equipment, (chairs, desks, etc.) within Highland Park Elementary School is not allowed. Please call upon the custodian to assist you in reaching inaccessible areas. Children may not sit on the shelving countertops located on the wall under the classroom windows.
Whenever a school accident takes place, a **School Accident Report** must be completed by the responsible person at the site of the accident on the day of the accident. In some cases, an insurance company accident report must also be completed. Please see the school nurse regarding the insurance company accident report.

**ACCIDENTS…..STAFF**
The Manchester Board of Education has developed procedures to clarify the Workers’ Compensation policy. Please refer to the procedures that are posted in the school office.

**ANNOUNCEMENTS - SCHOOL INTERCOM**
To minimize classroom interruptions, yet provide students, teachers, and staff members with timely communications, the following procedures will be implemented in regard to announcements via the school intercom system.

1. Teachers needing to have an announcement broadcasted in the morning should email or provide a written note to the office by 3:15 p.m. **the day before** the announcement is be broadcasted.

2. Emergency announcements affecting students and/or teachers will be made immediately.

3. School announcements will be made daily at 9:05 a.m. Students must be seated, quiet, and respectful during the morning announcements in order to set a consistent tone of mutual respect in the school as well as students and staff being afforded the opportunity to hear all pertinent information.

4. Students are asked to recite the Pledge of Allegiance and observe a moment of silence as part of the formal announcements. Teachers will follow announcement schedule (Grades 4).

**ARRIVAL AND DISMISSAL PROCEDURES - STUDENTS**

**Arrival**
Students not going to breakfast will wait outside the front of the building to enter the school. Bus students eating breakfast at school will enter the building as soon as their bus arrives. Walkers will enter the building at 8:35 to eat breakfast. Students in the cafeteria are required to purchase breakfast – they are not to be there for “socializing”. Students eating breakfast will be dismissed from the cafeteria at the 8:55 bell. **Students are not permitted to be in unsupervised rooms or areas at any time.**

**Dismissal**
The main office will dismiss walkers and announce the arrival of the busses. Parents should park in the bottom Porter St. parking lot (if waiting), or quickly drop off or pick up in front of school.
ARRIVAL AND DISMISSAL PROCEDURES - TEACHERS
Teachers must arrive to school at least thirty-five minutes before the start of the student school day and shall not be required to remain longer than thirty-five minutes after the end of the student school day. The times will be determined by the staff.

BELLS
The automated bell system will ring at the following times:

- 8:55 a.m.……The first bell for students to walk to classrooms.
- 9:05 a.m.……The start of school day and school-wide announcements.
- 3:25 p.m.……The end of the school day.

CELL PHONES/ELECTRONIC DEVICES
Teachers and other building adults are required to adhere to the policy as adopted in 2010. This is policy #5131.81 and located at the back section of this handbook. Cell phone use by staff is prohibited during instructional times.

Steps to Confiscating an Electronic Device
1. Student is asked to turn off device and place it in his/her backpack or locker;
2. A student who does not follow these directives or has been seen with the device on several occasions must forfeit the device to an adult;
3. The classroom teacher should contact the parent/guardian of the child to remind the parent of our policy and possible consequences if behavior is repeated;
4. UNDER NO CIRCUMSTANCES SHOULD THE STAFF MEMBER TAKE AND/OR HOLD THE DEVICE FROM THE STUDENT. The student should be asked to place the device in a plastic ziplock bag or brown envelope with the student’s name and grade immediately written on the sealed container. Also, the student signs off on the envelope (signs his/her name upon return as well);
5. The receptacle with the device is brought to the main office by an adult to be secured by office personnel or an appropriate school person;
6. Administration is alerted to the electronic device and a parent is then notified immediately. The device is NOT returned to the child unless specified to do so at the end of a school day by the student’s parent/guardian.
   **Pickup of all electronic devices will be only at 3:15 p.m. in the office.** Students must come down with a pass from the teacher with the student's full name on the pass.
7. School administrators reserve the right to have the adult who confiscated the device contact the student’s parent;
8. Multiple offenses of misuse of an electronic device must be brought to the attention of a building administrator and an office consequence will be given to the student.
CLASSROOM WHEREABOUTS

If you decide to have your class move to another location (outside, library, etc.), the office MUST be notified and if you are outside please sign out a walkie talkie. Too many times, parents appear in the office prepared to pick up a son or daughter and a classroom is not in the anticipated location.

CONDUCT (ADMIN.) REFERRAL PROCEDURES

1. Conduct referrals should be reserved for severe behaviors that cannot be addressed by a classroom teacher or adult. (teacher will call parent for less severe incidents).
2. Administration or designee (Behavior Tech, School Psych, etc) is called to classroom in an emergency (i.e. physical aggression, safety issue, etc.) by contacting the office.
3. A Conduct Referral Form is thoroughly completed by a teacher on Eschool.
4. An administrator will be contacted and review referral on Eschool. He will discuss the situation with the student(s) (due process), the parent is called, and a logical consequence is assigned.
5. For in-school suspensions, an administrator will contact the parent.
6. For out-of-school suspensions, the office will send out a formal letter immediately to parent.
   *Out-of-School Suspension letter copy is forwarded to Superintendent, Assistant Superintendent, Sending Teacher, and Building Principal.*
7. Discipline information will be entered into eSchoolPLUS 4.0.
8. Administrator/Secretary contacts internal suspension supervisor (if applicable).
9. Administrator communicates suspensions to teachers and any appropriate support staff.
10. Social worker, school psychologist, etc. intervenes; for external suspensions, social worker and/or school psychologist personnel will counsel with student upon his/her return that morning.
11. Student disciplinary file is kept by the administrator.
12. Follow-up with student commences; social worker/ school psychologist meets with student and develops behavioral goals with student.
13. Teacher meets with student the day after internal/external suspension for secure re-integration.

