



Elizabeth S. Brown Elementary

Joseph G. Luther Elementary

2021 – 2022

FACULTY

&

STAFF

HANDBOOK

TABLE OF CONTENTS

District Mission Statement	Page 1
Non-Discrimination Statement	Page 1
Civil Rights & NCLB Contacts	Page 2
Swansea Schools' Organizational Chart	Page 3
Introduction:	
Professional Responsibility	Page 4
Philosophy	Page 4
Goals	Page 4
A	
Acceptable Use Policy	Page 5
Anecdotal Records	Page 5
Announcements	Page 5
Assemblies	Page 5
Attendance	Page 5
Authoritative Leadership of Teachers	Page 5
B	
Building Safety:	Page 5
Practice Evacuations	Page 6
Unplanned Evacuations	Page 6
Building Searches	Page 6
Lock-Down Procedure	Page 6
Teacher / Staff Responsibilities	Page 7
C	
Cafeteria Regulations	Page 7
Child Abuse / Neglect	Page 7
Classes Leaving Assigned Area	Page 8
Classrooms	Page 8
Closing of the School Day	Page 8
Confidentiality:	
Regulations	Page 8
Inspection of Records	Page 8
Confidentiality of Records	Page 9
Copy Machines	Page 9
Crisis Intervention Team	Page 9
D – E	
Delayed Opening of School	Page 9
Desks / Equipment	Page 9
Discipline:	
Guidelines for Effective Discipline	Page 9
Dismissal Procedures for Students	Page 10
E-Mail Bank, Google Classrooms & Sites	Page 10
Effective Communication:	
Notification of Student Academic Decline	Page 10
Experiments	Page 10

F - I

Faculty / Prep Room	Page 10
Field Trips	Page 10
Harassment / Sexual Harassment:	
Discrimination Policy	Page 10
Definition of Harassment	Page 10
School Responsibility	Page 11
Harassment / Discrimination Protocol	Page 11
Hazing	Page 11
Homework:	
Preparation Homework	Page 11
Practice Homework	Page 11
Extension Homework	Page 11
Creative Homework	Page 12
ID Badges	Page 12
Instructional Materials	Page 12

L – N

Leaving the Building	Page 12
Library	Page 12
Lost & Found	Page 12
Mail Boxes / E-Mail	Page 12
Make-Up Work	Page 12
Notices to Parents & Students	Page 12

O – R

Opening Exercises	Page 13
Parent / Teacher Conferences	Page 13
Pre-Referral Process / IEPs & 504s	Page 13
Professional Dress	Page 13
Professional Expectations	Page 13
Professional Licenses & IPDP	Page 13
Public Relations	Page 13
Request for Maintenance and/or Assistance by Custodians	Page 13

S

Special Education Inclusion	Page 13
Special Education Students' IEPs	Page 14
Standards Assessment / Report Cards	Page 14
Student Illness / Accident	Page 14
Suspicion of Drug or Alcohol Abuse	Page 14
Students Remaining After School	Page 14
Substitute Teacher Material	Page 14

T – Z

Teacher Absence	Page 14
Technology Equipment	Page 14
Telephone Use & Messages	Page 15
Tobacco Products	Page 15
Transgender Policy:	
Student	Page 15
Employee	Page 15
Tutoring	Page 15
Video Presentations	Page 15
Visitors	Page 15
Work Day	Page 15



DISTRICT MISSION STATEMENT

To provide opportunities and pathways in a safe, supportive and technology-rich environment that engage, challenge and inspire students to achieve college and career readiness and to contribute to our 21st century community.

NON-DISCRIMINATION STATEMENT

Swansea Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. Swansea Public Schools prohibits discrimination on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status and ensures that all employees have equal rights of access and equal enjoyment of the district's employment opportunities, advantages and privileges and courses of study.

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status.

