

Beecher Road School



Where learning is the adventure.



Student & Parent Handbook **2022-2023**

Woodbridge, Connecticut 06525

YES we can: be kind, inspire, create, dream, succeed
persevere

WOODBRIIDGE SCHOOL DISTRICT 2022/23 DISTRICT CALENDAR

| JULY | | | | |
|------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| | | | | 1 |
| X4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| AUGUST (3) | | | | |
|------------|------|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | *23 | *24 | *25 | 26 |
| (29) | (30) | 31 | | |

| SEPTEMBER (20) | | | | |
|----------------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| | | | 1 | 2 |
| X5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| OCTOBER (19) | | | | |
|--------------|------|-----|------|-----|
| Mon | Tue | Wed | Thu | Fri |
| 3 | 4 | X5 | 6 | 7 |
| X10 | 11 | 12 | 13 | 14 |
| 17 | (18) | 19 | (20) | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| NOVEMBER (18) | | | | |
|---------------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| | 1 | 2 | 3 | 4 |
| 7 | *8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | *23 | X24 | X25 |
| 28 | 29 | 30 | | |

| DECEMBER (17) | | | | |
|---------------|-----|-----|-----|------|
| Mon | Tue | Wed | Thu | Fri |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | (23) |
| X26 | X27 | 28 | 29 | X30 |

| JANUARY (21) | | | | |
|--------------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| X16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| FEBRUARY (18) | | | | |
|---------------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| X20 | 21 | 22 | 23 | 24 |
| 27 | 28 | | | |

| MARCH (22) | | | | |
|------------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | *17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| APRIL (14) | | | | |
|------------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| (3) | 4 | (5) | 6 | X7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| | | | | |

| MAY (22) | | | | |
|----------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| X29 | 30 | 31 | | |

| JUNE (7) | | | | |
|----------|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | (9) |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| NO SCHOOL / BUILDING CLOSED | | X |
|-----------------------------|----------------------------------|---|
| Jul. 4 | Independence Day | X |
| Sep. 5 | Labor Day | X |
| Sep. 26 | Rosh Hashanah | |
| Oct. 5 | Yom Kippur | X |
| Oct. 10 | Columbus/Indigenous Peoples' Day | X |
| Nov. 8 | Teacher Workshop | |
| Nov. 23 | Teacher Workshop | |
| Nov. 25-27 | Thanksgiving Holiday | X |
| Dec. 26-27 | Christmas Holiday | X |
| Dec. 23-Jan. 1 | Holiday Recess | |
| Dec. 30 | New Year's Holiday | X |
| Jan. 16 | Dr. Martin Luther King, Jr. Day | X |
| Feb. 20-21 | Winter Break | |
| Feb. 20 | Presidents' Day | X |
| Mar. 17 | Teacher Workshop | |
| Apr. 7 | Good Friday | X |
| Apr. 10-14 | Spring Vacation | |
| May 29 | Memorial Day | X |

Kdg. Bus Ride/Safety Demo Aug. 22

New Teacher Orientation Aug. 22 & 26

| ABBREVIATED DAYS () | |
|------------------------|-------------------------|
| Aug. 29 | First Day Students |
| Aug. 30 | Second Day for Students |
| Oct. 18 | Parent/Tchr Conference |
| Oct. 20 | Parent/Tchr Conference |
| Dec. 23 | Holiday Recess |
| Apr. 3 | Parent/Tchr Conference |
| Apr. 5 | Parent/Tchr Conference |
| Jun. 9 | Last Day for Students |
| Dismissal Time 1:10 PM | |

181 Student Days
184 Staff Days
187 Teacher Days

| OPEN HOUSES | |
|-------------|-------------------|
| Sep. 1 | Grades K, 5 & 6 |
| Sep. 6 | Grades 3, 4 / MAG |
| Sep. 7 | Grades 1, 2 / PK |

| WORKSHOP DAYS * / | |
|--------------------|--|
| NO SCHOOL | |
| Aug. 23-25, Nov. 8 | |
| Nov. 23, Mar. 17 | |

| BOARD OF ED. MEETINGS | |
|-----------------------|---------|
| July 18 | Jan. 17 |
| Aug. 15 | Feb. 27 |
| Sep. 19 | Mar. 20 |
| Oct. 17 | Apr. 17 |
| Nov. 21 | May 16 |
| Dec. 19 | June 19 |

| SNOW DAYS MAKE-UP | |
|-----------------------------------|--|
| June 12-30 | |
| Additional Days Starting April 10 | |

Report Card Distribution Dec. 9, Mar. 16 and June 9

Welcome To Our School



This Parent and Student Handbook has been designed especially for you. We hope you find it a helpful and ready reference for everything from what to wear to school to how much homework to expect. Phone numbers, schedules, calendars, and rules, you'll find them all here.

Keep this handbook handy. It should answer a lot of questions about Beecher Road School. Don't hesitate to contact any of us with questions or comments about your school experience.

With our best wishes for a wonderful year of learning,

Christine Syriac
Interim Superintendent of
Schools

Lynn Piasczyk
Chair, Board of Education

Woodbridge Board of Education



Our Mission

Beecher Road School is a caring, creative community that models and inspires the joy

of lifelong learning, embraces diversity, and celebrates the unique qualities of each person.

Our Vision

To provide a dynamic educational environment that challenges and empowers students to persevere as innovators and collaborators in preparation for their role as responsible global citizens.

We Believe

- All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success.
- Academic skills must meet the expectations of the CT Core Standards. The skills and attributes needed for success in the 21st century include critical thinking, collaboration, creativity, curiosity, problem solving, and citizenship.

- Meeting academic, artistic, behavioral, social, emotional, and physical needs is essential in educating the whole child.
- We have a responsibility to prepare our students for a rapidly changing world that includes the integration and use of technology.
- Our educational community will continue to grow and improve when all our staff members are expected and supported to learn.
- Our district has a responsibility to inform and engage the community as partners in education.
- Fiscal responsibility is a foundational tenet of our school system.

We Strive

1. To prepare every child to be a highly successful and independent reader, writer, critical thinker and problem solver by the end of sixth grade.
2. To build the foundations of character and wellness that are essential for responsible participation as a local, national and global citizen.

About this handbook





This handbook provides information about the most commonly referenced Board of Education policies and Administrative Regulations for the Woodbridge School District. The handbook does not provide complete policies or regulations. Changes in the policies that affect the handbook will be made available to parents and students through newsletters, web pages and other communications. Throughout this handbook the term parent is used. That term refers to the legal guardian as well.



We don't discriminate

In compliance with regulations from the Office of Civil Rights and Equal Employment Opportunity, the Woodbridge Board of Education does not knowingly condone discrimination in employment, assignment, program or service, on the basis of race, gender identity or expression, color, religion, natural origin, age, sexual orientation, disability, or unrelated abilities to perform the duties of the position.

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School District Directory

Woodbridge School District - Offices of the Board of Education

Woodbridge School District
40 Beecher Road - South
Woodbridge, CT 06525

| | | |
|--------------------------------------|---|-----------------------------------|
| <i>Interim Superintendent:</i> | Christine Syriac csyriac@woodbridges.org | 203-387-6631 |
| <i>Superintendent's Office:</i> | Marsha DeGennaro (Administrative Assistant) mdegennaro@woodbridges.org | 203-387-6631 [FAX]203-397-0724 |
| <i>Director of Special Services:</i> | Carrie Borcharding cborcharding@woodbridges.org | 203-389-6598 |
| <i>Special Services Office:</i> | Judy Silva jsilva@woodbridges.org | 203-389-6598 |
| <i>Business Manager:</i> | Donna Coonan dcoonan@woodbridges.org | 203-389-3410 |
| <i>Business Office:</i> | Jeffrey Jimenez jjimenez@woodbridges.org | 203-389-3413 |

Woodbridge Board of Education

Lynn Piascyk – *Chair*

Dr. Maria Madonick – *Vice-Chair*

Sarah Beth DelPrete – *Secretary*

Brooke Hopkins

Dr. Michael Strambler

Jeff Hughes

Dr. Jay Dayha

Steven Lawrence

Erin Williamson

Beecher Road School

MAIN TELEPHONE NUMBER: 203-389-2195

*The auto attendant will prompt you to the
various directory extensions.*



*Mailing Address: 40 Beecher Road -- Woodbridge, CT 06525
Beecher Road School office FAX: 203-389-2196*

| | |
|-----------------------------|--|
| <i>Principal:</i> | Analisa Sherman asherman@woodbridges.org |
| <i>Assistant Principal:</i> | Jimmy Sapia jsapia@woodbridges.org |
| <i>Main Office:</i> | Bethany Freeman - <i>Administrative Assistant</i> Lola Johnson - <i>Administrative Assistant</i> Tonya Tollefson - <i>Administrative Assistant</i> |
| <i>Health Office:</i> | Robin Froehle - <i>Nursing Supervisor</i> |
| <i>Cafeteria:</i> | Jane Roddy - <i>Cafeteria Supervisor</i> |

continued...

Teachers and Support Staff #

Listed by Grade and Special Areas

Pre-Kindergarten

DePalma, Maria Pre-K

Kindergarten

Cofrancesco, Megan
Scalia, Jackie
Farnen, Lisa
Grabowski, Allison
Ramia, Teresa
Cadelina, Carissa

Grade 1

Calabrese, Lori
Rakowski, Melissa
Demetro, Christa
Thompson, Christina
Wyman-Anctil, Shannon

Grade 2

Blinstrubas, Sharon
DePalma, Joseph
Esparo, Amanda
Almonte, Pahola
Fanelli, Carrie

Multi-Age Group

Ahern, Barbara
Gerber, Robin
Golden, Louise
Hart-Rooney, Kris

Grade 3

Hutchinson, John
Meacham, Aimee
Ngov, Visna
Triplett, Nina
Vincitorio, Mary

Grade 4

Lavigne, Elena
Nolan, Jason
Marcellino, Danielle
Mumford, Sean
Shepard, Michelle

Grade 5

Conroy, Kristina
Guerra, Cheri
Horvath, Kristin
McHugh, Kevin
Mulligan, Leigh
Rourke, Tim
Antonellis, Sylvia

Grade 6

Chase, Daniel
Glennon, Jeannette
Campbell, Christine
Irfan, Rafay
Rogerson, Robin
Saunders, Meghan

