



ANCHOR

STUDENT HANDBOOK



ANCHOR STRONG

PREPARE

AFFIRM

CONNECT

EMPOWER



ANCHOR

STAMFORD PUBLIC SCHOOLS

ADMINISTRATION

Sid Watson
Principal

MAIN OFFICE

Melanie Jackson
OSS

Ena Morrobel
Parent Engagement Facilitator

Jose Candacho
School Nurse

THE MISSION OF STAMFORD PUBLIC SCHOOLS IS TO
PROVIDE AN EDUCATION THAT CULTIVATES
PRODUCTIVE HABITS OF MIND, BODY AND HEART IN
EVERY STUDENT.

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Mission and Vision

Mission

Anchor operates with an asset-based mindset, prioritizes relationships, makes decisions based on student's individual needs, and facilitates instruction through mastery-based approach.

Vision

Anchor provides students the space, time, and confidence to discover their strengths and to prepare for short-term and future success.

Stamford Public Schools ANCHOR

SPS Anchor is a **small-by-design** learning environment that provides a **consistent and safe space** for students who may learn at different paces and may thrive in nontraditional settings.

Anchor operates with an **asset-based mindset** and **prioritizes relationships**, makes decisions based on student's individual needs, and facilitates instruction through **mastery-based approach**.

Our goal is to provide students the space, time, and confidence to discover their strengths and to prepare for future success.

PORTRAIT OF A GRADUATE



Collaborative Contributors

We add value wherever we go. We are self-aware team members who celebrate and utilize our unique talents and strengths while empowering others to unleash their own.



Capable Managers of Knowledge

We are curious people who are knowledgeable about the world. We know how to apply knowledge to achieve our personal goals as well as contribute to the betterment of society.



Motivated, Lifelong Learners

We are self-driven, self-directed, and curious learners – about ourselves and about the world. We invent our own learning paths, careers, and lives.



Confident and Resilient Leaders

We feel empowered to take risks and explore the world. We have ability to overcome obstacles and hardships and turn them into opportunities for growth – for ourselves and for others.



Critical Thinkers and Problem Solvers

We thrive in ambiguous situations. We make sense of conflicting knowledge, create ideas in new situations, and reframe problems from different perspectives.



Kind and Empathic Human Beings

We grow and sustain relationships with others through a spirit of mutual respect and understanding. We strive to create and promote positive, healthy environments for interaction.

Respect | Kindness | Integrity | Excellence | Reason

Our portrait of a graduate lays the foundation for purpose-driven learning at Anchor. This collection of knowledge, skills, and dispositions allows all students to have clarity about why their learning matters to their future success.

INSTRUCTIONAL APPROACH

Classroom instruction at Anchor is personalized to a students' individual needs and aligned to a mastery-based framework that allows for students to show what they know in authentic and meaningful ways before progressing to new learning. Our [instructional look-fors](#) offer school leaders and teachers the opportunity to establish clarity around strategies that create the conditions for the best possible learning experience for students.

HEAR FROM OUR STUDENTS

“Help is always there when you need it.”

“I love coming in every morning, being greeted by teachers. They will always check up on you. If you miss [school] they will check. They really care about you.”

“At my last school I was always stressed with the expectations and timelines. At Anchor I they find a way to work with me.”

“I wouldn't be the man I am today if it wasn't for this school.”

Staff Personnel

Administration and Office Staff	
Name	Title
Sid Watson, Ed.S.	Principal
Melanie Jackson	OSS
Enna Morrobel	Family & Parent Facilitator
Jose Candacho	School Nurse

Student Support Staff	
Name	Title
Melissa Williams	School Counselor
Mina Bibeault	School Social Worker
Michelle Fico	School Social Worker
Corey Toby	School Social Worker
Anthony Buzzeo	SPED Teacher
Kris Bauman	SPED Teacher

English Teachers	
Name	Title
Jessica Bromberg-Alvarado	Mastery-Based Teaching and Learning Coach
Kirsten Cianci	ELA
Ashley Johnson	ELA
Lorraine Nowlin	ELA

Mathematics Teachers	
Name	Title
Laurie Svezia	Mathematics
Bill Villavicencio	Mathematics

Science Teachers	
Name	Title
Bob Johnson	Science
James Pruitt	Science

Social Studies Teachers	
Name	Title
Dave Guinta	Social Studies
Mary Martin	Social Studies
Justin Scully	Social Studies
Filippo Simone	Social Studies

Physical Education / Health	
Name	Title
Andrew Kohn	PE/Health

Security	
Name	Title
Teaetta DeSuzia	Security / School Safety
Roy Richardson	Security / School Safety

DOMUS	
Name	Title
Genesis Hernandez	DOMUS Advocate
Ryan Noel	DOMUS Advocate

Custodians	
Name	Title
Mike Carpanzano	Custodian
Richard Lowman	Custodian

Restorative Student Support Facilitator	
Name	Title
Howard White	RSSF

Family Centers	
Name	Title
Nicole Granskog	Job Development

Tutors	
Name	Title
Michael Inzitari	Boys and Girls Club Tutor
Frances D'Agostino	Boys and Girls Club Tutor

Regular School Schedule

(Regular Schedule)	
Block 1.1	8:00 - 8:20
Block 1.2	8:20 - 8:45
Block 2	8:45 - 10:00
Block 3	10:00 - 11:45
Block 4	11:45 - 1:00

Activity School Schedule

ACTIVITY & EVENT (48 MIN CLASSES)	
Block 1	8:00 - 8:48
Block 2	8:48 - 9:36
Block 3	9:36 - 10:24
MS Lunch	10:24 - 11:12
Block 4	11:12 - 12:00

ACTIVITY & EVENT (48 MIN CLASSES)	
Block 1	8:00 - 8:48
Block 2	8:48 - 9:36
Block 3	9:36 - 10:24
Block 4	10:24 - 11:12
HS Lunch	11:12 - 12:00
ACTIVITY & EVENT	12:00 - 1:00

Middle School A/B Calendar

ANCHOR SCHOOL DAY CALENDAR 2023-2024 (Middle School Only)																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Aug	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	NTD	NTD	Cov. & PD	Mand. T	*SAT	*SUN					
Sep	A	*SAT.	*SUN.	No School	B	A	B	A	*SAT.	*SUN.	B	A	B	A	B	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	No School	B	A	B	A	*SAT.	*	
Oct	*SAT	B	A	B	A	B	*SAT	*SUN	No School	A	B	A	B	*SAT	*SUN	A	B	A	B	A	*SAT	*SUN	B	A	B	A	B	*SAT	*SUN	A	B	
Nov	A	B	A	*SAT.	*SUN.	B	NoSch. PD/Staf f	A	B	No School	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	B	A	B	No School	No School	*SAT.	*SUN.	A	B	A	B	*	
Dec	A	*SAT	*SUN	B	A	B	A	B	*SAT	*SUN	A	B	A	B	A	*SAT	*SUN	B	A	B	A	B	*SAT	*SUN	No School	No School	No School	No School	No School	No School	*SAT	*SUN
Jan	No School	A	B	A	B	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	No School	B	A	B	A	*SAT.	*SUN.	B	A	B	A	B	*SAT.	*SUN.	A	B	A	
Feb	B	A	*SAT	*SUN	B	A	B	A	B	*SAT	*SUN	A	B	A	B	No School	*SAT	*SUN	No School	No School	A	B	A	*SAT	*SUN	B	A	B	A	*	*	
Mar	B	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	B	A	B	A	B	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	B	A	B	A	No School	*SAT.	*SUN.	
Apr	B	A	B	A	B	*SAT	*SUN	A	B	No School	A	B	*SAT	*SUN	No School	No School	No School	No School	No School	*SAT	*SUN	A	B	A	B	A	*SAT	*SUN	B	A	*	
May	B	A	B	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	B	A	B	A	B	*SAT.	*SUN.	A	B	A	B	A	*SAT.	*SUN.	No School	B	A	B	A	
Jun	*SAT	*SUN	B	A	B	A	B	*SAT	*SUN	A	B	A			*SAT	*SUN							*SAT	*SUN							*	

Honor Roll / Academic Awards

An honor roll is published at the end of each marking period. SPS Anchor at Harbor Landing students follow the same requirements for honor as all Stamford Public High School students. Placement on the honor roll is as follows:

- Honors with Distinction: Straight A's (including A and A-)
- High Honors: All As except for one B (includes B+ B, and B-)
- Honors: All As and/or Bs except for one C (includes C+ C, and C-)

Graduation Requirements

This Program of Studies contains important information about educational opportunities available in our high schools. As you and your parent(s) review the information and course listings that appear in this guide, you should think about your strengths and interests as well as your short-term and long-term goals.