**Elizabeth S. Brown Elementary
Joseph G. Luther Elementary**

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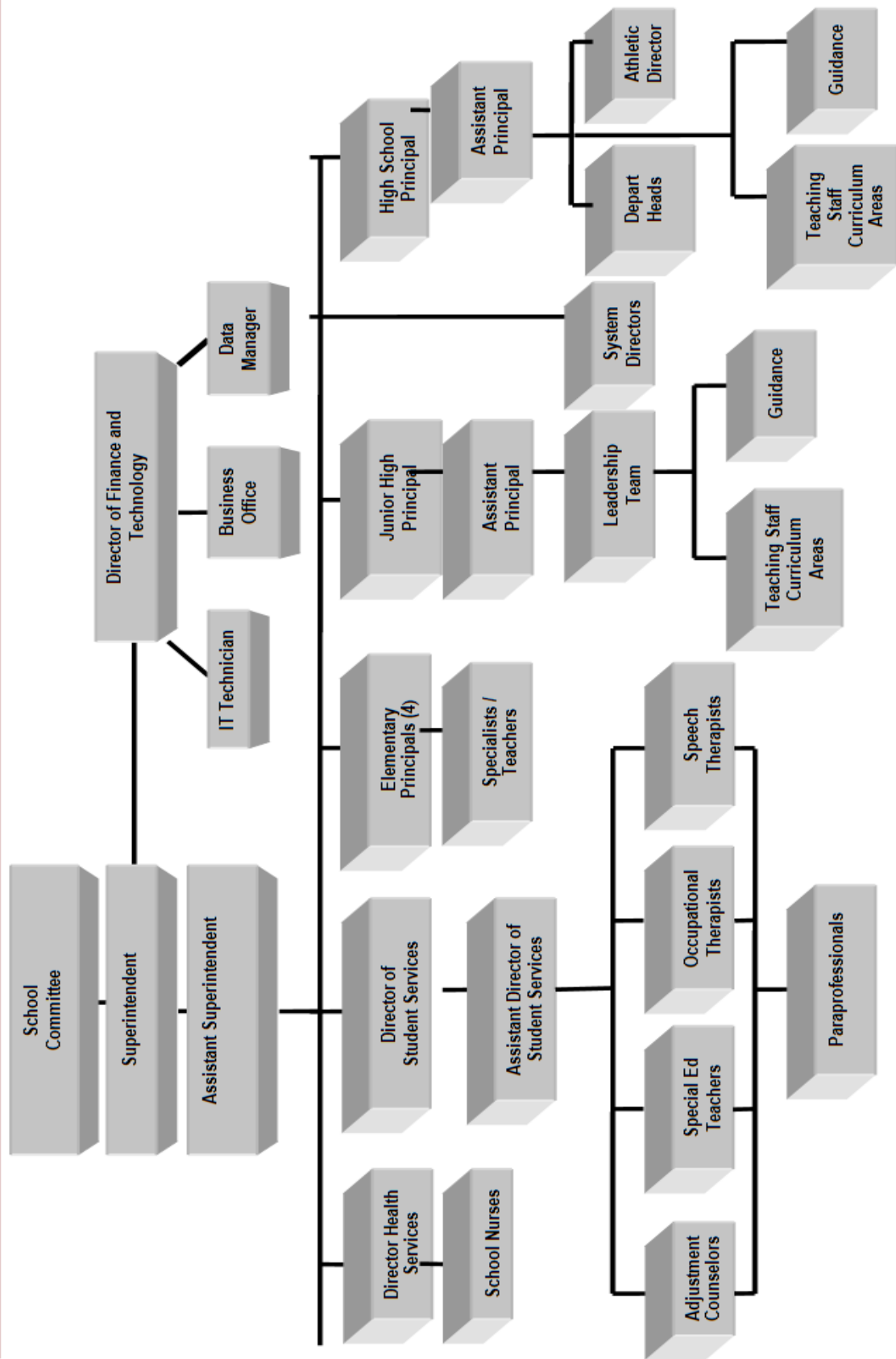
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Organizational Chart

Swansea School Department



INTRODUCTION

This handbook has been prepared to insure that teachers and staff are aware of the policies to be followed at both Brown Elementary and Luther Elementary schools. By working together to insure that these policies are implemented, we can each contribute to making our school a better educational institution.

PROFESSIONAL RESPONSIBILITY

Being an educator requires that each of us adheres to the highest ethical standards. Our schools are only as good as we are. We are molding and shaping the citizens of the future. All that we say and do, the way we walk, speak, dress and react to situations will be seen and reacted to by our students.

We should therefore:

1. Dress in a manner that will project the image of an educator and command respect.
2. Talk in a manner that will compliment ourselves, our peers, students and school.
3. Act as a caring and concerned professional for all of our students.
4. Employ and encourage the art of listening.
5. Display a cheerful personality and encourage a sense of humor.
6. Display sensitivity to the needs of the transient child.
7. Exert an extra effort in helping the less motivated child, counsel the frustrated and confused and help the discouraged.
8. Secure the confidentiality rights of all students.

PHILOSOPHY

Our philosophy of education is to provide an opportunity for young people to progress along the continuum of mental, physical and social development. We recognize the elementary level of education as a transitional stage that prepares students for the middle school.

Elementary education should develop each student's talents and abilities to the maximum of his/her potential in all areas of his/her school life which encompasses academics, fine arts, physical development and social interactions. Each child should, when possible, be taught and evaluated at his/her own rate, pattern of growth and style. A feeling of accomplishment is essential for self-actualization.

To ensure that the CCSS curriculum is responsive to student needs, an ongoing effort should be made to reflect upon, and review, the appropriate learning strands and standards.

An elementary school should provide a challenging environment in which students may acquire skills

necessary for the transition to the next developmental stage. We recognize that these areas are self-entities, but are interrelated and interdependent. Physical growth, so great at this period, is fostered by comprehensive health services; a health instruction program including alcohol, drug and sex education, and a planned program of physical education.

An environment conducive to exploration, tolerant of mistakes, develops the necessary diversity to stimulate creativity. Given the diversity of interests, motivations, backgrounds and capabilities, the staff and faculty of Brown and Luther should recognize and encourage the need for social cooperation between peers and adults to foster good citizenship.

We perceive education as an on-going process. The elementary school experience should foster the skills necessary to continue educational growth into the middle school years.

GOALS

Academic Goals

The student should:

1. Be motivated to work consistently at his/her optimum ability.
2. Acquire the knowledge to master the grade-level standards of the CCSS.
3. Acquire skills necessary to access information.
4. Develop and broaden abstract reasoning skills to enable the use of higher level thinking skills.
5. Develop effective oral and written communication skills.
6. Be challenged on a continual basis, yet never overwhelmed.

Social Goals

The student should:

1. Learn to foster a spirit of cooperation.
2. Learn how to channel competitiveness in positive ways.
3. Learn to be an appropriate member of society.
4. Learn to be tolerant, accepting and non-judgmental of individual ideas.
5. Develop a positive self-concept.
6. Develop an awareness of the effects of peer pressure on the decision making process.

Physical & Developmental Goals

The student should:

1. Learn to deal with the physical and developmental changes which are occurring.
2. Learn to deal and cope with any physical limitations which may arise.
3. Learn to appropriately use one's increased physical ability.

4. Learn to develop an appreciation of individual and group activities.
5. Learn to participate in a variety of co-curricular activities which will enhance one's ability.