Specialists and Resource Personnel

Acheson, Linda - Art
Arnold, Connie - Nurse
Billings, Anthony - Info Tech Manager
Buchanan, Rachael - Gr. 4 Resource
Buzzard, Arianne - Health
Caldwell, Ken - Instrumental Music
Caporossi, Melissa - Spec Ed Resource Primary
Ciarleglio, Jeanne - Technology
Criscuolo, Deborah - Nurse
Criscuolo, Janet - Special Ed Resource multi-grade
Crocco, Larissa - Library Media
DeManche, Kristin - School Counselor
Echeverry, Carson - Math
Fonda, Alexandria - Music
Froehle, Robin - Nursing Supervisor
Goldberg, Stephanie - Spanish
Gomes, Lucille - Art
Greene, Elizabeth - Grade 6 Resource
Huntington, Thanh - EL
Jacober, Emily - Spanish
Krawec, Maureen - Math
Lavaway, Andrew - Gym South - Phys Ed
Lempke, Janine - Music ~
MacDonald, Monique - Lang Arts
Marlor, Kathleen - Spec Ed Resource multi-grade
Mase, James- Grade 2/3 Resource
Matos-Romera, Katherine Psychologist
McCollom, Katherine- Library/Media
Merriam, Emily Spec Ed Resource multi-grade
Moore, Lanna - Speech intermediate
Nakouzi, Teresa - Lang Arts
Naylor, Jennifer - Special Ed Resource multi-grade
Nickle, Jennifer Lang Arts
Querker, Robin - Special Ed Resource multi-grade
Renzoni, Christine - Speech
Robinson, Rachel - Technology
Rosner, Elisa - Spec Ed Resource intermediate
Simoniello, Susan - Gr. 5 Resource
Taddei, Anthony - Phys Ed
Taylor, Jacquelyn - Social Worker
Widmeyer, Kayla - Psychologist

Paraprofessionals

Abby Tucker
Amber Saffo
Barbara Schulze
Courtney Silva
Danielle Prindle
Deborah Laydon
Denise Romaniello
Devaunie Dacres
Emilia (Amy) Colonna
Jayne Shiner
Jennifer Cooper
Jennifer Leslie
Jill Colomonico
Jodi Scalzo
Karen Zelem
Katarzyna Komar (Kasia)
Kate Pegnataro
Kathy Adamovich
Kelly Borer
Kit Dunbar
Lacey Prindle
Laura Sexton
Lauren Kenefick
Mariangelie Flores
Marion Turiano
Marisa Pacapelli
Melissa Blackwell
Natalie Messina
Nell D'Andrea
Patricia Williams
Peter Tallardy
Rupinder Kaur
Sabrina Colonna
Shari Foldy
Sue Skolnick
Suzanne Sugarmann
Terri Pinciaro
Tiffany Stewart
Tyler Severino
Will Steinbrick

Cafeteria Kitchen

Roddy, Jane - *Supervisor*
Calbrese, Ruth
Domschine, Janice
Gugliotti, Richele
Taylor, Tanya

Cafeteria Aides

Cavaliere- Hill, Darlene
Colagiovanni, Melissa
Mason, Julie
Marchitto, Cassidy

Custodians

Esparo, Vito *Facilities Manager*
Brano, Nicholas
Casaverde, Ron
Cook, Kory
Denny, Sammy
Sisson, John
Soradi, Daniela

Extended Day

Salinardi, Cathy - Director
Rourke, Tim - Asst. Director

Keep up to date online.

- *Learn about the latest developments in your school district.*
- *Note: All Board of Education Policies are posted in their complete form online.*

<http://www.woodbridge.k12.ct.us>



Registration and Attendance

In order to register for school in Woodbridge, the following requirements must be met.

You must present the following:

1. Proof of Woodbridge residence:
 - If homeowner - tax bill or copy of HUD 1 mortgage settlement statement with signatures.
 - If home renter - notarized copy of current lease and appropriate notarized residency affidavit.
2. An original copy of your child's birth certificate or passport.
3. A complete and up-to-date *record of immunizations* completed by your child's health care provider. (See the *Health and Health Services* section of this handbook for more details.)
4. An up-to-date written *health assessment*, commonly called a *physical*, supplied by your child's health care provider. Law requires out-of-state transferees to present a *physical* not more than one year old. (See the *Health and Health Services* section of this handbook for more details.)
5. Report cards from a previous school if applicable.
6. Copies of *Individual Educational Plans* (IEP) in the case of Special Education students.

Immigration Status

All children, regardless of their immigration status or the status of their parents/guardians, have the same right to a free public education as any other child. To comply with applicable law and avoid causing families further anxiety, the CT State Board of Education has release a new resource. The document, *Family Preparedness Plan: Preparing Your Family for Immigration Enforcement*, written in English and Spanish, is available in the Special Services Office and the North Office

at Beecher. Road School. Your privacy will be protected and you will not be asked about your immigration status by BRS staff.

Homeless students have different requirements.

Homeless students, as defined by federal and state statutes, residing within the school district shall be entitled to free school privileges. Students residing in a temporary shelter are entitled to free school district privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The local liaison for homeless children is the Director of Special Services.

Children are usually placed in the same grade they attained elsewhere.

Because chronological age is the best single indicator of maturity, children will routinely be admitted to kindergarten or first grade who have attained minimum ages specified in the law. Exceptions from routine admission may be made by the elementary school principal on the basis of supporting evidence from physical and psychological examinations.

Children who apply for initial admission to the district's school by transfer from non-public schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers and the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children.

Absences and Tardiness: Law and Policy



Connecticut law requires parents to send their children, ages 5–18, to school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age 17.

Students are considered “in attendance” if present at their assigned school or in a school-sponsored activity, such as field trip, for at least half of the regular school day. The Woodbridge Board of Education is required to keep accurate attendance records for each child. No student should be absent from school without parental knowledge and consent.

The Beecher Road School school day begins at 8:25 a.m. and ends at 3:10 p.m. Students are considered tardy if they arrive after 8:25. If a student is late four or more times in a month, or dismissed early four or more times in a month, the school will communicate with the parent in writing and may request a parent meeting to discuss the missed time.

Legal Definitions

- **Chronically absent child:** An enrolled student whose total number of absences at any time during the school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during the school year. (For example: A student has been enrolled at BRS from the first day of school, and the school has had 50 school days so far. A chronically absent child is one who has been absent for 5 or more days at that point.)
- **Absence:** An **excused absence**, **unexcused absence** or **disciplinary absence**. These terms are defined by the State Board of Education pursuant to the Connecticut General Statutes 10-198b.

A student’s absence from school shall be considered excused if written documentation of the reason for such absence has been submitted within ten school days of the student’s return to school and meets the following criteria:

- For absences one through nine, a student’s absence from school shall be considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.
 - Such documentation includes a message received from the parent/guardian on the attendance phone line, a signed note* from the student’s parent/guardian, a signed note* from a school official who 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. Documentation should explain the nature and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

* *electronic communication is acceptable*

- For the tenth absence and all absences thereafter, a student's absence from school is considered excused for the following reasons:
 - Student illness: must be verified by a licensed medical professional regardless of the length of the absence;
 - Student's observance of a religious holiday;
 - Death in the student's family or other emergency beyond the control of the student's family;
 - Mandated court appearances: documentation required;
 - The lack of transportation that is normally provided by a District other than the one the student attends: no parental documentation required;
 - Extraordinary educational opportunities pre-approved by the District administration and to be in accordance with Connecticut State Department of Education guidance.
- Student absence is unexcused unless:
 - The absence meets the definition of an excused absence and meets the documentation

required; or

- The absence meets the definition of a disciplinary absence, which is the result of District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent, or other person having control of the child, and is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone such parent or other person having control of the child.

Responsibility for completion of missed class work lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.



Truancy is a serious legal offense.

A truant is a child between the ages of 5 and 18 who

has four unexcused absences from school in a month or ten unexcused absences in any school year. The Superintendent of Schools is required may file a Truancy Petition with the State of Connecticut reporting all students who are absent without excuse four (4) days in any given month, or ten (10) days in any year, whose parents fail to attend a *Planning and Placement Team* meeting called by the principal to discuss the attendance issues.

Coming Late - Leaving Early



Being late to school, or leaving school early, robs children of instructional time.

The learning that takes place in the classroom is essential to your child's education. Absences and tardiness disrupt the continuity of the instructional process. Time lost from the classroom can

never be retrieved in terms of instructional interaction.

The school day at Beecher Road School begins at 8:25 a.m. and ends at 3:10 p.m. A **tardy student** is one who arrives at school after 8:25 a.m.

Parents are responsible for accompanying their children to the office to sign them in if they are tardy, or coming to the office to pick them up if they leave early.

Acceptable excuses for arriving late or leaving school early include illness, doctor's appointment, religious observance, or family emergency.

Students having four unexcused tardies shall be counted as having one unexcused absence. If a student is late four or more times in a month, or dismissed early four or more times in a month, we will communicate with you in writing and may request a parent meeting to discuss the missed time.

***Let us know...
Call 203-389-2195***

Contact Us

Parents are required to contact the school whenever a child is absent. If your child is not in school, and you have not reported your child's absence, you will be contacted. A determination will then be made regarding whether the absence is excused or unexcused. An absence will be excused when a child does not attend school because of illness or injury, a death in the family, religious or legal obligations, family emergency, school-sponsored activity, medical appointments that cannot be made after school hours, or other exceptional circumstances. All other absences, with or without an explanation from a parent or guardian, will be considered unexcused.

These time schedules can be confusing. Please keep them handy for quick reference.

The Regular School Day

- School Starts: 8:25 a.m. — School Ends: 3:10 p.m.
 - Students are considered tardy for school after 8:25 a.m.
-

The Early Dismissal / Abbreviated School Day

These days are planned for parent conferences, early holiday recess, and the first and last day of school. They may also be called suddenly for weather or other emergencies.

- School Starts: 8:25 a.m. — School Ends: 1:10 p.m.
 - If school is closed early for weather or other emergencies, ***Extended Day is closed*** for the afternoon.
 - Students are considered tardy after 8:25 a.m.
-

The Delayed Opening School Day

Woodbridge has adopted a 2-hour delayed opening in the case of weather related events. Be advised to listen carefully to the radio, television, and other communication systems.

- School Starts: 10:25 a.m. — School Ends: 3:10 p.m.
 - Students are considered tardy after 10:25 a.m.
-

Delayed Opening is two hours.

A *delayed opening* means: “plan on coming to school unless you hear otherwise.” If we are on a *delayed opening*, school will start two hours later than the regular time, and bus pick-up will be delayed by two hours.

When a delayed opening is announced, please continue to listen to the radio. If a delayed opening is changed to a *school closing*, that announcement will be made as soon as possible.



Where do I find out if there is a delayed opening or a school closing?



On the internet:

We have a new system to notify you about school closings and delays. It is called ***SwiftK12 Alert Solutions***.

To access the new system and personalize the notifications you would like to receive, go to the district website: woodbridge.k12.ct.us

Click on the **PARENTS** tab at the top of the home page. Under the PARENTS menu click on *Parent Portal*.