DATA BINDERS

All teachers must keep copies of PLC minutes in their data binders. This binder reflects team discussions, ideas, decisions, etc. The strategic purpose of the minutes in the data binder is for teachers to regularly consider their current teaching practices, the outcome of these practices, and instructional changes or modifications to positively impact student achievement. The minute’s template is available to teachers on Google Docs. As part of the evaluative process, these logs will be collected from teachers at least twice during the school year.

DISCIPLINE - RESTORATIVE PRACTICES

An important key to our school’s success is the degree to which we implement and maintain restorative practices to successfully support students in the classroom. Restorative thinking is a significant shift from punishment-oriented thinking. Restorative practices cultivate a culture in which everyone feels like
they belong. The practices build a particular sense of community in which every member - students, teacher, parent volunteers, aides - feel that they are seen, heard and respected. The practices are based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish. It is incumbent upon all classroom teachers, special teachers, administration, and support school staff to work together in maintaining appropriate student behavior and promoting a positive school climate and culture through the restorative approach. The use of restorative practices is everyone’s job!

**Children should not be sent to the office unless circumstances warrant such action.** Call the office and alert the administration *before* sending a child to the office.

When the office becomes involved in a matter it should be of a **serious** nature and warrant immediate follow-up to the home. Such instances would deal with physical abuse to another student, teacher, or staff, and any malicious damage to school property.

**DISCIPLINE - EXPECTED BEHAVIORS**

Any successful, holistic discipline plan begins with a positive, proactive process whereby students can be recognized for “doing the right thing” rather than merely reacting to negative behaviors with punitive consequences. Essentially, the essence of character education and the expected behavioral protocol for all students in and out of the classroom is encompassed by our school wide expectations. All school rules are aligned with these expectations. Therefore, to ensure the program’s success, wording and subsequent teaching must utilize language that encourages students to practice being safe, being respectful, and being responsible. These are life-long behaviors – values that must be embraced by all. Expected Behaviors will be discussed in its entirety in a packet given to parents and students during the first few weeks of school.

**DRESS to IMPRESS**

Although there is no formal dress code policy for staff as part of the Manchester Board of Education Policy Manual, it is important for our staff to “dress for the job” at Highland Park Elementary School. We recognize that teachers and other staff are role models for the students. The manner in which teachers and staff present themselves will be reflected in the conduct of the students and the respect given to teachers, staff and the school system by the community. To this end, all staff members must appear neat, clean and appropriately dressed for a business or professional environment at all times in accordance with the position held by the employee.

Determination of the appropriateness of dress shall be left up to the discretion of the principal or immediate supervisor. He or she will counsel the individual employee regarding suitable, appropriate, acceptable, and professional dress. Reasonable accommodations shall be made by their appropriate supervisor for those employees who because of a sincerely held religious belief, cultural heritage, or medical reason request a waiver of a particular part of this policy for dress or appearance.
**EMAILS, MAILBOXES, NOTICES AND GRADE LEVEL WEBSITES**

Teachers are responsible for reading their individual emails and checking their mailboxes at least twice a day so that classrooms are kept current with all pertinent information and communication. The vehicle for necessary staff information will be daily or weekly electronic communications.

The official bulletin board is located in the teacher’s lounge. All “Please Post” notices from the Manchester Board of Education and State of Connecticut Board of Education offices are posted there as well as professional notices on conferences, workshops, professional reports, etc. The bulletin board for the use of local teachers’ organizations is in the teacher’s workroom.

It is the expectation that all grade levels maintain a website. Grade level websites should be kept current with monthly curriculum related topics and themes, suggested strategies for parents in order to support their students at home, and classroom special events.

**FACULTY MEETINGS**

All staff will attend monthly staff meetings scheduled on Thursday mornings from 8:15 a.m. until 8:45am. Most times, agendas will be distributed in advance, most likely in the HPS Weekly Update (weekly memo from the Principal). Additional staff meetings, in line with contract specifications, will be called as necessary.

Please note: The Agreement between the Manchester Board of Education and the Manchester Education Association states:

1. Teachers may be required to remain after school to attend the following staff meetings:
   (a) Superintendent of Schools’ General Staff Meeting or other meetings called by the Superintendent of Schools.
   (b) General Faculty Meetings called by the school principal.
   (c) Meetings involving curriculum or in-service education as authorized by the Superintendent of Schools or a designated representative.
   (d) Department meetings, PPT meetings, EIP meetings, grade level meetings and meetings involving special areas as authorized by the appropriate official.
   (e) Any meeting called by Administration.

2. It is expected that the total of such meetings shall not exceed seven meetings per month. A change in scheduling of meetings to a before school time shall be subject to staff approval and shall be incorporated into the guidelines of the school day. Article IV, C.3. Before school meetings shall
begin no earlier than 45 minutes before the start of classes. Attendance exceptions shall be
determined by administrative decision.

FIELD TRIPS
Manchester Board of Education Policy #6153

School Sponsored Field Trips
The Board of Education encourages and sanctions student field trips that are of value in helping achieve each
participating student’s educational objectives.

Definition of School Sponsored Field Trips:
Field Trip: An out of school field trip (in and out of state) is a planned activity in which a class or group
of students leaves the school grounds for the purpose of continuing and extending the program of
instruction. As such, they are considered as instructional and planned with objectives determined in
advance and appropriate instruction preceding and following each trip.