ACCEPTABLE USE POLICY

SWANSEA SCHOOL DEPARTMENT STAFF

1. Each teacher will be issued a user name / password for the system. The assigned user name / password should not be shared with other staff members. There will also be a screen saver password which the teacher can modify. A screen saver will engage after one minute and can be deactivated by the use of the screen saver password. This password should also not be shared.
2. When the teacher computer/chromebook is not in use, tabs should be closed for confidentiality.
3. When leaving the classroom, the computer monitor should be shut off. The CPU should be left on. Devices should be powered down at the end of the workday.
4. Under no circumstances should a student be using the teacher workstation.
5. When a teacher is absent for an extended time and an LTS is hired, then it is the responsibility of the principal or designee to secure computer rights for the LTS. Teachers are not to give pass codes to substitutes.
6. Failure to follow these important guidelines will result in appropriate administrative action. These are:
 1. Verbal reprimand.
 2. Written notification.
 3. Disciplinary action by the Superintendent or designee.

ANECDOTAL RECORDS

All teachers are asked to maintain an anecdotal record of student behavior. There is no substitute for documentation. Faithful maintenance of this type of record has proven itself to be time well invested. Teachers should not allow a problem to fester; the School Adjustment Counselor or the principal should be contacted if a student discipline issue becomes chronic.

ANNOUNCEMENTS

Morning announcements will be made only during homeroom period. Every attempt will be made to refrain from "all call" announcements during the academic day.

ASSEMBLIES

Students should be instructed that orderliness is one of their responsibilities. It is a safety issue. The procedure for assemblies is as follows:

- Students and teachers are to remain in their classrooms until called to the assembly area.
- Students are to be reminded, prior to the assembly, what behavior is acceptable and unacceptable.
- Students are to report to the assembly in a quiet, orderly manner.
- Teachers are to aid in the seating of students and assist in disciplining students who misbehave.

ATTENDANCE

1. Teachers are to be diligent in taking morning attendance to make sure that this attendance is accurate. This duty is most serious and the cooperation of teachers is very important. Students should not be permitted to take daily attendance. Teachers will keep track of the days that a student is out by trimester. Teachers should report any student absent more than six days in a six month period.
2. Homeroom will begin promptly at 8:35.
3. Any student not in his or her homeroom by 8:40 is to be marked absent.
4. During remote learning, teachers will track attendance for virtual learners following district guidelines.
5. Any student entering the building after 8:35 will be required to sign-in at the Main Office. The secretary will change the student's X2 status from "absent" to "tardy" and record the student's lunch choice.
6. Instruction is to begin no later than 8:40.

AUTHORITATIVE LEADERSHIP OF TEACHERS

The teacher is the authoritative leader of the students. He/she takes the place of the parent during the student's school hours. The importance of this role must not be taken lightly and must be accepted in a consistent, fair and understanding manner. Students have to be sure of their position in a given situation and must be taught to accept and work under the authority of their teachers. There are times when a teacher may be disliked because of a decision that has to be made, but he/she is obligated to act as the adult responsible for controlling the school climate.

Each teacher's jurisdiction and responsibility extends over the entire building and campus at all times. General school control remains the collective responsibility of all staff – both administrators and teachers.

BUILDING SAFETY

If in the opinion of the administrators, it is necessary to evacuate the building the following procedures will be followed:

PRACTICE EVACUATION

An announcement will be made: **“WE ARE GOING TO PRACTICE EVACUATING THE BUILDING WITHOUT THE USE OF THE FIRE ALARM SYSTEM”**. Followed by: **“WILL EVERYONE PLEASE NOW EVACUATE THE BUILDING IN AN ORDERLY MANNER”**.

Teachers will be instructed to escort their students out of the building using the designated evacuation routes.

UNPLANNED EVACUATION

Unplanned evacuations should be taken very seriously. You will be alerted via a verbal announcement over the intercom, the fire alarm system, designated alert system, or an alert from a peer.

Teachers will take their classes to a pre-designated area outdoors. In the event of inclement weather, an announcement will be made regarding a safe indoor area.

BUILDING SEARCHES

In the event of a bomb threat, an indoor evacuation will mean that the principal, or designee, has searched a particular area of the school and deemed it safe while the remaining school areas are searched.

Following the announcement, all personnel will conduct a search of their immediate areas. This is, by far, the quickest way to search the building. The remainder of the building will be searched by the remaining staff. This procedure will minimize disruption and, hopefully, discourage such calls, while at the same time, provide for the safety of the students and staff.

If any suspicious materials are discovered, teachers are to utilize the intercom to quickly summon assistance. Do not touch any suspicious material.

Teachers will be responsible for knowing the whereabouts for all of their students. Teachers should also anticipate that they may not be returning to the building.

Teachers:

- In the event of an evacuation, leave your classroom as is and close doors as you leave. Close your windows if you deem it is safe to do so.
- Please walk in front of your class in an orderly line to and from the evacuation area.
- Please remember to bring your attendance book with you and account for all students in your class.

- Teachers who are on a Planning Period should report to the evacuation area for attendance purposes.
- Immediately report unaccounted for students to the principal.
- Immediately report objects you feel are suspicious.
- If time permits, take your personal cell phone with you but do not use it for communication of a personal nature.
- Police will handle traffic and any outsiders, keeping them away from the building.

Parent Pick-up:

- Parents who arrive at the school in the midst of an evacuation will be instructed by school and/or emergency personnel to report to the Venus DeMilo, or other predetermined area, for further information.

The Fire Department will assist with the search of the building. Two groups will be formed led by an administrator and the custodian. The building will be searched in the following manner: The custodian and fire personnel will begin searching in the basement and then proceed to the main floor. The administrator and fire personnel will begin on the main floor. A command post will be established at the main office. Once a thorough search has taken place, the administration will make the determination when the building is safe to occupy.