OR

On the radio and television:

Normally, these radio stations will carry emergency information:

- WEZN 99.9 FM - Milford
- WKCI 101.3 FM - North Haven
- WEBE 107.9 FM - Norwalk
- WICC 600 AM - Bridgeport
- WDRC 102.9 FM - Hartford
- WTIC 1080 AM - Hartford
- WPLR 99.1 FM - Milford

These Connecticut television stations normally carry delays and closings:

- WTNH - Ch. 8 New Haven*
- WFSB - Ch. 3 Hartford**
- WVIT - Ch. 30 West Hartford***

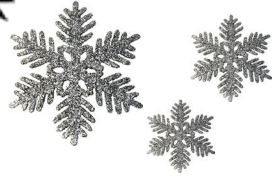
On *Optimum/Cablevision* in Woodbridge.

- * Ch. 8
- ** Ch. 3
- *** Ch. 6

and Ch 12 News Channel 12

Early Emergency Closings

On days when snow or icy conditions develop during the day, you will be notified of changes by the ***Swift K12 Alert Solutions*** system. (See top of



this page.)

Tell your children what to do.

1. In the event of an early emergency closing, all students will be dismissed in the usual way, unless parents have given other instructions for their child. All students will board their assigned bus and go directly to their bus stop – this includes students scheduled for pick-up, *Extended Day* and ANY after school activity.
2. Discuss special instructions with your children in the event of an emergency closing.
3. If you have special instructions, please inform the classroom teacher.

Please Note Well:

*Parents need to be aware of the possibility of early emergency closings in Woodbridge even though the weather looks fine where they are. There is no way to know about early closings except through the **SwiftK12** system and radio and television stations. Please, do not expect a phone call at your place of work or at home. Your understanding is appreciated.*

Coming to School by Bus or Car

Your child must be enrolled in the Extended Day Morning Program for early morning drop-off.

To learn more, see our website, www.woodbridge.k12.ct.us > Extended Day

Our school is looking to increase safety and security. Having faster ingress and egress periods at the start and end of the school day is one way to improve.

Ingress

- Supervision begins at 8:20 am.
- When doors open for ingress, *children only* will enter and proceed directly to their classrooms.
- Doors will be locked promptly at 8:30 am.
- Parents/visitors must proceed directly to the visitor portal for any purpose.
- Parents/visitors should be prepared to show their driver's license or state issued ID so they may be registered as a visitor and receive a required visitor's pass.

Egress

If it is imperative to pick up your child, the procedure is as follows:

- Parents picking up children must drive through the entrance further down on Beecher Road (not the main entrance).
- Parents should follow the designated traffic pattern.
- Your child's name and grade should be on display in your car windshield.
- Your child will walk to your car.
- Parents are strongly encouraged to use the bus transportation provided.

Early Dismissal

For safety reasons, no students will be dismissed from the *North Office* between **2:45 – 3:10**. After 2:45,

students must be picked up in the dismissal line and parents follow the *egress* procedure above.

Take the bus: One way of developing faster ingress and egress is by having children take the school bus to and from school. We ask for and need your support and cooperation.

Why we strongly recommend that all BRS families send their children to school by bus.

- By sending your children to school by bus, you will help us provide a safer school environment by reducing the number of cars during ingress and egress.
- Your child will gain more independence, self-confidence and learn the skills of interacting with others.
- The buses are owned and operated by drivers who have been doing this for years. They know the roads, the children and the families. They take pride in being part of our school community.
- On those days it is necessary for you to drive your children to school, the following safety protocols should be used:
- Use the drop-off lanes only. Pull as far into the drop-off zone as possible to allow others cars to enter that area.
- Stay in your car. Teach children to exit on their own. Staff will be there to assist them. According to safety experts, this one step will help reduce drop-off time and improve security.
- Use proper car seats and procedures for underage children.



The Woodbridge Board of Education *Guidelines for Visitors* - Policy # 1250(a) - *requires* that parents and guardians understand and comply with procedures:

- report to the office on every visit
- notify your child's classroom teacher in writing of any scheduled change in dismissal times
- come into the building and report to the main office when picking up a child who is ill, or to pick up and drop off your children during school day hours
- bring forgotten items such as homework, lunch, or bathing suits to the office; staff will make sure
- that your child receives the item(s)
- bring child's medications, as required by policy, directly to the school nurse after signing in at the office

Visiting the school

We welcome you to BRS. The safety and security of our students is a primary concern at *BRS*. The following procedures apply to all visitors to *BRS*:

Enter the school through the main north entrance only. Ring the intercom button. State your name and purpose of your visit. For every visit, upon entering the building report directly to the visitor portal and follow the procedures that include:

- Parents/visitors should be prepared to show their driver's license or state issued ID so they may be registered as a visitor and receive a required visitor's pass.
- Follow school guidelines related to the purpose for your visit.
- Wear your visitor pass at all times when you are in the building.
- You must return your visitor's pass and be signed out as you leave the building. This information will be necessary in an emergency situation.
- **When entering the building, do not allow a person behind you to "piggy back" through the door.**
- If you notice problems with the system or practices that breach security, report them to the school office immediately. The only way that we can insure maximum safety for our children is to work together.

Contacting the school

The school offices are open on school days, before, during, and after school.

A secretary can direct your call or inquiry or take a message for a staff member. Teachers will not be interrupted while they are teaching. You may leave a voice mail message.

It is very important that you contact the main office as soon as possible in the following instances:

- *Change of custody*: A copy of the signed court documents is required.
- *Change of Address*: New proof of residency, i.e. current mortgage or lease documents.
- Any event or change which might affect your child's ability to perform or to concentrate in school.
- Any change in *emergency* numbers or emergency contacts.



Building Evacuation Plan

In the event of a fire or other emergency that requires evacuation

of the school building, students are asked to follow the procedures they have learned in the drills conducted monthly throughout the school year in accordance with state law.

At such times, the following must apply:

- Students, faculty, staff and visitors will use the nearest room door labeled "Fire Exit."
- All students will refrain from talking.
- All students will follow the directions of the teacher.
- All will exit calmly, but quickly and quietly.
- All will proceed to specific designated areas and remain there quietly until additional directions are provided.
- Teachers in charge will take attendance.
- Administrators will advise when re-entry to the building is safe. If additional instructions are required, these will also be announced by administrators.

Campus Evacuation Plan /School Shutdown

In the event of an emergency that requires evacuation of the school campus, students are asked to follow the procedures they have learned in the drills conducted throughout the school year.

Parents should follow the protocol listed below. **Do not come to BRS.**

1. Parents will be notified through **SwiftK12 Alert Solutions** of the

necessity for a school closing or shutdown and the circumstances for it. We can only release a child to a parent or other authorized adult. Please be sure anyone authorized to pick up your child is listed on the emergency lanyard.

2. All students will board their assigned bus and go directly to their bus stop – this includes students scheduled for pick-up, *Extended Day* and ANY after school activity. A parent or one of the people authorized by the parent for pick-up must be at the bus stop waiting for them. If there is no parent or authorized person waiting for the child at the bus stop, the child will be transported to the *Center Building*. (Children must be picked up there promptly.)
 - Designated BRS staff are assigned to ride the buses with the students. They may only release students to a parent or authorized person listed on the child's emergency lanyard. These designated BRS staff, rather than the bus driver, will be solely responsible for the release of students at the bus stop.
3. Children will only be released from the *Center Building* to a parent or a person authorized to pick up the child and listed on the child's emergency lanyard.
4. In the event of an evacuation, *Extended Day, Recreation and all after school activities are cancelled.*
5. There will be no transportation to religious classes. Students will board their bus and go directly to their bus stop. Plan to have one of the persons authorized for pick-up

at the bus stop waiting for them. If there is no one waiting for the child, they will be transported to *Center Building* for pick up.

Students will practice this as part of the drills that are conducted monthly. This protocol requires the cooperation of everyone, most importantly our parents and those responsible for picking up your children. It is strongly suggested that you take some time to have a plan in place in the event of a school shutdown.

Lockdown Procedure

BRS will use this lockdown procedure in the event that there is a danger or threat on school grounds or in the building. This may include: a weather emergency, an environmental issue or a police emergency.

The procedure:

1. Building is secured.
2. All doors are locked.
3. There is no movement in the building.
4. Lockdown can only end with an “all clear” from the police.
5. Students must follow directives from the staff member in charge.
6. There is NO access to the school grounds.

Students will practice this drill as part of the drills we conduct each month. Please take the time to explain to your children the importance of these drills as a means of preparing for an actual emergency.

Board Policy 5131.111 – Video Surveillance

The Board of Education authorizes the use of video cameras on District property to ensure the health, welfare,

security and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed

appropriate by the Superintendent in consultation with the safety planning committee and relevant staff.

Cameras shall not be placed in areas where students, staff and community members have a reasonable expectation of privacy such as restrooms, locker rooms and lounges.



Superintendent's Communications

The *Superintendent of Schools* sends letters to parents as needed to keep them up to date on Administrative and Board of Education decisions that affect the school district.

Parent Communication

Many methods of communication are used by the BRS faculty and staff. Among them are newsletters, teacher websites, email and the principal's message. You may also find us on *Instagram* @BRSOWls



Volunteering at school

Parents are always welcome at Beecher Road School. Active involvement is crucial to the success of our school. When volunteering in the school, parents are asked to uphold the rights of the students/staff with whom you are involved, and respect the confidentiality of each individual.

Communication *continued*

Parent/teacher conferences

Conferences may be scheduled any time by mutual consent. In addition planned conferences are as follows:

- *October 18 and 20, 2022*
- *April 3 and 5, 2023*

NOTE: These are early dismissal days. 1:10 dismissal

Parents are encouraged to contact their child's teacher and make alternate appointments if they are unable to meet during the planned conference time.

Report cards

Report cards are distributed three times during the school year.

- *December 9, 2022*
- *March 16, 2023*
- *June 12, 2023 or the last day of school*

Board of Education Meetings

The Woodbridge Board of Education, responsible for the *Woodbridge School District* Pre-K - Gr. 6 educational program, meets monthly at 7 p.m. at BRS. Meetings are open to the public. (See calendar inside front cover.)



Beecher Road School has full-time school nursing services on the premises during school hours. Communication with the school nurse about your child's health concerns is important for the welfare of your child as well as that of other students and staff at the school. Many policies concerning health are governed by state law. Please read this section very carefully.

Our Nursing Supervisor is: Robin Froehle
The telephone number is: 203-389-2195

Laws governing school health are rigid and complex. The Woodbridge School District must make annual reports to the State of Connecticut.