CREDIT REQUIREMENTS FOR GRADUATION

To obtain a high school diploma from the Stamford Public Schools, students are expected to demonstrate proficiency in Reading, Writing, Mathematics, and Science. School counselors in partnership with students and families monitor student progress in reaching graduation requirements.

District Required Courses and Credits for Graduation:

Students are required to accumulate 25 or more course credits, distributed as follows:

HUMANITIES	9 TOTAL CREDITS
➤ English	4 credits
➤ Social Studies	3 credits (0.5 in Civics)
➤ Arts	1 credit
➤ Subject Area Elective	1 credit
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS	9 TOTAL CREDITS
➤ Mathematics (must earn credit in Algebra & Geometry)	3 credits
➤ Science	3 credits
➤ Subject Area Elective	3 credits
WELLNESS	2 TOTAL CREDITS
➤ Physical Education	1 credit
➤ Health and Safety Ed	1 credit
WORLD LANGUAGE	1 TOTAL CREDIT
MASTERY-BASED LEARNING	1 TOTAL CREDIT
GENERAL ELECTIVES	3 TOTAL CREDITS

CREDIT REQUIREMENTS FOR GRADE PROMOTION

For students to be promoted to:

Grade 10 a minimum of 5.5 credits must be earned

Grade 11 a minimum of 11.5 credits must be earned

Grade 12 a minimum of 18 credits must be earned

Equity and Diversity (BOE Policy 5000.1)

Anchor is committed to creating a positive learning experience for all students. A positive learning experience happens when we're committed to removing the barriers that stand in the way of our students' academic success. We believe that equity and diversity are key factors in creating a learning experience that is free of educational disparities. In accordance with district [policy 5000.1](#), Anchor is committed to "identifying and correcting practices and policies that perpetuate the achievement gap" within our building so that all students has the opportunity to succeed. Below are definitions of key terms from BOE Policy 5000.1:

- A. **"Diversity"** includes characteristics of persons including, but not limited to race, culture, color, creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state and local laws.
- B. **"District Staff"** includes all employees, consultants and contractors of the Stamford Public Schools.
- C. **"Equity"** means the guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- D. **"Educational Equity"** means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.
- E. **"Race Equity"** means the condition where one's race identity has no influence on how one fares in society. Race equity is one part of race justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.
- F. **"Racism"** means a system of advantage and oppression based on race. A way of organizing society based on dominance and subordination based on race. Racism penetrates every aspect of personal, cultural, and institutional life. It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.
- G. **"Institutional Racism"** means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin, which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.
- H. **"Anti-oppression Organization"** means an organization that actively recognizes and mitigates the oppressive effects of white dominant culture and power dynamics, striving to equalize that power imbalance internally and for the communities with which they work.

- I. **“Critical Race Theory”** means theory that explicitly states and recognizes that racism is ingrained in the fabric and system of American society. Even without overt racism present, institutional racism is pervasive in dominant culture. Critical Race Theory examines existing power structures, and identifies these structures as based on white privilege and white supremacy, which perpetuate the marginalization of people of color.
- J. **“Inclusion”** means the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate and bring their full, authentic selves to work. An inclusive and welcoming climate embraces differences and offers respect in the words/actions/ thoughts of all people.
- K. **“Microaggression”** means the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
- L. **“Social Justice”** means the concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of power, wealth, education, healthcare, and other opportunities for personal activity and social privileges.
- M. **“White Supremacy”** means the existence of racial power that denotes a system of structural or societal racism which privileges white people over others, regardless of the presence or the absence of racial hatred. White racial advantages occur at both a collective and an individual level, and both people of color and white people can perpetuate white dominant culture, resulting in the overall disenfranchisement of people of color in many aspects of society.
- N. **“Privilege”** A social theory that special rights or advantages are available only to a particular person or group of people (Twine & Gardener, 2013).
- O. **“Achievement Gap”** means any significant and persistent disparity in academic performance, social emotional outcomes, or educational attainment between different groups of students, such as white students and minorities, for example or students from higher-income and lower-income households.
- P. **“Opportunity Gap”** means the disparity in access to quality schools and the resources needed for all children to be academically successful. Opportunity gaps means the existence of a significant disparity in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) English Language Learners and students whose primary language is English.
- Q. **“Bias”** Prejudice in favor of or against one thing, person or group compared with another, usually in a way considered to be unfair.
- R. **“Culturally Relevant Practices / Culturally Relevant Pedagogy”** it “allows for a fluid understanding of culture, and a teaching a practice that explicitly engages questions of equity and justice” (Ladson-Billings, 2014).
- S. **“Culturally Responsive Teaching”** Can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. “It teaches to and through the strengths of these students. It is culturally validating and affirming” (Gay, 2010).

Definitions	
Sex Assigned at Birth	refers to the sex designation recorded on an infant’s birth certificate should such a record be provided at birth
Gender identity	is a person's deeply held sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth. One's gender identity can be the same or different from their sex assigned at birth
Transgender	is a term used to describe people whose gender identity differs from the sex they were assigned at birth
Cisgender	refers to individuals whose gender identity conforms to what is typically associated with their sex assigned at birth
Nonbinary	describes people who identify outside of traditional gender categories. This includes people who identify as both, neither, or fluid genders.
Gender Minority	is an umbrella term referring to individuals not identifying as cisgender.
Genderfluid	May be a form of gender identity or gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly
Gender expression	refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, pronouns, or mannerisms
Gender non-conforming	describes people whose gender identity and/or expression does not in some way meet the stereotypical expectations of their assigned sex at birth. Gender nonconforming can also refer to having a gender expression that does not conform to gender norms, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Transgender and nonbinary individuals are gender non-conforming, but a person does not have to be transgender or nonbinary to be considered gender non-conforming.
Gender dysphoria	is the persistent and authentic disconnect between a gender minority student’s sex assigned at birth and gender identity, which may include a desire to change gender expression and primary and/or secondary sex characteristics. This disconnect can cause undue pain and psychological distress which can have a harmful impact on the daily life of gender minority students. Not all gender minority students experience dysphoria.
Gender affirmation	refers to an interpersonal, interactive process whereby a person receives social recognition and support for their gender identity and expression. Receiving gender affirming support can alleviate the psychological harms of gender dysphoria in transgender and nonbinary students. As transgender, nonbinary, and gender nonconforming students are at a higher risk for peer ostracism, victimization, and bullying, recognition and support on an institutional level plays an important role in creating a safe and nurturing educational environment
Gender transition	is the process in which a person changes physical, social and other characteristics to better reflect their gender identity. While not all transgender and nonbinary people transition, many do. Gender transition looks different for every person. In order to feel more comfortable, transgender and nonbinary people may take a variety of steps to alter their gender expression such as using a nickname or legally changing their name, changing one’s pronouns, choosing clothes and hairstyles to reflect their gender identity, and generally presenting themselves to others consistently with their gender identity. Some, but not all, transgender and nonbinary people undergo hormone therapy and/or surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity

Gender Markers	are the designation on school and other records that indicate what a student's gender is. For most students, the gender marker is determined by a student's assigned birth sex. For transgender and nonbinary students, however, the gender marker is determined by the student's asserted gender identity
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- A. "Racial Consciousness or racial awareness" Is the understanding of the uniqueness of one's race compared to other races. A racially conscious person is aware of the physical characteristics, history, culture, traditions, and mores of his own race and how those things differ from other races.