LOCK-DOWN PROCEDURE

The use of this lock-down procedure will be in the event of an unauthorized person in the building, who may be a threat to the safety of our staff and students.

A lock-down announcement will be made from the office. Teachers should immediately survey the hallway by your classroom and order any student in the hall into your room. All students should be accounted for.

If students are outside and a teacher receives a “lock-down message” via messenger, escort the students to the evacuation site:

Brown Elementary

The evacuation site is the town softball fields accessed by the path through the wooded area off of the playground side of building.

Luther Elementary

The evacuation site is the back field on the far south side of the school.

General Classroom Teachers' Responsibilities:

- Based on available information, determine whether a lock down or evacuation is most appropriate.
- Immediately lock and close classroom door.
- Gather all students in the class into the area of the room that is least visible from the hall door or windows.
- Pull down shades on exterior windows
- Turn off all lights and computer monitors.

Additional Teacher/Staff Responsibilities:**Brown Elementary****Teachers in Room 4 & 11:**

- Check the grade 4 boys' restroom for students.

Teachers in Rooms 6 & 7:

- Check the grade 4 girls' restroom for students.

Teachers in basement level rooms:

- Check both restrooms for students.

Luther Elementary**Teacher in Room 1:**

- Check the grade 3 girls' restroom for students.

Teacher in Room 4:

- Check the grade 3 boys' restroom for students.

Teachers in Rooms 5 & 6:

- Check the grade 4 boys' restroom for students.

Teacher in Room 8:

- Check the grade 4 girls' restroom for students.

Teacher in Room 12:

- Secure door in room 11.

Teachers in Room 14 & Computer Lab:

- Check both grade 5 restrooms for students.

Brown & Luther Schools**School Nurse**

- Check restrooms in close proximity to nurse's office.
- Direct students who may be in the area of the Main Office to the Nurse's Office. Close the blinds and lock the door. Turn walkie-talkie volume to a level low enough to be heard by the user, but not students.

Teachers on Prep

- Clear hallways in your immediate area and then remain in a locked room.

Counselors & Therapists

- Remain in your office. Any student with you will stay with you.

Cafeteria Staff

- Remain in the kitchen and lock all doors.

Secretary

- Take a walkie-talkie and go to the Principal's Office. Turn walkie-talkie volume to a level

low enough to be heard by the user, but not students.

Teachers/staff will not open doors for any reason during this lock-down period. Police officers and administrators will have keys to enter rooms, if necessary. Everyone will remain in lock-down mode until an announcement is made that the building has been secured.

CAFETERIA/RECESS REGULATIONS

1. Students are to report to the cafeteria in an orderly manner and line up at the proper entrance until directed in by one of the teachers in charge. Teachers are to escort their classes and remain with them until students are allowed to enter the cafeteria.
2. Lunch lines are to remain single file and orderly.
3. The cafeteria is to be kept clean. All trays, milk cartons and food are to be returned or disposed of in proper areas by each individual student.
4. When students are finished eating, they must remain seated in the cafeteria until dismissed.
5. A teacher will accompany students to and from the cafeteria each and every day. Teachers not on duty will be waiting for their students outside of the cafeteria after lunch.
6. Teachers assigned recess duty should pick up a two way radio and key prior to the assigned duty time. Upon entering the building and at the completion of the duty, all two way radios and keys will be returned to the main office.

CHILD ABUSE / NEGLECT

If at any time you suspect a student in your class of having been the victim of child abuse or neglect at home, you are to report your suspicions to the building administrator or designee as soon as possible and then call the Department of Children and Families (DCF).

Massachusetts General Law ch. 119 section 51A requires that school officials/employees report all such incidents (51-A report) to the appropriate Social Service department.

Mandated reporters (school employees) are legally obligated to contact the Massachusetts Department of Children and Families (DCF) if they suspect the neglect or abuse of a child under the age of eighteen. The telephone contact to the Department of Children and Families should be made immediately upon suspicion of abuse. This call is to be made by the individual who has first-hand knowledge of the suspected abuse. In many cases this is a counselor or teacher.

The number to call is 508-235-9800. It is advised that you make this call in the presence of an administrator. In the event an administrator is not available, then another colleague should be with you, preferably the school nurse or counselor.

At the conclusion of your conversation with DCF, you are to ask the following:

1. Is a written report required?
2. Should the local police be notified?

If you are told to follow-up with a written report, you can find one at

<http://www.mass.gov/eohhs/docs/dcf/can-reporting-form.pdf>.

Written reports must be completed within 48 hours. Always report all conversations with DCF to your building principal.

Please remember that all 51-A reports are confidential. Your suspicions should only be shared with the building principal and/or the colleague who is with you when you call DCF. Communication to parents is not required and should be avoided.

No civil or criminal actions can be taken against you as a mandated reporter, as long as you have acted in good faith. This means that to your knowledge the report is truthful and accurate. Failure by a mandated reporter to report suspicions of abuse or neglect of a child can result in a fine of up to \$1,000.

CLASSES LEAVING ASSIGNED AREA

Any departure from the regularly assigned classroom must be for a specific educational purpose. Permission from the administration must be given in advance of any class leaving the building. Secretaries are to be informed of the time of departure, destination and time of return. A two-way radio and key must accompany any teacher who is taking students outside the building.

CLASSROOMS

The general cleanliness of a classroom is the responsibility not only of the homeroom teacher but also of any teacher that uses it. **Tops of desks should be inspected regularly.** The teacher who uses the room last should make certain that the lights are out, the windows locked, and the shades properly adjusted. Teachers should see that students do not leave the room in an untidy condition.

CLOSING OF THE SCHOOL DAY

- a. Close and lock windows.
- b. Adjust shades so they are $\frac{3}{4}$ closed.
- c. Turn off lights.