No child will be admitted to school without a complete health assessment and immunization record

In accordance with the Connecticut General Statutes Section 10-206, the Woodbridge Board of Education requires each student registering at Beecher Road School to have a health assessment in grades pre-kindergarten and kindergarten.

The health assessment must be performed by a legally qualified

practitioner of medicine:

- M.D. or O.D. licensed in Connecticut or another state
- APRN Nurse Practitioner or PA Physician's Assistant licensed in Connecticut.

The health assessment must include:

1. health history
2. proof of immunizations
3. vision, hearing, dental and speech screening
4. tuberculin risk assessment
5. chronic disease assessment
6. postural screening: grade 5 and above

Connecticut immunization requirements

To enter preschool

(children entering after age 3 but before age 5)

DTaP: 4 doses

Polio: 3 doses

MMR: 1 dose on or after the 1st birthday

Hep B: 3 doses, last one on or after 24 weeks of age

Varicella: 1 dose on or after the 1st birthday or verification of the disease

Hib: 1 booster dose on or after the 1st birthday

Pneumococcal: 1 dose on or after the 1st birthday.

Influenza: 1 dose administered each year between August 1 through December 31 (2 doses separated by at least 28 days required for those receiving flu for the 1st time)

Hep A: 2 doses given 6 months apart, 1st dose on or after 1st birthday

To enter kindergarten

DTaP: At least 4 doses. The last dose must be given on or after the 4th birthday.

Polio: At least 3 doses. The last dose must be given on or after the 4th birthday.

MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday.

Hep A: 2 doses six months apart. First dose on or after first birthday.

Hep B: 3 doses, last dose on or after 24 weeks of age.

Varicella: 2 doses separated by at least 3 months, 1st dose on or after the 1st birthday or verification of disease.

Hib: 1 dose on or after 1st birthday for children less than 5 years old.

Pneumococcal:
First dose on or after first birthday for children less than 5 years old.

Students must have the physical exam and immunization record

reviewed by the school nurse. Without evidence of a physical examination by a licensed medical professional or adequate immunizations, a child will be excluded from school until the requirements are completed.



Vaccination Exemptions

Children shall be exempt from the appropriate provisions of this section when any one of the following exist:

- A child who presents a certificate from a physician or local health agency stating that such immunizations are medically contraindicated because of the physical condition of such child;
- A completed and notarized State of Connecticut, *Dept. of Public Health Religious Exemption* form on file at BRS. Blank forms available in the BRS main office;
- In the case of measles, mumps, or rubella, presents a certificate from a physician or local health agency stating that the child has had a confirmed case of the disease;
- In the case of pertussis, has passed his sixth birthday.

Birth certificates required

At registration, your child's original birth certificate is required.



Emergency Epinephrine Injections

Connecticut law allows a school nurse or, in the absence or unavailability of a school nurse, a “qualified school employee,” such as a principal, to administer *epinephrine* in a cartridge injector (better known as an epiPen) for the purpose of first aid to students who experience allergic reactions.

To clarify, this is a situation that involves only those students who have no previous known allergies and there is no written order by a qualified medical professional for the administration of epinephrine nor was parental authorization previously provided to the school. In order to carry out the requirements of the law, each school year specific Beecher Road School employees are selected by our school nurse and/or principal to receive training in the emergency administration of epinephrine.

In the event of an emergency one of our school nurses, or in the absence of a nurse a qualified school employee, will administer an epiPen injection. The school will maintain a supply of epinephrine for this purpose.

Parents and guardians may opt-out of the emergency administration of the epinephrine to their children by putting such an election in writing and sending it to the school nurse at Beecher Road School and to the school’s medical advisor. To be valid, the notification shall be in writing, signed, dated and clearly indicate the name of the child who is not to receive the emergency injection and indicate the name of the individual making the

School Health Services *continued*

election and their relationship to the student. A record of the notification shall be kept on file and shall be valid for one school year.

For information about the law which is codified at C.G.S. 10-212a, consult the Connecticut General Assembly website at www.cga.ct.gov or our Board of Education policies regarding the administration of medications.

Report communicable diseases

Communicable diseases such as infectious mononucleosis, pneumonia, strep throat, lice, scabies, ringworm, shingles, and chicken pox must be diagnosed by a doctor and reported to the school nurse.

Strep Throat

Strep throat should be treated for 24 hours before a child returns to school.

Chicken Pox

A child may return to school only when the last eruption has dried and crusted.

Rashes

A child who has a rash such as impetigo, scabies, shingles, or ringworm will be excluded from school until the condition is diagnosed by a private physician and treated, if necessary. Proof of treatment must accompany the student upon return to school.

Head Lice

Children’s hair should be checked at home at least once a week. If there is any question regarding inspection or procedure, the school nurse will gladly assist. Once infested, a child will be required to remain out of school until treatment has been initiated.

Absences due to Illness

The school nurse should be aware of any absences for reasons such as an operation or communicable disease. An operation may require program modification for your child. When told of a communicable disease, the school will advise other parents of their child's exposure to the disease as appropriate.

Elevated Temperature

A child with a temperature of 100.2°F or higher must be kept at home until the temperature is normal for 24 hours without temperature lowering medications.

Vomiting and Diarrhea

Please keep your children home if they vomited or have diarrhea during the night or in the morning. Any child who is not feeling well in the morning should remain at home. This will lead to faster recovery and prevent exposure of the child's illness to others. We suggest that children not be left home alone when ill. If a child becomes ill or injured at school, we will try to reach the parent at home or at work. We cannot provide care for ill children in school for an extended period of time. If a parent or guardian cannot come to school to pick up a child, alternate arrangements must be made for a friend, relative, or neighbor to pick up your child.

Medication in school is strictly controlled by law.

Medication will be administered during school hours only under the following conditions:

- An authorization form is completed and signed by a physician and parent. This includes *over-the-counter* drugs (Tylenol, antacid, etc.); *State of Connecticut*

authorization forms are available from the school nurse and on the school website.

- Medication must be brought to school in the *original bottle* or container, properly labeled with the name of the student, name of the physician, date, original prescription, and directions for correct dosage.
- All medication must be brought to the nurse's office by an adult; ***do not send medication to school with your child.***
- No medication will be stored in school beyond one week of termination of the physician's order; it must be picked up by an adult.
- Long-term medication authorization forms must be renewed in late August each year; all medications must be removed from school in June, or they will be destroyed.

Allergies

It is important that the school nurse and staff be alerted to allergies, such as bee stings, insect bites, or any severe reaction to foods, medication, or environmental substances. If indicated by a physician, emergency medication should be authorized and stored in the nurse's office at school to be administered if needed.

Sharing Health Information

If there is any problem or unusual occurrence at home that might affect your child's optimal learning, such as the illness or death of a family member, friend, or household pet, or if there are changes within the family, please feel free to share the information with the nurse, as well as the classroom teacher and/or administration.

Notify the Health Office

During the summer months, a child may have been stricken with a serious illness or communicable disease, sustained a fracture or injury, had an operation or procedures such as tubes in ears, have seen the doctor and received a new prescription for glasses or new lenses, or have received an immunization booster. In such cases, the nurse should be informed so that medical information may be updated and staff informed when indicated.

Vision and Hearing Screening

Vision and hearing screenings are done annually in accordance with state guidelines.

Policies and Notifications

Health and Wellness

The Board of Education recognizes the importance of the school's role in promoting good nutrition, physical fitness, and a healthful school environment. The Board authorized the administration to develop integrated nutrition and physical activity programs to provide students and staff with the skills and support to adopt healthful lifestyles.

Suicide

The Board of Education recognizes that suicide is a complex issue and a concern for the school system and the community it serves. This district wishes to take a proactive stance in preventing the problem of youth suicide. It is the Board's policy to actively respond to any situation where a student verbally or behaviorally indicates intent to attempt suicide or to do physical harm to himself/herself.

Child Abuse

All school employees are obligated by law to report suspected child abuse, neglect, and/or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect. Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation for their cause. Improper treatment such as malnutrition, sexual abuse, and sexual exploitation, deprivation of necessities, emotional abuse, and cruel punishment are considered abuse. Neglect means that a child has been abandoned or is being denied proper care and attention, physically, educationally, emotionally or morally or is being permitted to live under conditions, circumstances, or associations injurious to their well-being.

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisors, school psychologists, school social workers, and school counselors may recommend that a student be evaluated by an appropriate medical practitioner.

AIDS

The Board of Education is aware of the unique educational and health problems associated with the conditions of Acquired Immune Deficiency Syndrome (AIDS). The Board rec-

ognizes its responsibility to provide every child an appropriate education in the least restrictive environment. At the same time, the Board must assure that a safe learning and working environment be provided for its students and employees.

Asbestos Hazard Response

As required by statute, an annual announcement regarding the presence of asbestos-containing materials in the Beecher Road School is required. The Beecher Road School has a Management Plan governing the safe control and maintenance of asbestos-containing materials identified in the building. The Plan is available and accessible at the Superintendent's Office at 40 Beecher Road - south, in Woodbridge. Regular inspections of identified materials by school staff are conducted to ensure that maintenance requirements are met. An *Asbestos Abatement Plan* was revised and implemented as part of the construction and renovation project at BRS completed in 1997. A triennial inspection by an outside State-approved vendor was conducted in January 2010. Please direct any questions you may have to the superintendent's office at 387-6631.

Pesticide Notification

As required by Public Act 99-165, an annual announcement regarding the use of pesticides in BRS is required. This act prohibits the use of pesticides during school hours and activities, except in emergencies. BRS has an "Integrated Pest Management Plan" governing the safe control and use of pesticide applications in the building and/or school grounds. This plan is

available and accessible at the Superintendent's Office at 40 Beecher Road - south, in Woodbridge. Regular inspections by school staff are conducted to ensure that all pertinent requirements are met.

Parents or guardians of children at BRS may register for notification prior to any pesticide application by contacting the principal's office for the appropriate grade level(s). A record of any application of pesticide at BRS is maintained and available for review.

Green Cleaning – State Law

The State of Connecticut requires each local and regional board of education to implement a green cleaning program for all school buildings and facilities in its district. (Public Act 09-81)

The Woodbridge School District is committed to implementing this law by providing staff, and upon request, the parents and guardians of each child enrolled in each school with a written statement of the district's green cleaning program, as well as making it available on the district website – woodbridge.k12.ct.us > District information > Health Services > Green Cleaning Program



IMPORTANT NOTE IN THE LAW

No parent, guardian, teacher of staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect.

Academic Program Information



At the heart of Beecher Road School is the academic program. It is our mission to develop academic prowess in our students so they become productive and involved citizens in an increasingly competitive world. Our programs are varied and are based on the most current positive practices in the educational community. We invite you to ask us often about what we're teaching and why.