No field trip will be approved for movies, sporting events, and/or any activity which has no
connection to curricula. When a field trip is planned for a team or class, teachers must be aware of
Board of Education policies and Highland Park Elementary School policies including the implications of
everything that must be considered for that trip. A Field Experience Proposal must be completed and
approved prior to planning of a field trip. These proposals are available in the office. Additionally, a
teacher’s cell phone number must be provided to the office for emergency and safety reasons. Field trip
packets that include procedures and a required timeline are located in the office.

*All students will attend educational field trips (if there are safety concerns, contact administration for
accomodations).
*All volunteers/chaperones must have a volunteer form filled out and approved prior to the field trip.

FIELD TRIP PROTOCOL

Teacher responsibilities include:
✓ Completing the required paperwork according to the Field Trip Checklist form;
✓ Scheduling the parents/chaperones for the field trip;
✓ Making necessary arrangements with office staff for busses;
✓ Making necessary arrangements with parent drivers;
✓ Selecting responsible individuals as chaperones;
✓ Conducting periodic checks throughout the day to make sure everyone is accounted for;
✓ Giving specific directions to the children on what to do if they are separated from the
group;
✓ Establishing a meeting site;
✓ Having the school cell phone or personal cell phone available and giving the number to the
other teacher(s);
✓ Establishing a permission slip deadline of two days prior to the date of the trip. There will be no phone calls made the day of the trip for a permission slip.
✓ Taking a head count at lunch and on the bus prior to leaving;
✓ Reporting any incident immediately to the principal upon returning to school. Teacher should call parents of any child involved in an incident upon returning; and
✓ Avoiding scheduling time for souvenir shops.

**FIRE DRILLS & SEVERE WEATHER**

Fire drills will be held monthly from September through June with two drills scheduled in September. Posted in each teacher’s room is a schematic of the building indicating the route for evacuation. The primary responsibility of a teacher is the safety and well being of the children in his/her room throughout the drill or emergency. Teachers are reminded to use the most current fire drill form. All children not present are the responsibility of the office, media center, or custodial personnel. It is the expectation that students be silent while exiting and reentering the building and while standing in line. Returning to the building is done only through the direction of the principal or his/her designee.

Any other incident of building evacuation will be handled in the same manner as a fire drill. The notification of such an evacuation will be made by means of the intercom system.

**GENERIC QUIET SIGN**

The adult’s hand goes up, student mouths close, and immediate attention is on the speaker. While in class, students should be reminded to S.L.A.N.T.:

- **S** = Sit up straight
- **L** = Lean Forward
- **A** = Pay Attention
- **N** = Nod to demonstrate focus
- **T** = Track with their eyes

**GUIDELINES FOR STUDENT ACTIVITY FUND & ACCOUNTING**

*(Field Trip Money, etc.)*

Information will be emailed.

**HOMEWORK**

Homework is to be assigned nightly in all grades. The District Homework Policy is as follows:

- Pre K-Kindergarten 0-10 minutes
Grade 1…. 10 minutes
Grade 2…. 20 minutes
Grade 3…. 30 minutes
Grade 4…. 40 minutes

Please note that homework is an opportunity to practice what was introduced in the classroom only. It is not a time to introduce new material. Little teacher intervention or further explanation should be needed to accomplish the assignment so that students are able to complete assignments with minimal parental assistance and encouragement.

As part of nightly homework, all children should be taking home books and reading independently for at least twenty minutes. In September, kindergarten students might take home a picture book to use illustrations to retell the story in their own words. Students in grades K-4 should be keeping a reading log where they track the titles of books read and the number of nightly minutes. Reading logs should be signed by a parent.

**IMPORTANT DATES**

**Full PD Days** – Wednesday, August 30, 2017; Thursday, August 31, 2017; Friday, September 1, 2017; November 7, 2017; January 16, 2018

**Half Days** – October 4, 2017; December 6, 2017; February 7, 2018; March 21, 2018; May 9, 2018.

**Open House** — September 28, 2017 (5:30 P.M. – 7:30 P.M.)

**Back to School Cookout** - September 18, 2017

**Kindergarten Orientation** - September 1st, 2017 (3:00 P.M. - 4:00 P.M.)

**School Conferences**- November 14, 15, & 16, 2017 and March 6, 7, & 8, 2018 - Early release 1:17 p.m.

**Student Pictures** – September 28, 2017 ; November 3, 2017 (Retakes); Spring-TBA

**Book Fair** – TBD

**End of Marking Periods**- November 3, 2017; February 23, 2018; June 8, 2018

**PPT Meetings (Conference Room)** – Wednesdays (NO field trips should be scheduled on that day.)

**LitLife Dates** - TBA

**INSTRUCTIONAL AND CLASSROOM EXPECTATIONS**
All teachers are expected to keep an up-to-date and well-crafted lesson plan book open on their desks. Additionally, teachers should always have the following information highlighted and outlined on the whiteboard in their classroom:

- Essential Questions
- Lesson Objective(s)
- Homework Assignments

For reasons of school continuity and consistency, classrooms should clearly post:

- Classrooms rules linked to schools expectations;
- An uncluttered and “useable” Calming Center area;
- Fire exit diagram and instructions;
- Teacher name above the classroom door; and
- The following posters:
  1. School Wide expectations posters
  2. District Goals and expectations

**LAMINATING**

All laminating will done in the media center.

**LAVATORY**

The lavatory can present itself as an area where students can get in more trouble than anywhere else in the building. Therefore, it is imperative that teachers schedule daily classroom bathroom breaks and closely monitor for unexpected behavior. Students must report to their classroom teacher after the morning bell prior to requesting to use the lavatory. Teachers should allow only one child at a time to use the lavatory in-between scheduled bathroom breaks.