- d. Make certain that students are prepared for home.
- e. Ensure that classroom technology has been powered down.
- f. Mobile devices should be returned to charging stations.

CONFIDENTIALITY- Summary of Regulations Pertaining to Students Records

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts. (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record.

The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized tests results; class rank; school-sponsored extracurricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records; and other information. The temporary record is destroyed within seven years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students.

Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents may:

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available no later than 10 calendar days after the request.

The parent and eligible student have the right to receive a copy of any part of the record, although the

school may charge a reasonable fee for the cost of duplicating the materials.

The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Confidentiality of Record

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students.

The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) last revised in May, 2002, and the "Questions and Answers Guide" published by the Massachusetts Department of Education in 1995.

COPY MACHINES

The copy machine in the Main Office is primarily for office use, but may be used by the staff when the teacher copier is out of order. Students are not allowed to use these machines. Please use the copier with discretion. When sending students to the main office for additional copies, please be cognizant of the high volume of activity taking place in the main office during the school day. These types of requests should be limited to extreme situations. Requests such as these will be done according to the main office schedule and left in teachers' mail box.

If a copier is not working properly then please report this to the secretary as soon as possible.

CRISIS INTERVENTION TEAM

This team will consist of the school nurse, the school adjustment counselor, the school secretary, teacher designees, custodian, and the principal.

DELAYED OPENING OF SCHOOLS

If it becomes advisable to delay the opening of schools, the following procedure will be in effect:

1. The announcement will be broadcast via WJAR/NBC – Channel 10 and posted on Twitter { @superswansea16 }, the Swansea School

Department website { www.swanseaschools.org } as well as a One Call going out.

2. Office personnel and the teaching staff should follow the same opening delay as students. Internal school programming such as lunch schedules, itinerant schedules, etc., will be handled by the school principal.

DESKS

Teachers are expected to exercise reasonable supervision over furniture, equipment and apparatus in their rooms as well as texts owned by the school.

DISCIPLINE

Guidelines for Effective Discipline

Every effort should be made to make all students feel welcome and comfortable in your classroom. Send a message to the student that you like them but do not like some of the behaviors they demonstrate.

- Recall your own school days and ask yourself what your teachers did that caused resentment or embarrassment.
- Always be a good listener, and then utilize corrective procedures.
- Be consistent, fair and humanistic in regard to classroom and school rules. Avoid reprimanding a student for a serious offense in the presence of his/her classmates.
- Always conduct yourself in a courteous and professional manner; never forget who the adult is.
- Try to know the whole student, his/her concerns, worries, home conditions, and social problems. A much improved teacher-student relationship will result.

Both E. S. Brown and Joseph G. Luther schools endorse a "corrective behavior philosophy". All staff members should try to understand the reasons why some students exhibit unacceptable behavior. The disciplinary methods employed by staff members should be of such a nature as to influence the behavior of the student. **Discipline is the responsibility of the entire professional staff.**

Each teacher is expected to establish high, but attainable standards of behavior that he or she expects in the classroom and in other areas throughout the school. When problems arise, teachers should be prepared to handle them.

1. Well planned and enthusiastic teaching should eliminate most discipline problems.
2. **ANY STUDENT SENT TO THE OFFICE FOR DISCIPLINARY REASONS SHOULD HAVE A REFERRAL FORM EXPLAINING THE REASON FOR THE REFERRAL.** If the student cannot be given the referral form, then one

should be brought to the office as soon as possible.

3. When a student is referred to the office, the teacher is stating that he/she can no longer affect positive changes in the student's behavior. Of course it is essential for teachers to send students to the office immediately if they are involved in fighting, directing obscene language to the teacher, insubordination, truancy, smoking, vandalism, and drug or alcohol involvement.
4. At no time should any staff member tolerate insubordination or disrespect.
5. Some methods teachers should employ to correct student behavior include warnings, conferences, detention, and parental contact.
6. Teachers should feel free to set up an appointment with the Principal if the misbehavior of any student continues.
7. After a teacher has made (3) office referrals involving a student, a mandatory meeting between the teacher and an administrator will be held in order to discuss corrective behavioral strategies.

DISMISSAL PROCEDURES FOR STUDENTS

Afternoon dismissal will begin at the conclusion of the academic day. Parent dismissal will be first. Students will be called via the intercom and asked to report to the designated area. Bus dismissal will immediately follow. Notes sent to school requesting early dismissal should be sent to the main office with the morning mail.

E-MAIL BANK, GOOGLE CLASSROOMS & SITES

Individual building principals will provide guidelines regarding the responsibility teachers have for maintaining Google Classrooms, Sites and a bank of email addresses for parent contacts.

EFFECTIVE COMMUNICATION

Notification of Student Academic Decline

Teachers are to take reasonable measures to insure that pupils do not fail. This includes setting reasonable standards for individual pupils and tracking their progress.

Equally important is to solicit the aid of parents by keeping them informed of the progress that is being made. Parents appreciate timely communication.

EXPERIMENTS

Teachers are not to conduct experiments which might cause bodily injury or otherwise jeopardize the health and safety of students (i.e., blood typing, pricking the skin to locate nerve endings, holding their breath for extended periods, lifting heavy weight, etc.).

FACULTY/PREP ROOM

The prep room is provided for your use. Please use it professionally, socially, and positively. Please help keep it clean and organized.

Keep in mind the other staff are working during these times and should not be engaged in conversation unless it is school related.

FIELD TRIPS

Field trips should be evaluated carefully as to their educational value. No child should be pressured or required to take a trip. An alternate assignment must be arranged for students who decide to remain behind.