Transgender, Nonbinary, and Gender Non-Conforming Youth (BOE Policy 5002)

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. This policy sets out guidelines for schools and District staff to address the needs of transgender, nonbinary, and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender, nonbinary, or gender non-conforming students and the needs of each transgender, nonbinary, or gender non-conforming student must be assessed on a case by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender, nonbinary, or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

Bullying & Harassment

According to district policy 5005 "Bullying" means

- 1) 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
- 2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
 - (i) Causes physical or emotional harm to such student or damage to such student's property,
 - (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
 - (iii) creates a hostile environment at school for such student,
 - (iv) infringes on the rights of such student at school, or
 - (v) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics;

“Harassment” means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

The Stamford Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property, on a school bus, or at school-sponsored events, is expressly forbidden.

The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations in furtherance of this policy. As provided by statute, such regulations shall:

1. enable students to anonymously report acts of bullying to teachers and school administrators and require that students to be notified annually of the process by which they may make such anonymous reports,
2. enable the parents or guardians of students to file written reports of suspected bullying,
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require school administrators to investigate any written reports and to review any anonymous reports (except that no disciplinary action shall be taken solely on the basis of an anonymous report),
5. include a prevention and intervention strategy, as defined by this policy, for school staff to deal with bullying,
6. provide for the inclusion of language in student codes of conduct concerning bullying,
7. require school administrators of each school to notify both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and to invite them to attend at least one meeting to communicate the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
8. require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and within available appropriations, report such number annually to the Department of Education, in such manner as prescribed by the Commissioner of Education,
9. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline, and
10. Identify the appropriate school personnel as the safe school climate specialist responsible for taking a bullying report and investigating the complaint.
11. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
12. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
13. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

14. require that all school employees annually complete the training described in Conn. Gen. Stat. § 10-220a. The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Such regulations may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERP A") and the district's Confidentiality and Access to Student Information policy and regulations.

The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Such regulations may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERP A") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal 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: causes physical or emotional harm to such student or damage to such student's property; places such student in reasonable fear of harm to himself or herself, or of damage to his or her property; creates a hostile environment at school for such student; infringes on the rights of such student at school; or substantially disrupts the education process or the orderly operation of a school.

For purposes of this policy, "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

For the purposes of this policy, "Prevention and Intervention Strategy" may include, but shall not be limited to, (1) implementation of a positive behavioral supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education, (2) a school survey to determine the prevalence of bullying, (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy, (4) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (5) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (6) inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school, (7) individual interventions with the bully, parents and school staff, and interventions with the bullied child, parents and school staff, (8) school-wide training related to safe school climate, and (9) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policies on student discipline, suspension and expulsion.

Effective July 1, 2012, this policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

Sexual Harassment (5002R)

Any student who feels that he/she has been subjected to sexual harassment should make a written complaint to the school principal, assistant principal, or counselor.

The student who makes a written or oral complaint of sexual harassment shall be furnished with a copy of this procedure and informed of his/her rights.

- If an elementary student makes an oral complaint to any school employee, the employee shall refer the matter directly to the building principal, who shall obtain the above information, and complete a sexual harassment complaint form.
- If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
- A copy of the sexual harassment complaint shall be sent to the school principal, and, if the alleged harasser is a school employee, to the director of personnel or the superintendent of schools.

Upon receipt of the complaint, the principal or his/her designee shall commence a prompt, thorough, and impartial investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible, while still conducting an effective and thorough investigation.

At the conclusion of the investigation, the investigator shall provide to the superintendent a written report summarizing the results of the investigation, and a recommendation for disposition of the matter. If there is reasonable cause to believe that sexual harassment has occurred, the superintendent, or his/her designee, shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include suspension or expulsion if the harasser is a student, and reassignment, transfer, or other disciplinary action up to and including termination of employment if the harasser is a school employee.

Regulations Concerning Bullying Behavior

The following sets forth the procedures to implement the Board Policy concerning the prohibition against bullying. Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school, in accordance with the Board's Student Discipline policy. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will subject the perpetrator to disciplinary action in accordance with the Board's policies on student discipline, suspension and expulsion.

I. Definition:

In accordance with Board policy, "bullying" means *any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, on a school bus, or at a school-sponsored activity, (which acts are committed more than once against any student during the school year.)* The prohibition against bullying behavior specifically includes cyberbullying, which generally includes using information and/or communication technologies to commit such overt acts against another student with the intent to ridicule, harass, humiliate or intimidate the other student. Such overt acts, even if committed off campus, may result in discipline up to and including suspension and expulsion from school.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.

- ❖ **Location.** Bullying behavior in violation of Board policy may occur on or off school grounds, at a school-sponsored activity, or on a school bus. Conduct that occurs off-campus, (e.g. physical intimidation in the community) is considered bullying under the Board's Policy and this Regulation if it has a direct and negative impact on a student's academic performance or safety in school. Cyber-bullying, which is the use of electronic equipment to commit acts of bullying, is also considered bullying.
- ❖ **Misconduct Committed More Than Once.** Bullying behavior in violation of Board policy must be "committed more than once against any student during the school year." An isolated incident, however egregious, is not "bullying" under state law and Board policy. Similarly, numerous acts of misconduct against different students do not constitute "bullying" under state law and Board policy. Conversely, where there are multiple incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual, during the school year, the responsible administrator shall

develop a case-specific intervention to address such repeated incidents of bullying, which may include both counseling and discipline

- ❖ **Ridicule, harassment, humiliation, and/or intimidation.** Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, harass, humiliate or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation of the perpetrator
- ❖ **Types of conduct.** Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, harass, humiliate or intimidate another student. Examples of conduct that could constitute bullying include:
 - Physical violence and/or attacks;
 - Verbal taunts, name-calling and put-downs, including taunts based on race, ethnicity, gender, religion, sexual orientation , or other protected and/or individual characteristics such as socioeconomic status or physical appearance;
 - Threats and intimidation (through words and/or gestures);
 - Extortion or stealing of money and/or possessions;
 - Cyberbullying, defined as use of computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to commit acts of bullying.