**LOCKDOWN DRILLS**

A lockdown drill will be held during the school year with the assistance of the Manchester Police Department. Staff has been trained to secure the building and move students to safe spaces during emergency situations. To prepare our students for these drills, each classroom teacher will discuss the activity with their classes. It is the responsibility of the teacher to know the expectations of a soft lockdown and a hard lockdown. We will explain the reason and procedures to our students.

**LUNCH PROCEDURES**

Teachers are expected to spend a sufficient amount of time the first weeks of school modeling and reviewing the expectations for traveling to and from the cafeteria and while dining.

1. Students should stand in a quiet line as they wait to enter the lunch line.
2. Students should remember their manners with the cafeteria staff, noon-aides and peers. The expectation is that they will remember to say please and thank you.
3. Students may not get out of their seats without adult permission. Once a child has chosen a seat they must remain in that place.
4. Students must raise their hands if they need an adult.
5. Students are expected to line-up along the wall of the cafeteria at the end of their lunchtime.

Teachers will escort students to the lunch room. **Please be on time when picking up your students from recess.** This is imperative for the smooth operation of the cafeteria. As students enter the cafeteria they are directed by Noon Aides. Those students with prepared lunches are to sit at their assigned table. Students should use bathrooms before arriving in the cafeteria. For health purposes, all students should be encouraged and be given the opportunity to wash their hands before lunch. If an emergency arises during the lunch period and an administrator is not available, an administrative designee assigned will be responsible to attend to the emergency.

**MEETING NORMS**

When all is said and done, the norms of a group help determine whether it functions as a high-performing team or become simply a loose collection of people working together. Positive norms will stick only if the group puts them into practice over and over again. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for group members and helps to socialize newcomers into the group quickly.

-Daniel Goleman, *Primal Leadership*

**Highland Park Elementary School Norms**

*Team/Committee meetings and Faculty Meetings*

1. Be on time (8:15 a.m.) – faculty meetings will start promptly and end by 8:45 a.m. or earlier;
2. Come prepared (Have an agenda);
3. Be brief and to the point – stay on topic; and
4. Agree to disagree and a vote will be held when the team cannot reach consensus.

**MELC (Manchester Early Learning Center)**

Selected by the Manchester Board of Education, the Manchester Early Learning Center is accredited by the National Association for the Education of Young Children, and offers a safe, exciting, fun and educational before and after school program. They are located in the Highland Park Elementary School cafeteria, five days a week, from the first day of school until the last. **Their hours of operation are from 7:00 a.m - 9:05 a.m. and 3:25 p.m. to 6:00 p.m.** Further information related to current fees, schedules and registration is available at [www.melearning.org](http://www.melearning.org) or by contacting their Director of Family Services at (860) 647-9659.
NO SCHOOL ANNOUNCEMENTS
If it is necessary to close school on a scheduled school day because of snowstorms, serious emergencies, etc., the School Superintendent will send an email through the school electronic mail or via an automated telephone message.

NURSE
We have a full time school nurse on duty at Highland Park Elementary School. Our nurse is available Monday through Friday with hours from 8:10 a.m.- 3:25 p.m. Students who receive daily medication must report to the nurse’s office at their designated time. This is the responsibility of the student. Never hesitate to contact her with ANY medical questions or queries with regard to our students. Safety is always our prime concern.

Students being sent to the nurse must have a pass.

Each teacher should make certain that the school nurse is contacted during the first week of school in order to learn of the medical needs for any student assigned to their classroom.

OPPORTUNITIES
Opportunities may be assigned to all teachers on a rotational basis. A schedule of duties being assigned will be forwarded to appropriate staff. If we really are immersed in a school of student support, duties should be referred to as opportunities, **Opportunities are times away from formal instruction and an opportunity to interact with all our students in a positive and supportive way.** Teachers/staff **NEED** to be at their assigned opportunity by 8:50 a.m. each morning. Teachers not picking up or dropping off students **must** be visible in their classroom doorways to greet students and monitor hallways.

PERSONAL PROPERTY
Teachers are advised to use caution and common sense relative to the leaving of personal property and valuables in the classroom during the school day, overnight or on weekends. Classroom doors must be locked upon leaving the building. The Manchester Public Schools cannot accept any responsibility for lost, stolen, or damaged personal goods of students or staff members. If a need arises to secure personal property contact the school office and an attempt will be made to locate a temporary secured area.

ANY OPEN CONTAINERS ARE NOT ALLOWED IN THE CLASSROOM for teacher and student safety reasons.

POSITIVE PHONE CALLS/EMAIL/POSTCARDS
Every teacher is expected to make positive contact with 3 families per week. This practice is important and reflects a supportive and affirming climate and community spirit that we continue to build at Highland Park Elementary School. All of us need to build positive relationships with parents early
and often. Phone logs should be included in your PLC binders. Please expect administration to view these logs periodically throughout the school year.

**Professional Learning Communities (PLC)**

Constant and consistent collaboration is incredibly important to an informed and well-planned Professional Learning Communities (PLC). Grade level PLCs will occur twice within a six week rotation or twice a week. PLC meetings times should be set by grade level teams with the office and all teaching staff supporting the grade level notified of the designated times and any changes made throughout the year. A PLC binder is required to be current and always updated for administrative review throughout the year. Remember, the PLC Team concept embraces the need for collaborative time to change/modify/improve/drive instruction. The PLC is not a time for grade level planning. The important and overarching commitment for team collaboration during the PLC time will be the ongoing analysis of student work throughout the school year.

It is the expectation that PLC meeting times will be devoted to looking at student work in mathematics and literacy. The following PLC cycle will be used when looking at student work:

- **Step 1:** Teachers will review student work and benchmark assessments.
  