Should a situation ever arise where a child appears to be unable to attend because of the cost involved, then the information should be referred to the office for resolution. In many instances the school's parent organization will cover the costs for needy students.

A field trip permission form must be signed by the parent or guardian of the pupil participating in the field trip and returned one week prior to the date of the field trip. Transportation request forms should be processed and turned into the main office for approval no less than eight weeks before the scheduled trip. The teacher in charge is responsible for specific planning and for ensuring adequate adult supervision for the activity.

Any problems or irregularities occurring on a field trip must be reported to the principal immediately upon return to the school.

HARASSMENT/SEXUAL HARASSMENT DISCRIMINATION POLICY

The administration and faculty at each school in the Swansea School Department shall strive to prevent harassment or discrimination within the school and its extended environment. The rights of individuals to receive a free public education void of discrimination and harassment is a priority of the administration. The administration and faculty shall respond promptly and consistently to such discrimination or harassment when they have knowledge of its occurrence. Students shall be provided with a safe, nurturing educational environment and will not be denied the "advantages and privileges" of a safe school. The administration will do everything within its power to insure that this environment exists. Perpetrators of harassment and/or discrimination will be disciplined consistently and effectively in compliance with the progressive disciplinary procedures.

Harassment: Unwelcome behavior of a physical, written, or verbal nature, which is either repeated or severe, and which creates a hostile, humiliating,

intimidating, and offensive educational environment. Harassment is a form of discrimination.

School Responsibility: (M.G.L.Chapter 76: Section5)

Guarantee of non-discrimination in: obtaining the advantages, privileges and courses of study of such public school on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status.

Harassment/Discrimination Protocol:

Students and staff are encouraged to report all incidents of harassment to teachers, guidance counselors, the School Resource Officer, or administrators. All complaints of harassment will be reported to the Principal and the School Resource Officer. Prompt, impartial, and thorough investigations of all reported harassment will be completed by the Principal and/or School Resource Officer.

Investigations will include:

1. Identification of students involved and sites
2. Questioning and documentation of all parties involved (witnesses, target, and perpetrator statements)
3. Preservation of physical evidence
4. Clear explanation of consequences for engaging in harassment to all parties.

Administrative Action:

1. Prompt, effective, and consistent response to all incidents of harassment.
2. Prompt remedial action to prevent reoccurrence.
3. Apply age-appropriate disciplinary measures, which escalate with severity and reoccurrence of conduct (progressive disciplinary procedure).
4. Parental contact made to the parents of the victim and the perpetrator.
5. School Resource Officer will address the perpetrator/perpetrators, clear explanation of consequences for engaging in harassment.
6. Provide appropriate support and counseling to the target, as needed.
7. Restore non-discriminatory environment for the target.
8. Make appropriate law enforcement referrals/reports (assist target in reporting to law enforcement).

The complete Swansea Public Schools Harassment Policy can be found on the district website {swanseaschools.org} under the Swansea Policy Manual Section A File ACAB.

HAZING

Hazing is defined in Chapter 269 of the General Laws of Massachusetts as: ...Any conduct or method of

initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

HOMEWORK

Homework is an effective means of increasing student learning. It is a necessary part of each pupil's educational program. There are four general types of homework: preparation, practice, extension and creativity. Each has its own purpose. Teachers should prepare and develop their homework assignments with one of these purposes in mind.

Preparation homework (getting ready before) helps students become informed about the next day's lesson. For example: a section of pages might be assigned prior to a social studies discussion. Then, students may be asked to:

1. Write their own class discussion questions based on their reading.
2. Share materials brought from home that relate to class lessons.
3. Complete a take-home open-book pretest that covers material from the upcoming lessons.
4. Bring magazine and newspaper articles about the next topic of study. These materials could then be used on a bulletin board.

Practice homework (doing again after) provides students with the needed review and reinforcement about material presented in a previous lesson, for example:

1. After a grammar lesson, students write their own sentences and then label the various elements of these sentences.
2. After reading a story, students write a new logical ending to the story and explain why the ending is appropriate.
3. After studying a specific period of recent history, students ask their parents about their experiences and reactions to that time period.
4. After studying nutrition, students read the labels on a variety of foods at home and report their findings with regard to the fat content, salt, calories, etc.

Extension homework (going beyond) guides students so they expand on concepts that were taught in class. Various approaches to extension homework include:

1. After studying a historical period, students write want ads for the newspaper of that time.
2. After reading a story written during a past period of time, students rewrite the story using modern English and a modern telling of the story's themes.

3. After studying a topic, students read an article or book about that topic and report findings to the class.

Creative homework (authentic application) includes analysis, synthesis and evaluation. This type of homework is inventive and resourceful. Students come up with their own ideas related to a class topic and then share those ideas with the class. Several suggested creative homework ideas include the following:

1. Create a new invention that they would like to see made.
2. Create a comic strip that incorporates the lesson topic.
3. Make miniature buildings that reflect the architecture of specific time periods.
4. Formulate a new product that fills a human need and develop an advertising campaign for the product.

IDENTIFICATION (ID) BADGES

All Swansea Public Schools' faculty staff are required to wear their school's official ID badge at all times.

The following rules apply:

- One official ID and lanyard will be distributed to faculty and staff cost-free.
- Replacement badges and lanyards will be the employee's responsibility.
- ID badges must be worn from a lanyard hanging around the neck at all times.
- The ID badge and its lanyard must be visible, on the outside of the clothing.
- Employees may not deface, change or alter the ID badge or lanyard.
- Identification badges are non-transferable. Do not give your ID to another person.
- If you forget your badge at home, stop by the office for a "temporary" badge.
- Failure to wear your ID badge and lanyard may result in administrative action.