Lottery Used For Two Programs

Participation in two Beecher Road School programs is determined by lottery when needed. The Multi-Age Program and the BRS Preschool both use lottery systems in order to provide Woodbridge residents an equitable opportunity to participate in these parent-choice programs. The written lottery procedures are consistently adhered to and are available through the principal.

LITERACY

*Reading, writing, speaking, listening, thinking, and viewing in the English language are the components of the **language arts** curriculum. Beecher Road School is committed to helping every child become an independent reader/writer by the end of third grade. To achieve this goal, a research-based, balanced literacy program has been implemented.*

*This comprehensive approach includes **shared reading, guided reading, independent reading, daily teacher read-alouds**, as well as a strong reading/writing connection. Through personalized ongoing assessment, the teacher determines each child's instructional need, and adjusts instructional strategies to support every student's literacy pathway. Additionally, early intervention for at-risk students is a critical component of the reading program.*

*Trained **language arts** teachers and **special education** teachers collaborate with classroom teachers in this process. Classrooms provide libraries representing multiple genres, both fiction and non-fiction, while*

the library media center provides extensive access to books, magazines and informational literacy sources to support the balanced literacy program.

MATHEMATICS

Mathematics philosophy at Beecher Road School builds on the belief that children possess intuitive insights about important mathematical ideas.



Children in the mathematics program are provided with opportunities to solve complex problems in a variety of ways

utilizing a variety of strategies and resources. The curriculum is designed to engage children in order to reason and communicate mathematically as they construct mathematical concepts and skills in their world and share ideas with others. The curriculum builds on knowledge and reasoning ability and uses language as a tool for learning and mathematical argument. Organizing, recording and communicating mathematical ideas and using representations in modeling are incorporated throughout the entire

curriculum. The Content Standards include *Number and Operations, Patterns, Functions, Algebra; Geometry and Spatial Sense, Measurement, and Data Analysis, Statistics, and Probability*. The Process Standards, which represent ways of acquiring and using knowledge, are *problem solving, reasoning, communicating, making connections and modeling*.

SCIENCE

Science is more than a body of facts, theories, and laws; it is an active, directed method of asking and answering questions about the world around us. The science curriculum at Beecher Road School uses the *inquiry approach* and incorporates hands-on experiences as an integral part of the learning process. The standards for *scientific inquiry, literacy and numeracy* are an integral part of the content standards for each grade level. The science program incorporates the use of research-based materials to promote inquiry instruction with defined goals and a learning cycle based in research on how children learn. A state-of-the-art science lab supports students' exploration of scientific concepts and enhances the delivery of the standards-based curriculum.



SOCIAL STUDIES

Social Studies, beginning in kindergarten, moves the students through an ever-widening exploration of people living and working together. Students study the family, the classroom, the school, the neighborhood, and Woodbridge. By grade three, students are ready to investigate communities farther from their immediate surroundings. By grade four, students begin to learn how and why people have adapted to living in different geographic and climatic regions of Connecticut and the United States. In fifth grade, the United States of America, its settlement, its birth as a nation, its expansion, and its growth are studied. By grade six, students turn their attention to various civilizations and countries of the world. The core strands of the social studies curriculum at Beecher Road School are *history, civics and government, geography, and economics*.

WORLD LANGUAGE

iHola!

World Language integrates the study of civilizations, customs, and literature in Spanish beginning in kindergarten. At Beecher Road School, the primary goal of language study is communication, and the world language program strives to develop proficiency in the basic language skills. Through formal language study, students will listen, speak, read, and write in Spanish while developing an acceptance of diversity in an interdependent world.

ART

Art education is an essential part of every student's educational experience at Beecher Road School. Through higher order thinking and critical assessment skills, art education develops literate, imaginative, competent, and creative individuals. All students are given opportunities to achieve their highest potential. Students grow through experimentation with various media, processes and techniques and through the study of various artists, both past and present.

MUSIC

Music is a unique form of aesthetic expression and is an essential component of the education of all students. Music education provides a structure towards integrative, thematic, and conceptual learning across all content areas. The music instruction at Beecher Road School allows students to express themselves artistically through the process of creating, responding and performing. Beecher Road School is proud of its award-winning ensembles, chorus, orchestra, color guard and marching band.



PHYSICAL EDUCATION

Physical Education promotes wellness, fitness, and health and is an important part of the elementary school curriculum. At Beecher Road School, the environment created in physical education is inclusive and non-threatening. It allows all students to participate and succeed regardless of ability. Students have the opportunity to ex-

plore many different activities as part of the program and are encouraged to understand how the level or degree of fitness can affect their performance in activities. The most important mission of physical education is to provide activities for students that move and inspire them toward a lifestyle that includes physical activity.

HEALTH EDUCATION

Health education is a critical component of a student's ability to learn, achieve, and succeed in school. Beginning in kindergarten and continuing through the sixth grade at Beecher Road School, health education is designed to address the physical, mental, social and emotional health of a child. The child of today and tomorrow must learn to deal with an increasing variety of complex psychological and health issues. In a planned, sequential, and developmental manner, health education motivates and teaches students the functional knowledge and skills needed to promote personal lifelong health and well being.

LIBRARY MEDIA & TECHNOLOGY

Library Media/Technology specialists work closely with teachers to design dynamic, exciting learning experiences that integrate information, technology and reading skills with library media/technology center resources in every curricular area. These skills include *locating, analyzing, interpreting, and synthesizing information*, and they are used in all content area subjects, from science and social studies to math and music. Beecher Road School's library media/

technology program teaches students how to interpret and understand information, whether it comes from books, magazines, television or the Internet. The program encourages students to become life-long readers and life-long learners.

TALENTED AND GIFTED

Our *Talented and Gifted Program* (TAG) seeks to maintain a learning environment sufficiently flexible and supportive so that gifted and talented students can participate in enrichment learning experiences commensurate with their unique needs and abilities. Students in grade three are referred by staff or parents, evaluated, and identified using a multi-step process consisting of teacher checklists, behavioral checklists, work samples and/or portfolios, and standardized assessment. The identification process seeks to distinguish the top three to five percent of the student population.

Goals of our TAG Program

- *ensure that gifted education services are an integral part of the general education program*
- *provide differentiated instruction and curriculum to continuously improve student achievement and performance*
- *provide for the social and emotional needs of advanced-level learners*
- *recognize and develop diverse abilities and talents*
- *provide comprehensive professional development for teachers to help them meet the needs of advanced-level students*

MULTI-AGE GROUP

Our *Multi-Age Group* (MAG) is a four-year program at Beecher Road School. MAG was initiated decades

ago by teachers and developed in collaboration with interested parents. Designed to recognize and work with children as centers of power, creativity and intelligence, MAG offers an intellectually stimulating and academically challenging environment. MAG offers a multi-year, predictable placement with a deep understanding of children's learning styles and needs, attention to individual needs of the whole child – emotional, social, intellectual, ethical, physical and aesthetic. MAG provides time to build long term relationships, an extended family environment, leadership roles for students and teachers, participatory decision making, self-determination and varied, flexible groupings for learning.

PRESCHOOL PROGRAM

The mission of the *Beecher Road PreSchool* is to prepare our young students for future learning in the least restrictive environment and to help parents of young children with the challenge of meeting their developmental needs.

The *philosophy* is based on the belief that play is the best means of facilitating learning in young children. Learning is facilitated in our language-based program where children interact through child-initiated and teacher-supported developmentally appropriate activities. Our nurturing environment fosters learning, social, speech, language and motor skills.

Opportunities to make choices through integrated cooperative play develop problem solving skills, promote independence, and highlight the uniqueness of each individual child.

Preschool continued...

Our nationally accredited preschool is a reverse mainstream program providing services for children with disabilities and typically developing peers in Woodbridge, ages three to five. Typically developing peers, chosen by lottery, must meet the following criteria to be eligible:

- be three years old prior to Jan. 1
- have age-appropriate language skills
- demonstrate age-appropriate play skills
- be toilet trained
- be a Woodbridge resident

The BRS Preschool team is a resource to Woodbridge families regarding the development of young children. If you have any concerns about your preschooler's development, please contact BRS Preschool at 389-2195 ext. 141.

CHARACTER EDUCATION



Character education is infused into all aspects of school life

including the curriculum. *Responsive Classroom* serves as the foundation for creating environments where children thrive academically, socially, and emotionally. The *Responsive Classroom* is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms. It consists of practical strategies for bringing together social and academic learning throughout the school day to foster respect and build community.

OUTSIDE TIME

Outside Time (recess) is an essential component of the total education experience for elementary school students and is considered an important part of the instructional day at Beecher Road School. Outside time provides children with time to engage in physical activity that helps develop healthy bodies and enjoyment of movement.

Participation in physical activity improves attention, focus, behavior, and learning in the classroom. It also provides opportunities to practice life skills such as cooperation, taking turns, following rules, sharing, communication, negotiation, problem solving, and conflict resolution.

FIELD TRIPS

Field trips are vitally important to relate classroom curricula to the external world. Information forms are sent home and require a parent's signature. All forms must be completed in full and returned ***prior to the date of the trip.*** Students are responsible for all admission and transportation costs, if any, associated with the trip. However, no student will be excluded from any trip because of inability to pay. Students who are assigned to ride as a group to a destination are expected to return to the school with the same group and in the same vehicle. At least two chaperones should accompany the class on each trip. When more than the required number of individuals volunteer, the chaperones will be chosen by rotation.



HOMESWORK

Homework improves academic achievement.

Homework is considered to be any assignment that is completed outside of the school day. The purpose of homework is to reinforce skills and to develop good independent study habits. Homework is a responsibility shared among the student, the teacher, and the family.

At the beginning of the school year, teachers will inform parents of their practices regarding homework. Frequency, duration, and purposes of homework will be communicated and discussed. The Beecher Road School *Open Houses*, scheduled each Sep-



HOMESWORK

tember, are another opportunity that is used to discuss student homework with parents.

If a student is unable to complete homework assignments within the recommended period of time, the student should stop work, and the student or parents should inform the teacher.

As children progress through the grades, teachers expect students to be increasingly independent in recording, scheduling, and completing homework.

| Grade | Time | Note |
|--------------|-------------------------|------------------------|
| Kindergarten | 15 min. reading per day | and weekly assignments |
| Grade 1 | Up to 20 min. per day | includes reading |
| Grade 2 | Up to 30 min. per day | includes reading |
| Grade 3 | Up to 30 min. per day | plus reading 20 min. |
| Grade 4 | Up to 40 min. per day | not including reading |
| Grade 5 | Up to 50 min. per day | not including reading |
| Grade 6 | Up to 60 mn. per day | not including reading |

Requesting Missed Homework

Parents may request homework for a child who is absent from school for more than two days due to illness, injury, or a family emergency. The request may be made through the school office. Advance assignments will not usually be given to children who will be absent for vacations or trips made during the time when school is in session.