  *What do we see?*
  
  *What do we expect students to learn?*

- **Step 2:** Teachers will collaboratively write a SMART Goal, an action plan and common assessment.

- **Step 3:** Teachers will teach and progress monitor using formative assessments.

- **Step 4:** Teachers will administer a common assessment and analyze results.
  
  *How do we know if students have learned?*

- **Step 5:** Teachers will collectively turn insights into instructional actions.
  
  *What will we do if the children don’t learn?*
  
  *What will we do if the children already learned it?*

**PROGRESS MONITORING**

An important component of our SRBI process will be the implementation and use of progress monitoring tools by all teachers. Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. Additionally, progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions.

**PURCHASING SUPPLIES FOR CLASSROOM PROJECTS**

When needing supplies for classroom activities or projects, the Manchester Board of Education prefers that all items are purchased via a *purchase order*. The Manchester Board of Education frowns upon teachers shopping at local retail stores and then requesting reimbursement from Board money.
There are catalogs in the main office or feel free to request one from your preferred vendor. If you need assistance, office staff can make suggestions as to which vendors to use. Please allow enough time for ordering and delivery of items when planning classroom projects and activities. Most purchase orders require 4-6 weeks delivery time. For questions, please see Mrs. Harrell in the office.

**REPAIRS & MAINTENANCE**

All requests for repairs and maintenance should be put through as a work order. Work order forms should be submitted online with a copy put in Mr. Robinson’s mailbox.

**RECESS AND RECESS SUPERVISION**

1. Teachers may never take away a lunch recess as a means for punishment.* Contact Mr. Robinson for restorative actions.

**SAFE ACTIVITIES**

*SAFETY IS ALWAYS OF UTMOST CONCERN DURING GROUP ACTIVITY OF ANY KIND*

Staff should keep children from different grade level as far away from each other as possible.

1. Staff need to establish clear-cut commands for the children to stop an activity and to listen for instructions. It may be necessary for a variety of reasons to stop the children. They must know and respond to your commands. *IF YOU USE A WHISTLE, USE IT SPARINGLY AND APPROPRIATELY.*

2. Staff need to know inside and outside procedures if the school goes into a lockdown or fire drill.

3. **Adults need to carry a walkie-talkie.**

4. Fanny packs are useful for carrying bandages, rubber gloves, passes, tissue, etc.

**ACTIVITIES THAT WE ENCOURAGE AND DISCOURAGE**

1. Any game that includes direct physical contact should be discouraged, including football of any kind, rugby, “fun wrestling or fighting,” etc.

2. Wooden and metal bats and hard balls (baseballs and softballs) should not be used.

3. Wiffle balls, soccer balls, kickballs, and basketballs are encouraged. Many other games can be included as well, and some will be introduced to the children in physical education classes.

4. Be careful with tag games, dodgeball games, etc. They are acceptable if monitored properly. Tag games should not be allowed on the equipment.

**BEHAVIOR MANAGEMENT SKILLS**

*Effective behavior management skills are vital to proper supervision. The list below represents some suggestions for effective and appropriate behavior management.*

1. Be as positive as possible. Look for good things to say to every child, every day. Get to know their names.

2. Plan to include the children in some decisions. Let them be a big part of the process.

3. Rules should be made only to protect the rights of others. Keep the number of rules to a minimum. The fewer number of rules, the fewer there are to break.

4. Respond to the child after a misbehavior. Talking it out usually helps.
5. When a child misbehaves, tell him/her what to do, rather than what not to do. Rather than, “Don’t bounce the ball,” you could say, “Please put the ball down.”
6. Employ preventive planning, that is, construct situations that encourage good behavior.
7. Interfere with the misbehavior in a way that does not give the child the public attention that may be sought. Quietly stop the behavior.
8. Expect the same behavior of all children and discipline them in the same manner.

**OBSERVATIONAL SKILLS**

1. Staff must separate themselves when monitoring the children at play with each adult carefully observing a different part of the play area.
2. Set aside designated areas for various activities. Children should not be playing games in and around the equipment or in close proximity to other group games.
3. Scan continuously for good spacing. There should be designated responsibilities for each supervisor so that each clearly knows what they should be looking for.
4. Circulate among the children encouraging positive behaviors and acting upon negative ones. Give children the opportunity to resolve their own problems, but be ready to step in and help to resolve conflicts.
5. Always keep yourself in a position to SEE! Remember, if you play with the children you will lose track of the others.

**ROUTINES**

An extremely important process that is imperative to a smooth beginning to each school year is to establish routines. This means that all teachers and grade level teams **NEED** to be thorough and complete when it comes to setting and modeling expectations at the start of a new school year. Students should learn and relearn the rules and expectations as they are led by the teacher in every school setting. School-wide expectations related to moving through the halls, cafeteria, lavatories, expected conduct at assemblies, and expected behaviors when there is a substitute need to be reviewed and revisited often so that expected behaviors are internalized.

**SCHOOL PROPERTY**

All students have a responsibility to take proper care of school property whether it is textbooks, equipment, lockers, organized desks, etc. The proper use of school materials and equipment needs to be modeled and reinforced throughout the first month of school and revisited as needed. Teachers should take immediate action if school property is defaced or misused. Please refer to Administrative Policy 3260 regarding lost or damaged books.

**SPECIAL EDUCATION & P.P.T. PLANNING**

Planning and Placement Team (PPT) meetings will take place on Wednesdays. It is imperative that regular communication takes place between regular education teams and the assigned special education
teacher or case worker. Decisions, concerns, and/or questions regarding a special education student must be shared with the student’s special education teacher and/or case manager. This will ensure consistency of instruction as well as special education services in general as dictated by the student’s IEP.