The effectiveness of this safety measure will be compromised if adults in the building do not wear their badges on a daily basis.

INSTRUCTIONAL MATERIALS

Teachers are reminded that they should be reviewing and evaluating **all** instructional materials annually including supplementary materials for simplistic and demeaning generalizations and content lacking intellectual merit on the basis of disability, race, color, sex, religion, national origin, and sexual orientation. In such cases where the decision is made to use instructional material that contain such content, teachers are required to allow ample class time for discussion of the issues identified.

LEAVING THE BUILDING

Teachers will be permitted to leave the building during the school day only in cases of emergency and with the permission of a building administrator. All routine matters, such as banking, shopping, leaving for lunch, must be handled during non-school hours.

Every effort should be made to schedule doctor appointments after school hours.

LIBRARY

The library is a resource for all pupils who need to find information to complete projects or to select a book for quiet reading time. All teachers are encouraged to utilize this facility.

LOST AND FOUND

Found articles should be taken to the Main Office.

MAIL BOXES / E-MAIL

Mail, telephone messages and other notices will be put in teacher mailboxes. Items of an emergency nature will be transmitted to you directly and as quickly as possible.

Teachers should check their mailboxes and e-mail a minimum of twice per day; once prior to school starting and once prior to leaving at the completion of the school day.

In our continued efforts to maintain confidentiality, students are not allowed to retrieve mail or check a teacher's mailbox. Exceptions may be made for students in specific circumstances with the prior approval by the building principal or designee(s).

MAKE-UP WORK

It is the professional obligation of teachers to provide make-up work or extra help to needy pupils to insure that their academic requirements are being satisfactorily completed. The parents should be alerted to situations where a pupil is being uncooperative relative to his make-up responsibilities. For each day of absence a similar amount of time should be given to each student to submit work missed.

NOTICES TO PARENTS AND STUDENTS

From time to time, it becomes necessary to send information to parents. All notices must be approved by the Principal prior to being copied and sent home. All teachers are asked to see that such material is passed out to each student before school ends on the day the information is to go home. Absent students should receive notices upon return to school from their homeroom teacher.

Every measure should be taken, however, to send home parent notices electronically.

OPENING EXERCISES

Please instruct students in your homeroom that they are to be in class and seated by 8:35 a.m. The homeroom period should be quiet between 8:35 – 8:45 a.m to ensure announcements can be heard. Morning exercises: attendance and lunch counts, the pledge of allegiance, and the daily announcements will be offered at this time.

PARENT/TEACHER CONFERENCES

Parent/teacher conferences are very important and necessary if we are to impact the education of a child. It is a significant step by which parents and teachers cooperatively can share information and help each other provide the best possible education to meet student's individual needs. Try to get all custodial parents to attend the conference. Both parents and teachers have a common goal – to help the child and BOTH play an important role in the child's development.

PRE-REFERRAL PROCESS / IEPs & 504s

If you are concerned about the lack of academic progress that a student is making, then you are to bring your concerns to the building principal. If this concern is brought to you by a parent, then you are to inform the parent that you will discuss his/her concerns with the principal. It is not appropriate to make statements that lead parents or guardians to believe that you feel their child has a learning disability. Limit your statements to your observations - for example:

"Johnny is easily distracted. He stares out the window..."

"Johnny's homework lacks..."

"Johnny stays by himself..."

"Johnny's academic growth scores show little gains"

Once the pre-referral packet is completed and submitted, a meeting can be scheduled. Pre-referral meetings will be scheduled by the principal to discuss interventions, progress, and possible referrals for special education testing.

PROFESSIONAL DRESS

As professionals in our schools, it is expected that you realize and value the public's perception of our roles as mentors and models for students. In the areas of personal conduct and professional dress, the Swansea School Committee and administration expects that teachers present themselves in a manner that not only reflects credit to the school system, but also sets forth a model worthy of emulation by students.

Teacher attire should not contradict anything that is prohibited for student attire and published in the student handbook. This includes clothing that causes

distraction within the learning or working environment. Jeans, flip flops, athletic apparel and causal shorts are not considered professional attire. All apparel must help an educator maintain a professional and appropriate appearance that is neat, clean and in good repair.

Exceptions may be made for employees in specific roles and circumstances (i.e. physical education, art, tech ed), as well as appropriate field trips and school-sponsored dress down days.

PROFESSIONAL EXPECTATIONS

All employees of the Swansea School Department are expected to adhere to local municipal regulations, Massachusetts General Laws, and Swansea School Committee regulations. School Committee Policy ADC – *Smoking on School Grounds* outlines the School Department's tobacco policy.

PROFESSIONAL LICENSES & IPDP

It is the individual teacher's responsibility to remain current with their teaching license and IPDP. It is not the responsibility of the building principal or district administration to remind you to renew a license or enroll in a professional program. It is the teacher's responsibility to keep the plan and license current and to provide a copy to their current building principal.

PUBLIC RELATIONS

Please remember that our school is a vital part of this community. As local teachers, we must do everything we can to make ourselves and our school vital elements of Swansea's growth and well-being. However, our greatest public relations contributions are made through the students we guide and instruct every day of the school year. One ineffective and poorly planned classroom period can diminish the positive progress of a dozen great lessons.

Also, gossip is the worst form of negative public relations. Be careful what you share and who you share it with. Be cognizant of confidentiality issues at all times.

REQUEST FOR MAINTENANCE AND/OR ASSISTANCE BY CUSTODIANS

All requests for work to be accomplished by custodial staff in your area of responsibility will be submitted to the principal's office in writing or by email. Computer maintenance requests should be done electronically via School Dude program.