II. Complaint processes

a. Publication of the policy and regulations against bullying

Effective July 1, 2010, this policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

b. Appropriate school personnel

All school administrators are charged with the responsibility of taking reports of bullying and appropriately investigating them. Reports may be made to any building administrator.

c. 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 building administrator for review and action in accordance with Section III below.

d. Informal/verbal complaints by Students

Students may also make informal/verbal complaints of conduct that they consider to be bullying by verbally reporting to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist. Such informal/verbal 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 teacher, other professional employee, or administrator who receives an informal/verbal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building principal (or other responsible program administrator) for review and action in accordance with Section III below.

e. Informal/verbal complaints by Students

Students who make complaints of bullying to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist, may request that their name be maintained in confidence by the staff member who receives the complaint. Should anonymity be requested, 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) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

III. Staff responsibilities & Interventions strategies

a. Teachers and other school staff

1. Teachers and other school staff, who witness acts of bullying, as defined above, shall promptly notify the building principal and/or his/her designee in writing of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student reports of suspected bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal/verbal complaint by a student that is received by a teacher, administrator or other professional employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by other school staff, this employee shall verbally report the matter to the principal and/or his/her designee promptly (no later than the next school day).
2. In addition to addressing both informal and formal complaints, teachers and other professional employees are encouraged to address the issue of bullying in other interactions with students. Teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

b. Administrator responsibilities

1. Investigation
 - a. The principal (or other responsible program administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator, teacher or other professional employee. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. In order to allow the district to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that permits the district to release that student's name to those third parties who the district contacts as part of its investigation of that complaint. With regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

- b. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, which may include disciplinary action. Where appropriate, written witness statements shall be attached to the report.
- c. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial actions

- a. Verified acts of bullying shall result in intervention by the building principal (or other responsible program administrator) or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced with the goal that any such bullying behavior will end as a result.
- b. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, inschool suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. The following sets forth possible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

c. Addressing bullying behavior

1. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may

be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying is verified, the building principal (or other responsible program administrator) shall invite the parents or guardians of the perpetrator and the parents or guardians of the bullied student to attend at least one meeting. In the discretion of the building principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately.

2. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences that apply to on campus and off campus conduct. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

In those cases where bullying behavior has occurred off campus (and outside of any school-sponsored activity), discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process

3. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;

- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation where appropriate.

4. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:

a.	Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
b.	A school survey to determine the prevalence of bullying
c.	Establishment of a bullying prevention coordinating committee with broad representation to review school climate survey results and implement appropriate strategies
d.	Active adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur
e.	Inclusion of grade-appropriate bullying prevention curricula
f.	Individual interventions with the perpetrator, parents and school staff, and interventions with the bullied student, parents and school staff
g.	School-wide training related to safe school climate
h.	Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions
i.	Respectful responses to bullying concerns raised by students, parents or staff
j.	Planned professional development programs addressing prevention and intervention strategies
k.	Use of peers to help ameliorate the plight of victims and include them in group activities
l.	Avoidance of sex-role stereotyping
m.	Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies
n.	Modeling by teachers of positive, respectful, and supportive behavior toward students
o.	Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others
p.	Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere

IV. Reporting obligations

a. Report to the parent or guardian of the perpetrator

If after investigation, acts of bullying by a specific student are verified, the building principal (or other responsible program administrator or his/her designee) shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

b. Reports to the victim and his/her parent or guardian

If after investigation, acts of bullying against a specific student are verified, the building principal (or other responsible program administrator or his/her designee) shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law.

c. List of verified acts of bullying

The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

d. Report to Department of Education

Within available appropriations, the principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education, in such manner as prescribed by the Commissioner of Education.

Student Behavior (5131R)

The Stamford Board of Education extends rights and privileges to students in the public schools. It also requires the acceptance of responsibilities on the part of the students. The maintenance of an orderly atmosphere in the school demands respect for, acceptance of, and obedience to rules and standards of behavior.

The Board of Education recognizes the need to publish the rights, responsibilities and regulations affecting the total school community. Student discipline policies and procedures shall be distributed to students and parents at the beginning of each school year. Policies and regulations shall be publicized within each school and explained in assembly programs at the start of each school year

Definitions	
Exclusion	Shall be defined as any denial of public school privileges to a pupil for disciplinary purposes.
Removal	Shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
In-school suspension	shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed, and provided further that no pupil will be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one year, whichever results in fewer days of exclusion
Suspension	shall be defined as an exclusion from school privileges or from transportation services only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed and provided further that no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below. Reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute a suspension.
Expulsion	Shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Notwithstanding the foregoing, reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute an expulsion. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.
Emergency	Shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.
Days	Shall mean days when school is in session for pupils.

I. Actions Leading to Disciplinary Action, Including Suspension and/or Expulsion

Students are subject to disciplinary action, by school authorities if they engage in conduct on school grounds, on school transportation, or at any school-sponsored activity, that endangers persons or property, is seriously disruptive of the educational process or is a violation of a publicized policy of the Board of Education. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and is a violation of a publicized policy of the Board, "Seriously disruptive of the educational process" for purposes of assessing off-campus conduct means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school. In making a determination as to whether conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider (but such consideration shall not be limited to) the following factors: (1) whether the incident occurred within close proximity of a school, (2) whether other students from the school were involved or whether there was any gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Conn. Gen. Stat. Section 29-28, and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

The offenses listed under Subsections A, B, C and D are illustrative of such actions, but are not exhaustive, and students remain subject to discipline for any such conduct as outlined above.

A student charged with any of the following infractions on school property, school transportation, or at any school-sponsored activity shall be subject to disciplinary action. Restrictions on freedom of dress and adornment encompassed by this section may not reflect discrimination as to civil rights, nor enforce particular codes of morality or religious tenets.

A. Infractions	
1	Refusal to obey a member of the school staff or disruptive classroom behavior
2	Actions with a potential for injury to others
3	Fighting between or among students
4	Destruction of school property
5	Tardiness to school or to classes
6	Class cutting
7	Smoking in unauthorized areas
8	Cheating or plagiarism
9	Refusing to identify self or to give correct identification
10	Wearing attire which endangers the safety or health of the student or others, is destructive to school property, fails to comply with the health code of the State of Connecticut, is not clean, modest and appropriate to the school situation, is contrary to law, or that creates a substantial or material disruption of the school's operation or is likely to incite a breach of peace
11	Littering on school property

Restrictions on freedom of dress and adornment encompassed by this section may not reflect discrimination as to civil rights, nor enforce particular codes of morality or religious tenets.

B. School-related Offenses: A student charged with any of the following school-related offenses shall be subject to disciplinary action.	
1	Excessive absenteeism
2	Truancy
3	Loss of school-loaned property (i.e. books, materials, equipment, uniforms, etc.).

A student charged with any of the following breaches of conduct on or off school property, on school transportation, or at any school-sponsored activity shall be considered for removal from class, in-school suspension, suspension, or expulsion, in addition to any other appropriate disciplinary actions

C. Breaches of Conduct: A student charged with any of the following breaches of conduct on or off school property, on school transportation, or at any school-sponsored activity shall be considered for removal from class, in-school suspension, suspension, or expulsion, in addition to any other appropriate disciplinary actions	
1	Deliberate refusal to obey a member of the school staff
2	Willful destruction of school property or personal property of others
3	Threatening, intimidating, or blackmailing school staff or other children
4	Use of obscene or profane language or gestures with a member of the school staff
5	Unauthorized leaving of classroom, building, or school grounds
6	Accumulation of minor offenses such as school and class tardiness, class or study hall cutting, failure to attend detention or truancy
7	Bomb threats
8	Possession or use of fireworks or other explosive materials in school, or ignition of any flammable material in school
9	Forgery
10	Gambling
11	Pulling or attempting to pull a false fire alarm
12	Theft of school property or personal property of others
13	Any other violations of school rules or regulations which make the presence of the student in school seriously disruptive of the educational process
14	Disruptive behavior in the classroom
15	Violation of any local, state or federal laws
16	Unauthorized possession and/or use of paging devices, beepers, cellular telephones, walkie-talkies or other similar electronic communication devices without the written permission of the principal or his/her designee

A student charged with any of the following serious breaches of conduct on or off school property, on school transportation or at any school-sponsored activity, shall be dealt with firmly, and strong consideration given to suspension and expulsion from the Stamford Public Schools, in addition to any other appropriate disciplinary actions.