STAFF I.D. BADGES
Student safety and well-being are of paramount concern to Highland Park Elementary School. Identification badges have been issued to all faculty/staff to assure that school officials are aware of adults on campus and their purpose. Staff is required to have their I.D. badges with them at all times.

STUDENT ASSISTANCE TEAMS (SAT)
Federal laws have issued clear expectations for schools regarding their obligations to educate diverse groups of students well. This legislation includes the Every Student Succeeds Act of 2015 (ESSA), a reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). These revisions encourage the implementation of research-based interventions that facilitate success in the general education setting for a broad range of students. The basic principles underlying these initiatives hold considerable promise for helping Connecticut schools to improve education for all students and address the large disparities in performance within the state. In summation, S.R.B.I is systematic approach to meeting both the academic and behavioral needs of at-risk students. All teachers will be expected to meet with State regulations and S.R.B.I. legislation as it applies to students at Highland Park Elementary School. Use of the school district’s Progress Monitoring assessment tools will be required.

In some rare cases, upon the discretion of Administration, the SAT process will be bypassed to address situations that compromise the safety and/or education of a child.

STUDENT AWARDS and RECOGNITIONS
All students at Highland Park Elementary School have the opportunity to receive a variety of awards throughout the school year. Other possible recognition opportunities throughout the school year include:

- **P.A.W.S. Award** – this program is designed to recognize students who consciously display school-wide expectations.

- **Spirit Sticks** - this program is designed to recognize students who display a particular expectation for that month. Expectations are: be safe, be respectful, and be responsible.

- **Role Model of the Week** - students who have gone above and beyond presenting being safe, responsible, or respectful.

STUDENT RECORDS
Every student has at least two official records that are maintained in the office area. These records are:
Cumulative File:  This file contains basic identification data, academic data, attendance data, standardized or criterion test results and parent-teacher conference reports. These records are located in the office.

Health Record:  This record is located in the nurse’s office.

Confidential File:  Some children have a confidential file that is maintained by the caseworker. The confidential file is located in the office. The staff member perusing the file must sign the “Record of Access” found on the inside front cover of the file indicating that he/she has looked at the record. The following information shall be retained in this record: health reports, psychological and/or psychiatric reports, diagnostic reports, speech and hearing reports, social worker’s reports, parent request letters, parent authorization forms, disciplinary documents, agency reports, family information, privileged counselor and/or teacher information.

504 File - A 504 file is located in the nurse’s office.

In order to be aware of a child’s strengths and weaknesses, teachers must review the files of their students within the first few days of the new school year. All I.E.P. and 504 files and modification sheets should be thoroughly read.

When student records are taken from the office files they must be signed out. Student records are not to be taken from the office.

SUBSTITUTE TEACHER PLANS

Upon entering the building in the morning, a substitute teacher is given several bits of information pertaining to what is expected of him/her. All teachers must have a folder that includes explicit instructions for a substitute and three days of emergency lesson plans by Friday, October 5, 2018.

Information for the substitute should include:
  Teacher duties including where to get the children in the morning
  Map of Highland Park School
  Staff telephone list
  Daily schedule
  Directions for a fire drill or lockdown
  Class list
  Class list for attendance that can be sent to the office
  Student information related to health concerns or instructional accommodations
  Instructional groupings in math, reading, etc.
  Lesson plans with materials outlined and copies of work available
SUPPLY CLOSET

The supply closet is not available to staff. If a teacher needs classroom supplies, they are asked to complete a form that is located in Google Docs or find hard copies of the form on the Supply Closet door. Forms are to be given to Mrs. Harrell. Please allow two days for supply requests to be filled.

TEACHER PLAN BOOKS

Each teacher is to maintain a plan book with his/her daily planning and scheduling. These plans should be kept readily available on the desk or in the top drawer of your desk and completed for a week’s time. Plans should contain:

1. Weekly classroom scheduling that includes all details of activities and times. Names of specialists and tutors should be listed.
2. Homework assignments for the week must be written out. The content and time of the homework assigned must correspond to the district Homework Policy.

To assure the continuity and balance of instruction, the administration will periodically review the lesson plans during classroom visits.

STUDENT TELEPHONE USE

If a child must use the telephone, he/she will be allowed to use the telephone in the classroom with assistance and permission from the teacher. Students will not be allowed to answer classroom telephones.

Long distance calls made by teachers on school phones should be school related. No personal long distance calls should be made at the school’s expense.

HIGHLAND PARK SCHOOL GOALS 2018-2019

The following school goals have been designated for the 2017-2018 school year.

1. Teachers will increase the rigor embedded in lessons and learning opportunities.
2. Teachers will be proactive in differentiating restorative classroom management practices to successfully and positively support all students.

HPS WEEKLY UPDATE
The HPS UPDATE afford administration the opportunity to communicate with everyone in the building. The information is always timely and important. It is imperative that staff read all information even when repeated in subsequent editions. The HPS UPDATE will be emailed to all staff weekly (Fridays).

**WELLNESS POLICY EXCERPTS**

**Nutrition Practices in Classrooms**
1. Beverage consumption in the classroom should be limited to water, 100% juice and milk.
2. Strongly encourage healthy snacks in appropriate portion sizes.
3. Food should not be used as either an incentive or a reward for good behavior or academic performance.
4. School personnel will not withhold student access to snacks as punishment.
5. Healthy party menus should be used.