SPECIAL EDUCATION INCLUSION

Special education students may be included into the regular education programs/classrooms at any time during the school year. Appropriate accommodations

must be made by the teacher to insure compliance with the student's I.E.P. The regular education teachers are responsible for being in compliance with a student's I.E.P.

Effective communication between the special education and the regular education teachers is essential for the success of this educational endeavor.

SPECIAL EDUCATION STUDENTS' IEPs

Regular education teachers must read the entire I.E.P. for each special education student assigned to their class. Case Manager teachers will provide a list of all special education students assigned to regular education teachers classes. IEP's can be accessed through Aspen. This should be done by the end of the first week of school. The principal is responsible for notifying staff if they will have a student assigned to them that is on a 504 plan.

STANDARDS ASSESSMENT / REPORT CARDS

The trimester Standards Assessment (report card) has been designed with the idea of providing parents and students with a comprehensive report of each student's progress in mastering grade level State Standards in addition to effort and attitudes.

In addition to preparation of regular trimester standards assessments (report cards), all teachers will communicate with parents and guardians if a student is not making effective progress by the mid-point of each trimester.

STUDENT ILLNESS / ACCIDENT

All faculty members should adhere to the following procedures in dealing with sick or injured students:

- a. If a student is, or in your opinion should be immobile, notify the nurse and the main office in the most expedient fashion. Do not leave the student until responsibility has been assumed by either the nurse or a building administrator.
- b. If a child becomes ill while in your charge, he/she should be brought to the nurse as soon as possible. If the child appears extremely sick and unsteady, he/she should be escorted to the nurse's office by the teacher. Teachers in adjoining classrooms will be asked to supervise the class for the absent teacher.
- c. If a student becomes afflicted with one of the many routine types of complaints, such as minor scrapes, bruises, nose bleeds, or minor upsets, the student may be escorted to the nurse by another responsible student. The decision is left at the discretion of the supervising teacher. Under no circumstances should the sick child or injured child report to the nurse unescorted.

SUSPICION OF DRUG OR ALCOHOL ABUSE

If at any time you suspect a student in your classroom of being under the influence of alcohol or a drug, then you are to notify the administration immediately. Also, you are to remain in the presence of this student for as long as it is reasonably possible. The safety and welfare of this student and other students is the primary factor in governing your behavior at this time.

STUDENTS REMAINING AFTER SCHOOL

No student is to remain after school unless he or she has written parent permission and is under the direct supervision of a teacher/administrator.

Teachers assuming the responsibility of a student after regular school hours are to remain with that student until the parent or guardian is physically present.

SUBSTITUTE TEACHER MATERIAL

A substitute folder should be prepared by each teacher in case of illness. The sub folder should be left on the teacher's desk easily accessible and identifiable. All specialists are to submit substitute lesson plans to the school secretary no later than the second week of school, updated monthly and should include:

- a. Lesson plans which provide enough information for a substitute to carry on meaningful activities
- b. A copy of your daily schedule, including duties.
- c. Charts and notes on individuals, such as learning disabilities, health problems, and any effective strategies used.
- d. Procedures for fire drills, evacuations, and lock down drills.

TEACHER ABSENCE

Teachers unable to attend school are to call **508-677-9253 no later than 6:30 A.M.** each day of absence. Teachers are also asked to notify the school regarding their absence and verify they have requested a substitute. Absences reported after this time makes it difficult to obtain substitutes. It is the teacher's responsibility to have available the necessary instructional and related materials for the substitutes. It is highly recommended that sufficient written assignments be left to keep students occupied. Traveling specialists must contact their home-based school as well as the school they were to report to that day.

Teachers are expected to be at their assigned work locations in a timely manner. Please be in the building or at your assigned location at the designated time.

TECHNOLOGY EQUIPMENT

The appropriate care of the TECHNOLOGY presentation equipment, is the responsibility of everyone in the building. Care of grade level

equipment/carts is the shared responsibility of the grade team members. At the end of each day all carts and equipment should be left in a classroom not in the corridors/hallways.

TELEPHONE USE & MESSAGES

Any telephone messages received by the school will be placed in your mailbox. Unless a personal emergency exists, the office will not attempt to contact a teacher for an incoming telephone call during the day.

Teachers should not use cell phones for personal reasons in the presence of students at any time. It is recommended that cell phones be kept in an accessible area in the event you receive a message from a colleague that instructs you to follow safety protocol.

TOBACCO PRODUCTS

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

TRANSGENDER POLICY

Student

Swansea Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. Swansea Public Schools prohibits discrimination on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study.

Employee

Swansea Public Schools strives to provide a safe, respectful, and supportive employment environment in which its employees can thrive and succeed in its schools. The Swansea Public Schools are committed to ensuring that all of its programs and facilities are accessible to all members of the public. Swansea Public Schools prohibits discrimination on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status and ensures that all employees have equal rights of access and equal enjoyment of the district's employment opportunities, advantages and privileges.

TUTORING

Any staff member hired or engaged in providing services or instruction beyond the scope of providing extra help before or after school, to a student for the purpose of enhancing some aspect of learning, is not to conduct such services in a Swansea Public School building. It is recommended that arrangements are made to provide these services in a public setting such as the Swansea Public Library or similar venue.

VIDEO PRESENTATIONS

Each classroom teacher must get prior permission by the principal to show a film or video that is not directly related to the core instructional curriculum. Films and videos which are part of the curriculum do not need prior approval for viewing.

VISITORS

Anyone entering the building during school hours must first stop at the office for a Visitor Pass. If a visitor to your classroom circumvents this process then please escort him or her to the main office.

WORK DAY

A work day for teachers is 6 hours and 55 minutes (8:20 A.M. to 3:15 P.M.) and for paraprofessionals 7 hours (8:15 A.M. to 3:15 P.M.).