A student may be recommended for expulsion when a school administrator has cause to believe the student has engaged in conduct on school grounds or at a school sponsored activity which endangers persons or property, is seriously disruptive of the educational process or is violative of a publicized Board policy or conduct off school grounds which is seriously disruptive of the educational process and violative of a publicized policy of the Board

D. Serious Breaches of Conduct	
1	Assault of student or any member of the school staff
2	Possessing, transmitting or distributing any deadly weapon, dangerous instrument, martial arts weapon or firearm, whether or not capable of firing a shot, firearm facsimile, compressed. air gun, billy, blackjack, bludgeon or metal knuckles, explosive, chains, razor blade or other dangerous objects
3	Possessing a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat.§ 29-35, or possessing and using a firearm as defined. in 18 U.S.C. 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime
4	Unauthorized, possession, selling or consumption of dangerous drugs, narcotics, or alcoholic beverages. Dangerous drugs or narcotics shall mean any illegal or controlled, substance including but not limited. to amphetamine- type, barbiturate type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs and intoxicant of any kind, and, in addition, those substances known as Methaqualone. Unauthorized, possession or use of such substance shall mean use or possession without a valid prescription
5	Possession of paraphernalia used or designed, to be used, in the consumption, sale or distribution of dangerous drugs or narcotics, as defined, in paragraph 4 above
6	Extortion
7	Arson
8	Inciting to riot
9	Any behavior, verbal, physical, and/or written, that harasses, threatens, intimidates or demeans certain individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, or handicap that creates a substantial and material disruption of the school's operation or is likely to incite a breach of peace
10	Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or school property

E. Mandatory Expulsions: The Superintendent shall recommend expulsion for one full calendar year when he/she reasonably believes that a student:	
1	was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. 921 as amended from time to time
2	off school grounds, possessed a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or a martial arts weapon in the commission of a crime
3	was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)» whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 1a-277 and 21a-278
4	As used in this paragraph, a "firearm" as defined in 18 U.S.C. 9211 means (1) any weapon that will, is designed to , or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile , mine, grenade or similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 'h. in diameter)
5	In keeping with Conn. Gen. Stat. § 10-233d and the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "firearm as defined in 18 U.S.C. 921" to school, as that term is defined above.
Definition	
Deadly weapon: means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.	
Dangerous instrument: means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle". "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.	

F. Police Referrals

Any student charged with a school-related offense or breach of conduct that is serious or criminal in nature may be referred to the state or local police department. If a student physically assaults a teacher or other school employee on school property or in the performance of school duties, and such teacher or employee files a written report with the school principal based upon the assault, the school building principal shall report such physical assault to the local police authority. In cases where a student has brought a weapon, firearm or deadly weapon to school in violation of the Board's mandatory expulsion policies, the student shall be referred to the local police.

If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

G. Examples of Corrective Measures	
1	Counseling
2	Conferences (a. student -teacher(s); b. parent-teacher(s); c. student-parent-teacher(s); d. administration with a, b, or c; e. administration - student and/or parent.
3	Behavior Contract
4	Daily conduct reports to parents
5	Adjustment of school program (a. alternate learning class; b. shortened school day; c. alternate school; d. schedule changes e. work-study program)
6	Services of support personnel (a. home visits; b. peer interaction group sessions)
7	Referral to Planning and Placement Team
8	Referral to Court. (e.g. a. Family with services needs; b. Educational neglect)
9	Restorative Circle/Meeting
10	Reflective Essay
11	Touch-points, Domus, Community Outreach programs

H. Examples of Punitive Measures	
1	Detention
2	Denial of privileges
3	Denial of school-provided transportation
4	Removal from Class
5	In-school suspension
6	Suspension
7	Expulsion
8	Restitution
10	Lowering of academic grades for academic misbehavior, e.g. cheating and talking during exams and plagiarism

I. Unacceptable Measures: The following corrective or punitive measures shall not be used in the Stamford Public Schools	
1	The lowering of academic grades or credit for punitive reasons related to nonacademic misbehavior rather than to the quality of work performed by the student.
2	Corporal Punishment (a. Paddling; b. Spanking; or c. Inflicting physical discomfort)
3	Verbal Abuse

NOTE: The Board of Education recognizes the right of staff members to use reasonable force to the degree necessary in order to (1) protect him/herself or others from immediate physical injury; (2) to obtain possession of a dangerous instrument or controlled substance, (3) to protect property from physical damage, or (4) to restrain a minor student or to remove a minor student to another area to maintain order.

Cell Phones Policy

The Stamford Public Schools recognize that many students at all grade levels possess and bring cell phones and other electronic devices to school. The purpose of the Stamford Board of Education Cell Phone and Electronic Device Use Policy is to ensure that cell phones and other electronic devices support classroom instruction, enrich student learning, and promote the safety of students, school staff, and school property. The use of cell phones and other electronic devices will be regulated by building administration and by the classroom teacher.

The Board considers allowing students to bring such devices to school to be a privilege and not a right. The Board reserves the right to revoke this privilege if a student fails to adhere to Board policies and associated rules and regulations. The following are guidelines and/or the Stamford Board of Education's acceptable use and regulations for electronic devices.

The Stamford Public School system assumes no liability for personal electronic devices that are lost, broken, or stolen, or damaged in any manner.

Policy Adopted: Aug 29, 2022

Cell Phones / Definition of

For the purpose of this policy and regulation, an electronic device is defined as any two-way wireless communication device or any other device capable of storing, playing, transmitting, or receiving images, data, text, video, audio files, and/or games, including, but not limited to, tablets, smart watches, cell phones, smart phones, e-readers, headphones, handheld video game devices, etc., and similar devices (hereinafter collectively referred to as a "Device" or "Devices").

Cell Phones Use & Content

Devices shall not be used in an illegal manner or in a way that violates a published Board of Education policy or regulation (including school based regulations). Any image depicting persons in any place or situation in which there is a reasonable expectation of privacy may not be published, broadcast, or transmitted to any other person/device without the consent of the person/persons appearing in the image. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Audio and/or video recording devices and other Devices may be authorized for student use by the principal, and/or their designee, during a class and only in support of a student's specific education needs (IEP/504). In such cases, if a lesson is being recorded, the teacher and the entire class must be notified that the lesson is being recorded. Students may wear a smartwatch, provided the same is used solely as a watch and not as a communication device.

Examples of prohibited uses include, but are not limited to, the following:

- In a locker room or restroom;
- In any place or situation in which a person has a reasonable expectation of privacy, without the person's permission (if the person is mentally impaired, permission must be obtained from the person's parent or guardian);
- In a way that would violate copyright law;
- To harass, intimidate, or bully another person;
- To invade a person's privacy;
- To send any form of harassing, threatening, or intimidating message or image at any time to any person (such communication may also be a crime);
- To take pictures without the specific permission of the subject of the picture;
- To record (video or audio) of oneself or another individual while on school property, while on school-sponsored transportation, while at school-sponsored events, or at such times not authorized by the principal or designee;
- Any use which violates academic integrity, such as taking pictures of an assessment, sending the questions or answers to students, or providing assistance to students on an assessment in a manner that violates Board policy.

Any improper or unauthorized use of a Device while on school property, while on school-sponsored transportation, while at school-sponsored events, or at such times not authorized by the principal or designee, is prohibited. Unauthorized or improper use of such Devices may lead to disciplinary action, up to and including expulsion.

Cell Phones: Responsibility/Liability

A student's Device may be searched and/or seized by an administrator (or designee in accordance with a specific administrative directive if there are grounds for suspecting that the search will turn up evidence that the student has violated the law, Board policy, regulation, or the rules of the school. If a Device is confiscated, the Device will be returned to the student at the end of school day. If appropriate, a parent/guardian will be required to pick up the Device at school.

Cell Phones: Responsibility/Liability

Each school must establish a school-based regulation regarding the use of Devices on school property (that conforms with Policy 5131.8, this regulation and each grade level's regulations contained). The school-based regulations may treat different kinds of Devices differently. By way of example only, cell phone use may be permitted during lunch breaks, while use of a handheld video game device during lunch breaks may be prohibited.