Commonly held conclusions of research on homework

- Schools in which homework is routinely assigned and graded tend to have higher achieving students.
- Elementary grade homework should focus on establishing study habits and learning skills.
- Homework should be necessary and useful, appropriate to the ability and maturity level of students, well explained and motivational, and clearly understood by students and parents.
- There is general agreement that the amount of homework increases significantly as a student progresses through school.

Assessment programs help monitor instruction and student achievement.

Students enrolled in the public schools of Connecticut are required to take standardized assessments. At BRS those assessments are administered in grades 3–6. State and federal law requires that all students participate in statewide tests such as the *Smarter Balanced Assessment*. This includes special education students and *English language learners* who may be tested with accommodations, if necessary.

Special education students in Connecticut are tested in a number of ways depending on their abilities, as well as the curriculum in which they participate.

Student Records are open to you.

Pursuant to Board Policy 5125

The Woodbridge School District maintains educational records for each student, which reflect academic, physical, and emotional aspects of a student's development. All student records are maintained in a confidential manner, and access is restricted and regulated by law.

Upon written request, parents and guardians may inspect any and all records of their children, and they may receive a copy of these records. Parents have the right to request an amendment to records or the deletion of materials from a record. Further details and information are contained in the Board of Education policy.

STUDENT SERVICES



Including Special Education

Every child is unique. For that reason a variety of services is provided to students with unique needs. Whether the student uses a language other than English at home or needs some extra support in math, Woodbridge addresses these needs with planned programs.

Using Scientific Research-Based Interventions (SRBI) is the first step in addressing learning issues.

Teachers, administrators, and families want all children to succeed. There are many ways to get children who are struggling to learn, the additional help they need to be successful. One way is with the use of *scientific research-based interventions* (SRBI).

SRBI are a way to provide support and instruction to children who are struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and other learning supports. SRBI are most commonly used in addressing needs in the areas of reading, math, and behavior. A "continuum of support" is developed by school districts

Student Services Including Special Education *continued*

including programs to meet the needs of the children they serve. The SRBI framework has three “tiers.” Each tier provides differing kinds and degrees of support.

Language Arts and Math Support are provided for students struggling in these areas.

Specialists from the *Language Arts Center* and the *Math Center* are available to assist regular education students who demonstrate performance weaknesses in the core academic areas of reading, writing, or mathematics as evidenced by their assessments or through teacher referral. This program strives to improve students’ learning strategies and organizational skills as well as specific academic skills. These are not special education programs and are designed to support regular education students who need reinforcement of specific skills and concepts. For further information, contact the child’s teacher.

Limited English Proficient Services are provided to children whose first language is not English.

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs, the school shall take appropriate action to rectify the English language deficiency in order to provide the students with equal access to its programs. Students who have a language minority or who have

“limited English proficiency” will be identified, assessed, and provided appropriate services.

English language learners who require services meet with literacy specialists on a regular basis. Individual schedules are created to meet the needs of the students. They do not need to meet entrance/exit criteria to be eligible for Language Arts Center services.

Special Education Services are provided to children with exceptional needs.

The Woodbridge School District provides appropriate educational opportunities for all students. These include a continuum of services designed to meet the educational needs of exceptional children. The *Planning and Placement Team* (PPT) process, a collaborative meeting of parents and school personnel, is used to evaluate and identify students with disabilities. The PPT is responsible for determining whether your child needs special education and/or related services.

The law requires that each child between the ages of birth and 21 years be identified for determination of a child’s eligibility to receive special education and related services. In the *Woodbridge School District* services are available to children with disabilities beginning at age three.

If your child is under the age of three, you may wish to contact *Connecticut Birth to Three* at 1-800-505-7000.

Procedural Safeguards, a document outlining the rights of parents in the special education process, is available

at the *Special Services Office* or on the district website.

Section “504” of the Rehabilitation Act of 1973 may provide your child with special benefits

The Woodbridge Board of Education complies with section 504 of the *Rehabilitation Act of 1973*, commonly referred to as “504,” that assures that educational opportunities and benefits provided to non-disabled students are provided equally to students with disabilities. If your child is eligible for accommodations, modifications, and/or related services under “504,” and you disagree with the school’s decisions regarding your child’s educational program, you have the right to file a complaint and request an impartial hearing.

The designated contact in Woodbridge to handle such complaints or questions regarding identification, evaluation, or educational placement is Cheryl Mammen, Director of

Special Services, 40 Beecher Road, Woodbridge, CT 06525
203-389-6598.

cmammen@woodbridgeps.org

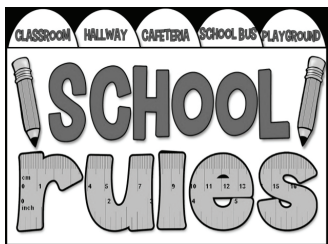
Title I Parent Involvement is encouraged.

(Pursuant to Board Policy # 6172.41)
Parents of a child in a Title I funded program will receive a copy of the district’s *parental involvement policy*, including provisions of an annual meeting and involvement of parents in the planning, review, and implementation of Title I programs.

It’s your right to know who’s teaching your children.

Parents have the right to request information about the professional qualifications of their children’s teachers. The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher’s undergraduate major and any graduate degrees or certifications a teacher may have.

Student Conduct: Behavioral Expectations



We Believe . . .

In our school, teaching self-discipline is an important part of the curriculum. We believe that all students wish to participate fully in all school activities in a safe and respectful environment. We understand that to do so requires an appreciation and understanding of rules and guidelines.

We believe all adults should try to model for children what it means to be excited about learning, what it means to have the time to stop and listen, and what it means to be kind, considerate and respectful. We encourage a learning process that examines and develops rules and guidelines. We hope students will understand and appreciate that self-discipline and order help create a successful academic and social environment. We want students to value and follow the rules because they have faith in themselves and the adults who have faith in them.

Student Conduct: *Behavioral Expectations* continued

With the following guidelines, policies, and laws, parents and the school work to help children grow into productive members of a larger group.

Bullying and teasing are against Connecticut law and carry serious consequences

Bullying Notice

Bullying behavior by any student in the Woodbridge School District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying*, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

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 characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physi-

cal appearance, or physical, mental, 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.

An incident of bullying will be suspected if a student engages in repeated activities, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting that:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to

students and their parents/guardians upon request.

How can behavior considered to be bullying be reported?

The Woodbridge School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Process for reporting behavior considered to be bullying

- 1. Formal Written Complaints:* Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action.
- 2. Informal/Verbal Complaints:* Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or

to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action.

- 3. Anonymous Complaints:* Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2)

Student Conduct: *Behavioral Expectations* continued

is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

For More Information

- *Safe School Climate Plan and Reporting Forms* are available on the school website.
- *Safe School Climate Specialist*: Jimmy Sapia, Assistant Principal
- *Safe School Climate Coord.*: Carrie Borcharding, Special Services Director

* Cyberbullying is “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.”



Cell phones:

“Off” and “out of sight.”

Pursuant to Board of Education policy #5131.10:

All cellular mobile telephones must be kept **off and out of sight** during the regular school day

while on school property, on school transportation or while attending a school-sponsored activity on or off school property unless one of the following three exceptions applies:

1. the supervising teacher grants permission in exceptional circumstances;
2. the use of the device is provided in a student’s IEP;
3. the cellular mobile telephone is needed in an emergency that threatens the safety of students, staff or other individuals.

In general, all toys and electronics should be left at home. Please be vigilant and check your child’s backpack. There is no place for these items to be locked up. Therefore, we ask for these

items be left at home so theft, damage or loss does not occur. BRS is not responsible for theft, damage or loss of such items. If an item is taken from a child, the parent will be responsible for claiming it at school.

Please be reminded: Smart watches should remain on silent mode.

Playing in snow is fun, but . . .

For the safety of everyone, throwing snow on school grounds or on or at school transportation is prohibited and will result in disciplinary action.



Laser pointers can be dangerous

Laser pens and pointers are disruptive to the educational process and have the potential to cause eye-injury. Any laser pointers brought to school will be confiscated.

Behavior in the hallways & cafeteria

At BRS we expect students to follow these rules. *In the halls:*

- Walk silently because it is safe and classes are working.
- Keep hands and feet to yourselves to respect others and our environment.
- Walk together in a single line on the right side of the hall.
- Be trustworthy, knowing the rules apply when alone or with others.

In the cafeteria:

- Use quiet voices (indoor voices) to speak to others at your table.
- Keep hands, feet, and other objects to yourself.
- Walk at all times in the cafeteria.
- Eat quietly and use appropriate table manners.
- Treat others with dignity and respect. Clean up after yourself.
- Stay in your seat until dismissed. Raise your hand if you need assistance or have a question.
- Only eat your own food.

Computer and Internet usage requires responsibility.

Beecher Road School encourages students to use technology creatively and productively in a responsible, courteous, efficient, ethical and legal manner. Computer software, Internet access, online services and other digital tools are provided to enhance the educational development of our students.

BRS has an ***Acceptable Use of Technology Agreement*** to which students must adhere.

For **grades 2, 3, and 4**, the “Agreement” is as follows:

Student must:

1. Promise not to harm other people or their work. Promise never to use the computer or any other technology to harass, frighten or bully anyone.
2. Promise to use the computer and the Internet for schoolwork only. Use the programs and websites that teachers have approved. Use the Internet only when given permission by a teacher.
3. Promise not to view, create or display inappropriate messages or pictures.
4. Promise to tell an adult if I read or see something on the computer that is inappropriate.
5. Promise to obey copyright laws. Give credit to other people when using their ideas.
6. Promise not to share their passwords.
7. Promise not to share or use anyone else’s passwords.



Access to knowledge has never been more prevalent.

8. Promise to use only their own accounts, files and folders. Promise not to use other people’s accounts.
9. Promise not to copy computer applications.
10. Promise to use all computers and technology carefully. Promise not to change the hardware, software, wires, settings or network. Promise not to eat or drink around the computer or other equipment.
11. Promise to print only school projects or when given permission.
12. Promise not to use any personal accounts, personal digital devices or social networks in school except with the permission of the teacher.
13. Promise to follow all *Guidelines for Using Technology*.
14. Students understand that if they break any of the promises, they may not be able to use the computers or other technology.