**Fund Raising Activities**
Non-food-promotion activities are encouraged to follow District Nutritional Standards.

**Nutritional Faculty Information**
Nutrition information is available to staff members through a variety of sources such as newsletters, professional development training, websites, publications, curriculum, which includes but is not limited to:

- a. Alternative birthday/holiday celebrations
- b. Activities to increase physical activity in the classroom and at desks
- c. Healthy snacks
- d. Alternative non-food reward options
- e. Alternates to withholding recess as a consequence for student actions

**ADDENDUMS**

The following pages contain information and protocols that are imperative for holistic consistency. Please be sure to read, understand and apply daily for the benefit of all.
Setting a Positive Tone at Highland Park School

All students will be safe and successful!

Goal: To ensure a safe and secure learning environment

- **Morning Greetings**…from bus to door…outside/inside supervision;
- **Hallway and Doorway Supervision**…teachers greet students at the beginning of the day;
- **Behavioral Expectations and Regular Communication**;
- **No Double-Indemnity** – never administer verbal or other consequences twice – in other words, after a student receives a consequence, teachers and/or other adults never “hold it against them;”
- **Incentive Programs** and reminders of them – whole school and in the classroom;
- **Visual Messages** – consistent, highlighted in a positive tone and visible in all classrooms;
- **Classroom Rules** - POSTED
- **Proactive Programs and Recognitions** - PAWS Tickets, Spirit Sticks and classroom incentives;
- **Parental Involvement** – shadowing students, behavioral contracts, parent meetings;
- **Behavior Team**
All children will experience a positive school environment.

No Shame Zone

Goal: To ensure all children experience positive school relationships

- Nurture and maintain a peaceful classroom community;
- Develop and enhance positive relationships;
- Build a trust so that everyone is willing to communicate freely;
- Recognize the value of misbehavior as an opportunity for social and emotional learning;
- Provide tools to to bring issues and conflicts forward in a helpful way;
- Use dialogue to lead to understanding and action to set things right and repair and restore relationships.

Options for addressing behavioral concerns include:

(This list is not in chronological order but merely a bank of suggestions.)
- Conversation with student - finding out the “WHY”
- Dialogue with those children involved
- Learning Minutes to make up lost learning
- Calming Center
- SEL Strategies
- Time-out area alternate classroom
- Parent phone call home/Highland Parent log Report Form
- Teacher assigned action to make “things’ right when harms have occurred
- Individual Student Contract
- Behavior Improvement Contract
- Incident Report Form
- SAT Referral
- **Conduct Referral** - if the above initiatives have been exhausted or are not applicable based on the incident, then the conduct referral procedures should be followed. Never should a student be sent to the office to await administrative action.
ELECTRONIC COMMUNICATION DEVICES

Teachers and other building adults are required to adhere to this policy as adopted in 2010. This is policy #5131.81:

ELECTRONIC COMMUNICATION DEVICE

I. Students may possess any electronic communication devices that have not been expressly prohibited below including cellular telephones, Blackberries, computers with modems, personal digital assistants, radios, walkie-talkies, walkman, MP3 players, CD players, their accessories (e.g. ear phones/buds) or other similar electronic devices; but may only use such devices pursuant to the following restrictions:

   A. During the school day, electronic communication devices must be turned off so that they are incapable of being used.

   B. During the school day, electronic communication devices must be stored out of sight in lockers, back-packs, bags, purses, or pockets. Electronic communication devices that are not stored out of sight during the school day are subject to confiscation, unless specific permission for use has been given by the principal or the principal’s designee.

   C. Before or after the school day and on weekends, students may use electronic communication devices on school grounds or at school-sponsored activities off school grounds except when there is a reasonable expectation of quiet attentiveness, when use of the device would cause any disruption, compromise law, order, and safety, or when so directed by the school administrator, staff member, or sponsor.

II. Possession of electronic communication devices by students is a privilege that may be forfeited by any student who fails to abide by this policy; or otherwise misuses this privilege. Failure to abide by this policy or other misuse of this privilege shall result in confiscation of the electronic communication device and may result in further disciplinary action.

III. The student who possesses an electronic communication device is responsible for its care. The Board is not responsible for preventing theft, loss, damage, or vandalism to electronic communication devices brought onto its property. In addition, school staff may confiscate an electronic communication device brought to school or to a school sponsored activity based on a reasonable belief the student has used the device in a manner that violates this policy, any other school policy or state or federal law.

ELECTRONIC COMMUNICATION DEVICE (2)

IV. Students are prohibited from bringing the following electronic devices (“prohibited electronic devices”) to school or a school sponsored activity without the prior written consent of the principal or the principal’s designee: paging devices/beepers, portable police scanning devices and portable games or toys that transmit a signal more than 20 feet or through walls.

V. The Administration shall establish regulation and procedures to implement this policy.

Legal Reference: Connecticut General Statutes
10-233j Student possession and use of telecommunications devices

Policy adopted: January 11, 2010
ELECTRONIC COMMUNICATION DEVICE
ADMINISTRATIVE GUIDELINES

I. Definitions

A. **Electronic communication device** means any device designed to receive and/or send an electronic signal including but not limited to: cellular telephones, Blackberries, computers with modems, personal digital assistants, radios, walkie-talkies, walkman, MP3 players, CD players, their accessories (e.g. ear phones/buds) or other similar electronic devices; but excluding **prohibited electronic devices** listed below.

B. **Prohibited electronic devices** means paging devices/beepers, portable police scanning devices, and portable games or toys that transmit a signal more than 20 feet or through walls.

C. **Turned off** means the **electronic communication device**’s power is off so that it is incapable of being used. It is not sufficient for the device to be placed on vibrate or silent mode.

D. **Out of sight** means that both the **electronic communication device** and its carrying/storage case are not visible to others.

E. **School-sponsored activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

F. **The school day** means from the time the school day begins until the time the school day ends for the school in question.