Cell Phones: Middle School Students

Middle school students may possess Devices on school property and school-sponsored transportation provided such Devices are not visible, used, or activated, and are kept in the “off” position upon entrance into the building and throughout the instructional school day. Middle school students must keep their Devices stored in a non-visible secure location, or in a location determined by their teacher. Students may use their Devices while waiting for dismissal at the end of the instructional school day (unless otherwise directed by their administrator or classroom teacher) and as allowed by the school principal. At all times when a Device is in use, students must comply with the requirements of the “Use - Content” section above.

Cell Phones: High School Students

High school students may possess Devices on school property and school-sponsored transportation provided such Devices are not visible, used, or activated, and are kept in the “off” position throughout the instructional school day. High school students may use their Devices before the first bell, at lunch, at dismissal, and any time they are not in class (unless otherwise directed by their administrator or classroom teacher) and as allowed by the school principal. High school students must keep their Devices stored in a non-visible secure location, or in a location determined by their teacher. At all times when a Device is in use, students must comply with the requirements of the “Use - Content” section above.

Teachers and students will talk about how cell phones and Devices support the classroom, enrich student learning, and promote the safety of students, school staff and school property. Topics will include digital literacy and citizenship, standards for use of Devices during class, steps in response to alleged violations of classroom standards, students’ rights in terms of the search and seizure of cell phones, and the harm done by taking photos/videos of others, cyberbullying, harassing, sexting, stalking, cheating, and unlawful dissemination of an intimate image.

Cell Phones: IEP, 504, or Health Care/Medical Plan

Students may use Devices during class time when authorized pursuant to the Americans with Disabilities Act (ADA), an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student’s physician.

Cell Phones: Health, Safety, or Emergency Reasons

Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety, and emergency reasons by the Principal.

Cell Phones: School Trips or School-Sponsored Activities

The use, display, or activation of cellular phones or other wireless communication devices during school trips or school-sponsored activities shall be at the discretion of the Principal or designee, but shall not be disruptive to the activity.

Cell Phones: Other Reasons

Other reasons determined appropriate by the Principal.

Regulation Issued: Aug 29, 2022

Culture and Climate

Anchor's culture and climate guidelines are intended to reinforce a positive school climate by addressing school culture and climate through the lens of the whole child. We believe that applying appropriate and gradual restorative responses towards students who are not meeting our expectations will create an environment that aims to keep all students connected.

Our culture and climate guidelines is a living document, and aims to build community, celebrate accomplishments, transform conflict, rebuild and strengthen relationships. Our approach supports relationship-building and improvement, and gives particular attention to issues of equity. Below is a list of strategies that will assist us in creating an environment where students feel valued, understood, and empowered.

- ❖ Reflective activities
- ❖ Circles
- ❖ School counseling support
- ❖ Anger management
- ❖ Health counseling or intervention
- ❖ Mental health counseling
- ❖ Skill building such as social and emotional, cognitive, and intellectual skills
- ❖ Resolution circles and restorative conferencing
- ❖ Community service
- ❖ Conflict resolution or mediation

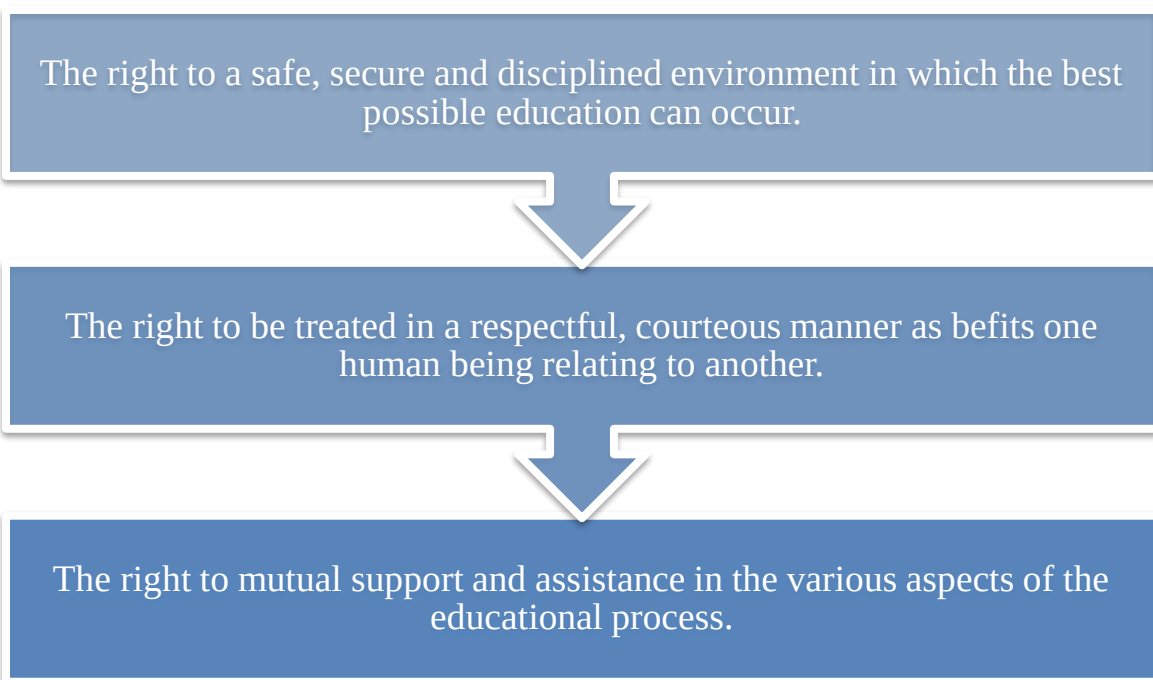
Rights and Responsibilities

The Stamford Board of Education recognizes that the school is a community with rules and regulations. Those who would enjoy the rights and privileges of this community must also accept the responsibilities that membership demands, including respect for and obedience to school rules.

The Board of Education believes that the majority of students in the Stamford Public Schools want the best education possible, an education that depends on safe, orderly classrooms and schools. The Board of Education is determined to take whatever measures are necessary and legally available to guarantee the continued orderly operation of the schools.

The Board considers misbehavior in any part of a school facility as serious as misbehavior in a classroom. The school facility includes all parts of the school building, the school grounds, on school buses; or any location where a school-sponsored activity takes place. In addition, certain misconduct, such as sale or distribution of controlled substances or violent acts, either, committed or threatened, may be disruptive of the educational process and may properly be the subject of disciplinary action under the policy

STUDENTS HAVE...



Student Responsibilities

Respecting the authority of teacher, administrators and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct.



Behaving in classrooms and on school campuses in a manner that does not disrupt or interfere with the rights of other students and staff.



Abiding by the standards of conduct and rules and regulations governing discipline established by the school.



Attending school and assigned classes daily on time and for each full term.

Parent Responsibilities

Accepting and respecting the right of the Board of Education to require discipline standards of behavior for all students and for all non-students while on campus during school activities.



Reviewing district policy and school discipline rules and regulations with family members to ensure all are familiar with and understand the standards of conduct expected by school authorities on school campuses.