Acceptable computer use *continued*

For **grades 5 and 6**, the “Agreement” is as follows:

Students must:

1. Not harm other people or their work. Never use any form of digital communication to harass, intimidate or bully anyone.
2. Use school technology resources only for educational purposes. Use the programs and websites that teachers have approved. Use the Internet only when given permission by a teacher.
3. Not seek, view, play, create, send or display offensive messages or media.
4. Notify an adult immediately if by accident a student encounters materials that violate the rules of appropriate use.
5. Obey copyright laws. Properly cite all sources.
6. Not share own passwords with another person.
7. Not attempt to seek, use or share anyone else’s passwords.
8. Not trespass in another’s account, folders, work or files.
9. Not copy or download computer applications.
10. Not damage, change or tamper with the hardware, software, settings or the network in any way. Not interfere with the operation of the network. Not eat or drink around the computer or other equipment.
11. Not waste limited resources such as server space, bandwidth or printing capacity.
12. Not use personal accounts,

personal digital devices or social network sites in school without explicit permission from a teacher.

13. Follow all guidelines for using Beecher Road School technology.
14. Be prepared to be held accountable for any wrong actions and for the loss of privileges if these rules are violated.

In addition to the foregoing *Acceptable Use of Technology Agreement*, Beecher Road School has additional *guidelines* for students using technology. These guidelines may be accessed at the district website, www.woodbridge.k12.ct.us.

Guidelines are developed for the following topics:

- Use of student accounts
- Use of the *Library Media* and *Tech Centers*, and computer rooms
- Use of 21st-century online digital tools
- Creative use of technology
- Use of personal digital material and devices

These guidelines will be discussed with your child in school. However, it is strongly suggested that parents access the website and become familiar with them. Disregard for the *guidelines* or the *Acceptable Use of Technology Agreement* can lead to disciplinary action and suspension of technology privileges.

Our intent is for students to use technology creatively and productively in a responsible, courteous, safe, efficient, ethical and legal manner. Your cooperation is appreciated.

Sexual harassment and intimidation are prohibited by law.

Pursuant to Board Policy 4118.12

For students, sexual harassment/intimidation is defined as unwanted and unwelcome conduct of a sexual nature, which interferes with a student's right to learn, study, work, achieve or participate in school activities in a comfortable and supportive atmosphere. Students have the right to participate in all school and classroom activities in an atmosphere free from sexual harassment. Students have the responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Harassment can be verbal or physical. Examples of sexual harassment include but are not limited to unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches or kisses; requests for sexual favors; retaliation for complaining about sexual harassment; derogatory or pornographic posters, cartoons or drawings. Harassment based on sexual orientation is included under law.

The Woodbridge School District is committed to preserving a positive and productive working and learning environment free of discrimination. The District prohibits sexual harassment or intimidation of its students or employees whether by supervisory or non-supervisory personnel, by individuals under contract, by volunteers subject to the control of the School Board, or by students. Sexual harassment/intimidation in the workplace by employees will result in disciplinary action up to and including dismissal. Students engaged in sexual harassment/intimidation are also subject to disciplinary action.

Students are encouraged to report complaints of sexual harassment/intimidation to their teacher and/or their principal. Under law, complaints will be investigated promptly by the district's Title IX Coordinator, Cheryl Mammen, at BRS, 203-389-6598, cmammen@woodbridgeps.org

Confidentiality will be maintained by all persons involved in the investigation. You may also contact the Connecticut Commission on Human Rights and Opportunities in Hartford at 800-477-5737.



Overdue, damaged, or lost instructional materials are your responsibility.

Pursuant to Board Policy 6161.2

Students are responsible for the proper care of books and materials entrusted to them during the school year. Textbooks, paperbacks, library books, and any other materials or equipment that are lost or destroyed must be paid for at full replacement cost. This replacement cost is what the school system must pay to purchase like or similar materials at the time of damage or loss.

Playground rules promote playground safety.

Did you know playground accidents injure more children each year than bicycle and automobile accidents combined?



1. Only playground equipment supplied by the school is to be used on the playground. Children are not allowed to bring in balls, bats, and other equipment. Note well: *We do not allow hard balls, wooden bats, metal toys, etc.*

2. Rubber playground balls should not be used in dodge ball games. These balls, if thrown vigorously, may cause back or kidney injuries.
3. Stay within playground boundaries -- *no one is allowed in the woods* -- enter the nature and fitness trails only with adult supervision.
4. Respect each other's personal space.
5. Stay away from all animals.
6. Throwing rocks, sticks, snowballs, or other items is *never* allowed; such actions are considered *extremely dangerous* and students involved in this type of behavior will be disciplined accordingly.
7. Dangerous play patterns or excessive roughness characterized by pushing, possessiveness, teasing, and taunting will warrant immediate disciplinary action.

The Responsive Classroom promotes learning through positive social development.

The *Responsive Classroom* approach promotes a learning environment in which:

- children have time during the day to engage in active learning
- the teacher and environment provide opportunities for children to experiment, solve problems, and make fruitful mistakes
- teachers use an inquiring approach, asking thoughtful, open-ended questions that stimulate and stretch children's thinking
- children make choices about learning each day
- teachers pay careful attention to how children treat each other and they reinforce respect and caring as the basis for interaction
- children's ideas, creations, and discoveries are valued and displayed in the room

Discipline in the ***Responsive Classroom*** seeks to support children in achieving the following outcomes:

- develop self-control and demonstrate ongoing responsible behaviors
- develop positive relationships with their teachers and peers
- internalize the skills of caring, assertion, responsibility, empathy, and self-control
- trust their teachers and respect teachers' authority

Student Conduct: *Behavioral Expectations* continued

- understand and respect the rules
- develop self-respect

Morning meeting is a critical component of the *Responsive Classroom* approach. *Morning meeting* helps children create and maintain a sense of belonging to a community. *Morning Meeting* has four components:

1. *Greeting*: Children greet each other by name. The greetings are structural and often include, shaking hands, clapping, singing, and other activities.
 2. *Sharing*: Students share some news of interest, usually personal news, and respond to each other, articulating their thoughts, feelings, and questions in a positive manner.
 3. *Group Activity*: The whole class does a short activity together, building class cohesion through active participation.
 4. *News and Announcements*: Students practice academic skills and build their sense of community by reading and discussing a daily message written by the teacher.
-

The Student Code of Conduct provides the framework for students to grow. Expectations are clear.

Students, teachers, teacher assistants, and administrators have the right to expect mutual courtesy in school, as well as fair and equitable treatment,

and to be informed of their rights and responsibilities. The goals of the school system are to assist students in developing the ability for self-direction and self-discipline, and to provide opportunities for decision-making. In the pursuit of these school goals, students who infringe on the rights of others, or who violate school policies and regulations will be subject to corrective action. The conduct of students in school has an important effect on school achievement. While ultimate responsibility for student behavior rests with parents and the students themselves, the school provides leadership and ensures that appropriate standards are maintained when students are under school supervision.

Parents should discuss the following expected behaviors with their children and emphasize the importance of maintaining a quiet and orderly atmosphere throughout the school, the hallways, in the cafeteria, on the playgrounds, and on the school buses.

Classroom behavior expectations

The classrooms of our school, including the gyms, band and music areas, and all *special area* classrooms are the core places of learning in our school. Failure to respect others in these environments deprives all others of their opportunity to learn. While the specific rules of each classroom may vary in detail, the broad requirements for behavior include:

1. respecting the rights of others to fully participate

Student Conduct: *Behavioral Expectations* continued

2. making sure that no physical or verbal intimidation or injury takes place
3. respecting the property of others and the school property
4. cleaning up after ourselves

Common area expectations

The common areas of our school serve an important role in school life. These include the cafeteria, bathrooms, and spaces holding students before and after school. We must respect the rights of others who use these spaces with us, as well as those who will use the space after we have left.

Students are expected to wear appropriate attire to school.

Clothing should never distract from the work of school – *learning*. The following are expectations for student attire at Beecher Road School:

1. Avoid clothing advertising drugs alcohol, cigarettes, or weapons.
2. Students are not to wear hats or put on hoods during school hours.
3. Avoid clothing exposing stomachs, thighs, or shoulders. Tops with spaghetti straps, bare backs, bare midriffs, or bare shoulders are examples of inappropriate clothing.
4. Avoid clothing that reveals the upper thighs or underwear.
5. Shorts and skirts are appropriate as long as they meet the *arms length* test.
6. Platform shoes/sneakers, *flip-flops*, and backless shoes are not acceptable footwear for physical education classes.

Students who are not properly attired will be sent to the principal or nurse. Parents will be contacted to immediately bring appropriate attire to school. If a parent is not available, the

student can borrow *cover attire* for the day and the parent will be notified.

School Spirit Day

The last Friday of every month is *School Spirit Day*. Students are encouraged to wear blue and yellow/gold or any *Beecher Wear* items that they may have that day.

Drugs, Alcohol and Smoking are forbidden.

The school prohibits the use and/or distribution of any drugs, alcohol, or drug paraphernalia, as well as being under the influence of any drugs or alcohol. The school takes positive developmentally appropriate actions to prevent drug and alcohol abuse. These actions include education, early intervention, parental involvement, medical and/or assessment referral, and police referral in the handling of incidents in the school involving the possession, sale or use of marijuana, LSD, inhalants, alcohol, and barbiturates. Disciplinary procedures are administered with the best interests of the student, school population, and community in mind.

Smoking is strictly prohibited by law in the school building and on all school grounds, as well as school-sponsored activities and school transportation. This law applies to students and adults. We require full compliance by all.



Violations to expected behaviors may result in disciplinary actions.

Detention may be the first action.

When deemed necessary by faculty or the school administration, students who have violated classroom and/or school rules may be required to be present for detention. Students and parents will be notified in advance when such detention is to be scheduled. *Parents are required to receive their children in the office after detention.* Although the person in charge of detention may assign work for the student to do, it is the student's obligation to bring work to the designated detention area.

Suspension and In-School Suspension are for quite serious offenses.

In-School Suspension

At the discretion of the principal, in-school suspensions may be given when deemed appropriate. This is a serious consequence for a student's misbehavior. A student who is placed on an in-school suspension will be required to do the classroom work that has been assigned and turn it in to the appropriate teacher on time.

Suspension

A student whose conduct endangers persons or property, or who disrupts the educational process, or violates published policy of the *Woodbridge Board of Education* may be suspended or expelled from school.

Serious Violations

The following are examples of serious kinds of offenses that may be grounds for suspension and/or expulsion if occurring on school property, school transportation vehicles, or at

any school-sponsored activity. Human behavior as it is, this is not a definitive list:

1. Willfully striking or assaulting a student or any member of the school staff
2. Theft
3. The use of obscene or profane language or gestures to a member of the school staff
4. Deliberate refusal to obey a member of the school staff
5. A walk-out from or a sit-in within a classroom or school building or class
6. Blackmailing, threatening or intimidating school staff or another student
7. Unauthorized possession, selling or consumption of dangerous drugs, narcotics or alcoholic beverages (dangerous drugs or narcotics shall mean any controlled drug as defined in Connecticut General Statute Section 19-433)
8. Willful destruction of school property or of property of staff members or other students.