II. Student use of electronic communication devices

A. Students may possess **electronic communication devices** in school, on school property, and at **school-sponsored activities**; but may only use such devices pursuant to the following restrictions:

1. During the **school day**, **electronic communication devices** must be turned off so that they are incapable of being used.

2. During the **school day**, **electronic communication devices** must be stored **out of sight** in lockers, back-packs, bags, purses or pockets. **Electronic communication devices** that are not stored during the school day are subject to confiscation, unless specific permission for use has been given by the principal or the principal’s designee. An IEP or Section 504 accommodation plan that permits use of such items shall constitute administrative approval.

3. Before or after the **school day** and on days when school is not in session, students may use **electronic communication devices** on school grounds or at **school-sponsored activities** off school grounds except when there is a reasonable expectation of quiet attentiveness, when use of the device would cause any disruption, or when directed by the school administrator, staff member, or sponsor to discontinue use of the electronic communication device.

B. Students may use designated school phones to contact parents/guardians during the school day. Parents/guardians are advised that the best way to get in touch with their child during the school day is to call the school office.
C. The use of electronic communication devices that contain cameras is prohibited, at all times, in locker rooms, bathrooms and/or locations in which images may violate privacy.

D. Students may not use electronic communication devices on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school or take part in any activity prohibited by the district’s Technology Acceptable Use Policy.

E. Student shall not possess or use prohibited electronic devices in school, on school property, or at school-related functions unless the student obtains prior approval from the principal or the principal’s designee after providing proof such a device is necessary for health emergency or purposes.

ELECTRONIC COMMUNICATION DEVICE ADMINISTRATIVE GUIDELINES (3)

F. The student who possesses an electronic communication device is responsible for its care. The Board is not responsible for preventing theft, loss, damage, or vandalism to electronic communication devices brought onto its property.

G. Possession of electronic communication devices by students is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Failure to abide by the terms of this policy or otherwise engage in misuse of this privilege shall result in confiscation of the electronic communication device and may result in further disciplinary action.

H. Electronic communication devices shall not be used in a manner that disrupts the educational environment, including sending or receiving personal messages, data, or information that would contribute to or constitute cheating on tests or examinations; violate the confidentiality or privacy rights of another individual; constitute bullying, or otherwise violate student conduct rules. In such cases, disciplinary action may be taken.

I. The requirement that electronic communication devices must be turned off will not apply in the following circumstances:

1. The student has a documented special medical circumstance (e.g., an ill family member, or his/her own special medical condition) and has received prior permission from the principal or the principal’s designee.

2. The student is using the electronic communication device during an emergency situation involving the immediate health/safety of themselves or other individual(s).

3. Visitors on Manchester Public School property for an authorized program, meeting, or function.

ELECTRONIC COMMUNICATION DEVICE ADMINISTRATIVE GUIDELINES (4)
III. Confiscation of electronic communication devices

A. If an electronic communication device is visible during the school day or if a student is found to be using an electronic communication device in violation of district rules, the staff member will ask the student to turn off the device and hand it to them. Students who do not comply will be immediately escorted to the office for disciplinary action.

B. If a staff member has reasonable grounds to believe a student has a non-visible electronic communication device on their person or in their effects that is powered-on in violation of this policy, the staff member will ask the student to turn off the device and hand it to them. Students who do not comply will be immediately escorted to the main office for further investigation.

C. The staff member who confiscates the electronic communication device will not turn it on or view its contents.

D. The electronic communication device will be immediately transported to the office where the phone will be placed in an envelope and sealed. On the envelope, a staff member will record the date and time at which the phone was placed in the envelope along with their signature confirming receipt of the phone.

E. The principal or the principal’s designee may turn-on and examine the contents of the electronic communication device only under the following conditions:

2. The principal or the principal’s designee first determines there are reasonable grounds to suspect that such an examination will reveal evidence that the student has violated or is violating either the law or the rules of the school.

3. A second staff member is present as a witness when the principal or the principal’s designee opens the envelope to examine the contents of the electronic communication device.

ELECTRONIC COMMUNICATION DEVICE
ADMINISTRATIVE GUIDELINES (5)

4. The principal or the principal’s designee will document the relevant contents of the electronic communication device only if the examination reveals evidence the student has violated or is violating either the law or the rules of the school.

5. When the examination of the contents of the electronic communication device has been completed, it will be turned off, it and the original envelope will be placed in a new envelope and sealed, the time and date will be recorded on the envelope, and both the principal or the principal’s designee and the witnessing staff member will sign the new envelope.

F. The principal or the principal’s designee may refer the matter and turn the electronic communication device over to law enforcement upon reasonable suspicion that the device provides evidence of illegal activity.

G. The student will be sent to the principal or the principal’s designee, who will notify the student of the disciplinary consequences for violating school rules concerning electronic communication devices. The electronic communication device will not be returned until the student has served the consequence. Disciplinary consequences may include detention or in-school suspension. The principal or the principal’s designee may require the student’s parent or legal guardian to come to the school’s main office during
normal office hours to retrieve the electronic communication device. On the day of confiscation, the electronic communication device will not be returned before the end of the school day.

H. When the electronic communication device is returned, the recipient will be required to open the envelope, record the date and time he received the phone, and provide his signature. The school will retain the envelope as documentation of a completed chain of custody. If the electronic communication device is returned to a parent or legal guardian of the student, the school may ask the person to provide written positive identification and make a copy of the ID for school records.

Legal Reference: Connecticut General Statutes
   10-233j Student possession and use of telecommunications devices

Adopted: January 11, 2010

Remember:

We have students seeking to be successful. We must let them know that the standard is excellence today and tomorrow. We must teach them to be disciplined, respectful and responsible. We have to let them know that they are on a mission to elevate themselves, their community and humanity.