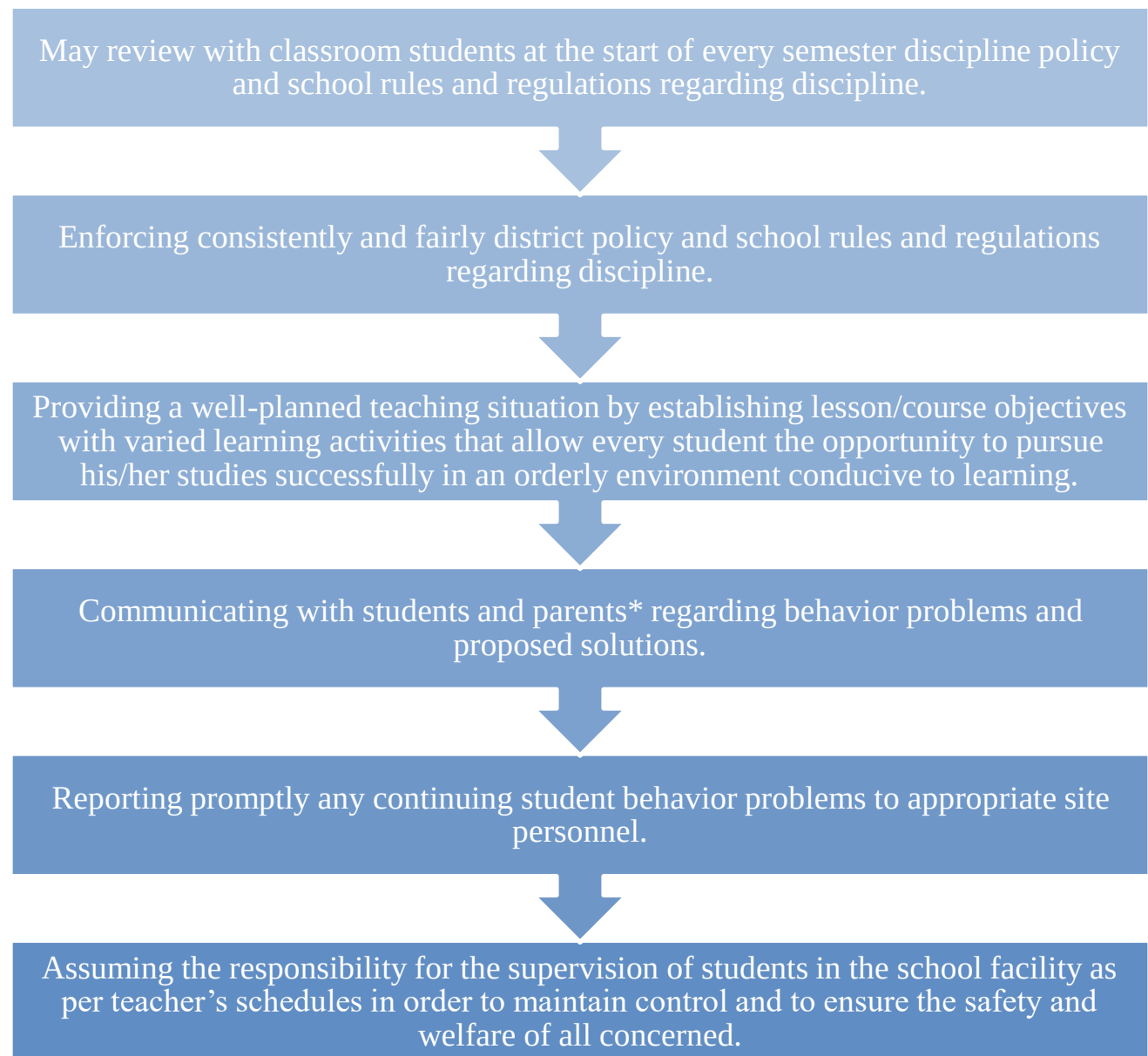


Cooperating with school officials in working toward a solution to a student's problem and carrying out appropriate discipline penalties when such action is necessary.

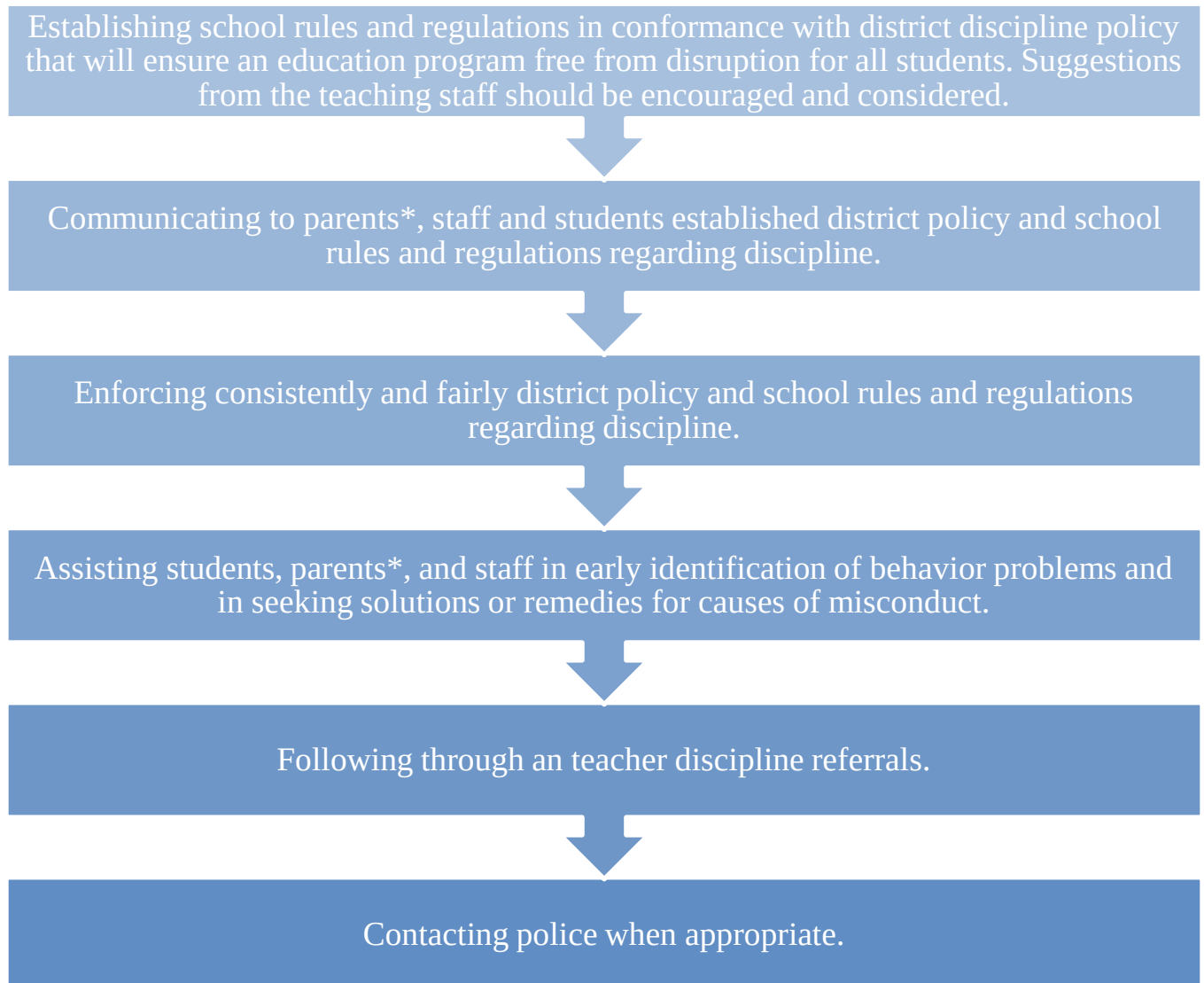


Seeking out, when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.

Teacher Responsibilities



Building Administration Responsibilities



Community Responsibilities

Acknowledging the right of the Board of Education, its administration, and school site: personnel to carry out district discipline policy and school rules and regulations established in the interest of maintaining the best educational environment in all classrooms and on all campuses of the City schools.



Cooperating with the Board of Education, its administration, and school site personnel in providing alternative educational programs and appropriate remedial services or programs to reduce or eliminate student misconduct.