All suspensions are administered in accordance with time lines established by state law. All suspensions are reported as required by state law.

Expulsion is the most serious disciplinary action a school district can take.

Expulsion proceedings shall be **required** whenever there is reason to believe that any pupil:

- *on school grounds or at a school-sponsored activity*, was in possession of a firearm, deadly weapon, dangerous instrument, weapon or martial arts weapon
- *off school grounds*, possessed a firearm, deadly weapon, dangerous

instrument, or martial arts weapon in the commission of a crime

- *on or off school grounds*, offered for sale or distribution a controlled substance whose manufacture, distribution, sale, prescription, dispensing, transporting with intent to sell or dispense, offering or administering, is subject to criminal penalties under applicable laws of the State of Connecticut

Unless an emergency exists, no student shall be expelled without a hearing conducted by the *Board of Education* or an Impartial Hearing Board in accordance with Connecticut General Statutes 10-233d.

Gifts to school personnel

(Pursuant to Board Policy # 1313)

Teachers and other staff members may accept token and inexpensive gifts from students or parents of students. Acceptance by employees of gifts from commercial organizations is discouraged.

Weapons and Dangerous Instruments

(Board of Education policy 5131.7 – See full policy on the district website.)

- Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building, on school grounds, in any school vehicle or at any school-sponsored activity is prohibited.
- A *dangerous weapon* is any weapon, device, material or substance readily capable of causing death or serious injury. A *deadly weapon* is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.
- The possession or use of any such weapon or devices will require that the proceedings for suspension and/or expulsion of the student involved will be initiated immediately by the principal.

Lost and Found

Please keep track of your clothing and belongings. Lost or forgotten items will be placed on a rack near the North Office. After a period of time, if unclaimed, the items will be donated.



School Bus Policies and Behavioral Expectations

Bus Routes/Bus Stops:

Board of Education Policy

The Board of Education desires to provide an effective, efficient, and safe transportation system.

Bus routes shall be established under the direction of the Superintendent. The establishment of bus routes shall take into consideration time on the road, hazardous conditions, crossing highways, distribution of students, and other safety factors. Safety of students shall be a primary consideration.

The designation of bus stops shall be the responsibility of the Superintendent. Safety shall be determined by road visibility, waiting areas for students, distance from the bus stop to the home, walking terrain to the stop, and other such pertinent factors. Parents are encouraged to walk their children to the bus stops.

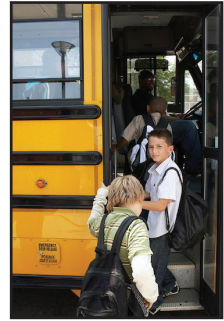
The maximum walking distance from home to a designated bus stop shall be one half mile for kindergarten and first grade pupils, and one mile for second through sixth grade pupils.

K-2 students should not be left alone to board or exit the bus without supervision by a responsible older person: adult, older sibling or other designated individual.

Dead-end or Cul-de-sac Roads

- These roads will be traversed if the distance to the farthest house in which a Beecher Road School student resides is greater than .5 mile (grades K-2 or .8 mile (grades 3-6).
- These roads may be traversed if the road is to be used for a bus turn-around.

- Students who reside on such roads will be picked up at the junction of the road and the nearest thoroughfare.



Thoroughfares

- For thoroughfares that are state highways with posted speeds at or above 40 mph, students will be picked up and discharged at or near the driveway of their residence to avoid a student having to cross the state highway.
- For thoroughfares that are relatively major traffic arteries, but not state highways, specifically Newton Road, Peck Hill Road, and Northrop Road, children will be picked up and discharged at or near the driveway of their residence when sight lines for a child are inadequate.

Students will be asked to cross these highways to board or disembark from the bus when sight lines are adequate.

Kindergarten

If older students are present at the bus stop, kindergarten children will be picked up at their neighborhood bus stop.

In the absence of older students at a designated bus stop, kindergarten students will be picked up and disembarked at a point as near as possible to the driveway to their home.

Bus Changes: A significant new procedure is now in effect

The only reason students are allowed to change buses is for ***permanent day care arrangements***. Parents can make that request in writing and deliver it to the BRS office. In turn, the BRS office staff will forward it to the bus contractor manager at B&B Transportation. The manager will follow up with the parent to make the new arrangements.

For play dates, sleepovers, and other occasional needs, it is the parent's responsibility to provide appropriate private transportation.

The purpose of this change in procedure is for safety, so that we know the whereabouts of all children at all times. Help us keep everyone safe.



Bus Rules

It is crucial that students maintain an orderly atmosphere on each bus. Safety is paramount. Distractions cause the drivers to divert attention from the road. Older students are expected to provide leadership at the bus stop and during the bus ride. The following rules apply to school buses:

1. Each student is allowed to carry onto the bus only items that can fit safely in his or her lap. (This includes instruments, projects and backpacks.)
2. Be at the bus stop at least five minutes prior to bus arrival.
3. Wait for the bus in a safe place off the roadway.
4. Wait for the bus to come to a complete stop before approaching.
5. Cross the road only when the bus driver signals.

6. Do not stop to pick up items you have dropped on the road.
7. Enter the bus in an orderly manner and find your seat quickly.
8. Always follow the instructions of the bus driver.
9. Stay in your seat while the bus is moving. Do not change seats. Wait for the bus to stop before standing to get off.
10. Keep all parts of your body inside the bus.
11. Keep all parts of your body to yourself. Keep all objects to yourself.
12. Keep the aisle clear of all parts of your body and of carry on items.
13. Talk quietly. Using respectful language.
14. No eating or drinking on the bus.
15. The Woodbridge Board of Education bullying policy is in effect on the school bus as well as in school.
16. The school bus ride is an extension of the school day at Beecher Road School. Students are expected to conduct themselves in the same appropriate manner on the bus as they do in the school building.
17. Electronic items are not to be used on the bus including, but not limited to, cell phones, iPods, iPads, hand held video games, etc.

OWL WISDOM

The bus drivers are the responsible adults on the bus. They are in charge. Their directions must be followed.



Bus information: continued next page

Consequences for Violating Bus Rules

- **Level 1** – The bus driver will work with the student to correct a behavior problem. The driver will remind the student of his/her responsibility to follow the rules.
- **Level 2** – The bus driver will file a bus behavior form with the office. The principal or the designee, with the proper written documentation, will discuss the misbehavior. Modifications for the inappropriate behavior will be developed and implemented.
- **Level 3** – The principal or designee will contact the parent/guardian to discuss the behavior.
- **Level 4** – As determined by the school administration, the principal or designee will contact the parent/guardian to inform them of the student's removal from the bus for a specific period of time.

OWL WISDOM

Did you know the fine for passing a school bus while the stop sign is extended and the red lights are flashing is \$450? Possible \$1000 and jail time thereafter. Don't even think about it.



*Note well:
No left turns are allowed out of the south entrance on to Beecher Road at dismissal time.*

SNACKS AND TREATS

The Woodbridge School District has a *Wellness Policy** that emphasizes the importance of creating a school environment that promotes the health and well-being of students, as well as academic success. As part of this plan, BRS has a **no food** policy for birthday celebrations only.

If you would like to acknowledge your child's birthday as a special day in the classroom, check with your child's teacher. To assist you with ideas, please consider the alternatives listed below:

Suggested Non-Food Ways for Parents to Celebrate in School

- Complete a small craft/project
- Let your child choose a "guest reader" (parent/grandparent/sibling)
- Donate a favorite book to the classroom library
- Please do not send in any small toys or goody bags with candy. Food items will be returned if they are sent to school.

Suggestions for Other School Celebrations

- Limited food is acceptable for various celebrations
- Limited food at celebrations should be healthy and nutritious in alignment with the *Wellness Policy*
- Any food provided must have ingredients attached

Working snack breaks at school ...

Working snack breaks are built into the classroom routine. Since these are working snack breaks, keep it simple. In recognition of recent research regarding obesity and the nutritional needs of children, we encourage you to select healthy snacks for your child.

Be advised that due to the number of allergies, peanut/tree nut snacks are not allowed in all classrooms. Your teacher will notify you if that is the case.

The health department has advised us not to allow children to walk around school with food as it attracts rodents.





Beecher's school lunch program has a variety of choices.

Beecher Road School offers an excellent lunch program each school day. The goal of the program is to offer a choice of well-prepared foods at reasonable prices. The school district budget does not subsidize the cafeteria program. The menu is varied and planned to include all the federal and state food requirements. A choice of milk is included in the cost of the complete lunch. Children who prefer to bring their own lunch may purchase a beverage, the dessert of the day, or other *a la carte* items. Students eat their lunches in our spacious and bright cafeteria.

Some families are eligible for free or reduced price lunches.

Children may be eligible for free or reduced price lunch. Applications for the *Free and Reduced Price Lunch* program are sent home the first day of school in the *Back To School* packet. Eligibility for the program is based on the number of family members and family income. Applications are available in the school offices throughout the school year.

Lunch and Snack Information

FOOD

Buying lunches or beverages requires advanced payments in an account.

BRS participates in the **KidServe** computerized cafeteria system. Each child has an account, with funds previously deposited, and has two options: 1] a **meal account** – money reserved for meals only; 2] a **general account** – money that can be used for meals and/or snack items.

Students access their account by entering their *personal identification number* – PIN – and the system deducts the appropriate amount. The PIN is sent home to parents. Parents should instruct their children to keep their PIN private.

An added feature to the system is that parents can make payments and access account information and activity online. Parents may also send cash or checks to school to deposit in the **KidServe** account.

Please note: All checks for lunch accounts are made payable to the *Woodbridge School Lunch Program*. There is a \$10.00 charge, in addition to any bank charges, for any checks returned to the school district for *insufficient funds*.



For complete meal pricing information go to this link:
woodbridge.k12.ct.us/uploaded/Cafeteria/M meal_Charge_Guidlines.pdf

Guiding Principles of the Responsive Classroom

To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy and self-control.*

The social curriculum is as important as the academic curriculum.*



How the adults at school work together is as important as their individual competence. Lasting change begins with the adult community.*

The greatest cognitive growth occurs through social interaction.*



How children learn is as important as what they learn: Process and content go hand in hand.*



Knowing the families of the children we teach, and working with them as partners, is essential to children's education.*

Knowing the children we teach - individually, culturally and developmentally - is as important as knowing the content we teach.*

**At Beecher Road School*