Discipline with Dignity

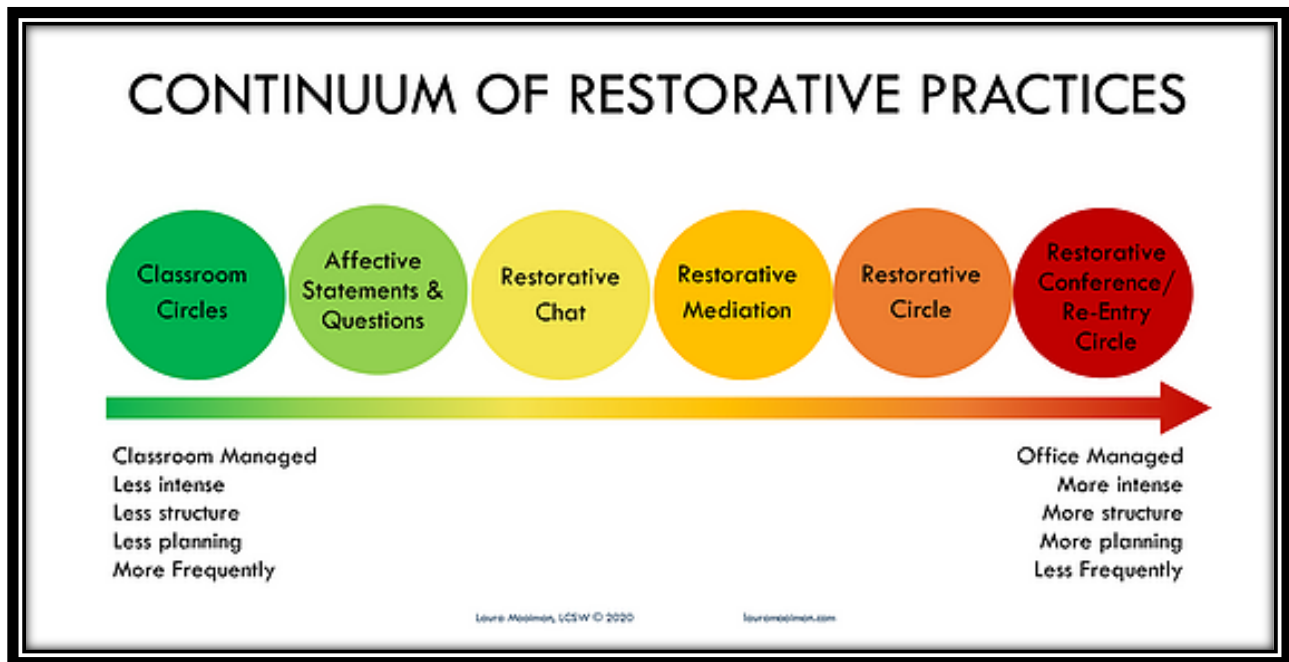
Climate and safety of Anchor is paramount to teaching and learning as well as building relationships. In the pages that follow, you will find examples of infractions and possible responses to those infractions. Please keep in mind that **our student code of conduct is a living document**, and will be updated annually. Updates will be based on feedback from the community (*e.g. staff, students, parents, community partners*). It is highly recommended that staff members' first try and build a positive relationship with every student, regardless of the level of infraction, and then apply appropriate restorative consequence. All teachers are encouraged to apply the basic principles of *discipline with dignity* into their classrooms to increase student engagement.

Basic Principles of Discipline with Dignity

- Let students know what you need, and ask what they need from you
- Differential instruction based on individual strengths
- Listen to your students' thoughts and feelings
- Use humor
- Vary your style of presentation
- Offer choice
- Use a variety of ways to communicate with students
- Recognize that being fair does not always mean treating students equally

Source: Curwin, R. L., Mendler, A. N., & Mendler, B. D. (2018). *Discipline with dignity: How to build responsibility, relationships, and respect in your classroom*. Alexandria, VA: ASCD.

Continuum of Restorative Practices



Source: Laura Mooiman: School Training & Consulting Worldwide.

Bringing Restorative Practices to Your School

Source: [edutopia](http://edutopia.org)

Schools across the country are being urged to adopt restorative approaches as an alternative to suspensions, which may disproportionately affect students of color.

But restorative practices do more than supplant punitive approaches to discipline. They can dramatically improve the school climate and strengthen the social and emotional skills of young people and adults. Instead of using punishments and rewards to influence the way students behave, restorative approaches address the underlying reasons for students' hurtful behavior and nurture their intrinsic desire to treat others with care and respect.

Making the transition to restorative approaches isn't easy. Here are six lessons we've learned as we've introduced these practices in New York City public schools.

1. Restorative approaches are all about building community and strengthening relationships.

- a. Restorative approaches are based on the idea that when we feel part of a supportive community, we respect others in that community and become accountable to it. Schools can foster this sense of community through daily or weekly circles, in advisory, or in any class -- provided teachers get the support needed to facilitate the practices. Circles help participants better understand each other, engendering a sense of empathy and connection. Adults can build the effort by modeling collaborative, respectful behavior themselves. Adults can also have their own circles, creating a safe place where they too can connect and explore challenges.

2. Circles are powerful, if you respect the process.

- a. Circles borrow traditions from indigenous peoples: You sit in a circle around an object that has meaning for the group. You pass a talking piece, and everyone must wait till the talking piece comes to them before speaking -- including the facilitator. In circle, everyone is both a participant and a keeper; no one is in charge and no one is an observer. As students get comfortable with the circle process, they can become co-keepers. Respecting all these practices takes discipline, but it is key to the circle's power. Circle gives everyone a rare chance to share what they are feeling and experiencing. Over time, circle becomes a safe space where everyone feels that they are heard and that they belong. That's a precious thing in a school - or anywhere.

3. Circles can be strengthened by a curriculum that sequentially builds skills.

- a. The circle naturally asks participants to use social and emotional skills that they may not have fully developed, including active listening, handling strong emotions, and respecting differences. A sequenced curriculum can guide circle keepers in gradually building these skills.

4. When problems do occur, you have an array of restorative responses to choose from.

- a. Circle provides a foundation that can both prevent problems and help handle them when they arise. You can also use a mediation process or group problem-solving session to address problems. If a serious harm happens, a restorative intervention may be in order: The person causing the harm meets with others, often including the person harmed. They reflect on the harm and agree on how it can be remedied. The person who caused harm has a chance to truly understand the impact of their actions, to be heard and understood themselves, to repair the harm, and to be welcomed back (restored) to the community. That can have a far more positive and lasting effect on a person than punishment or exile. The process can provide insights for everyone else as well.

5. Everyone needs to be part of the gradual shift.

- a. Using restorative processes takes skill. It's best if a regular member of the school staff can serve as the restorative practices specialist/coordinator. But everyone in the school needs to embrace the approach. This is challenging, since treating harm as a teachable moment (not an occasion for punishment) runs counter to many ingrained habits and societal messages. For these reasons, moving to restorative practices requires a thoughtful, staged transition.

6. It takes a dedicated principal and school-wide planning.

- a. The shift to restorative approaches takes time and commitment. Ideally, the principal convenes a collaborative team (including students) to rethink and reconstruct the school's discipline policy and create a phased implementation plan that includes support for staff.

Source:

McClure, L. (2016). Bringing restorative practices to your school: Six lessons learned from replacing punitive discipline with a community-oriented, restorative approach. Edutopia: <https://www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure>

Teacher Managed Behaviors vs. Administration Managed Behaviors

Note: The list below represent examples of some, not all, teacher/administration managed behaviors

1. Name behavior and expectation
2. State rule and expected behavior
3. Give positive verbal/social acknowledgement
4. Give MIR slip to student
5. File



Teacher will address the behavior and student will remain in with the learning environment.

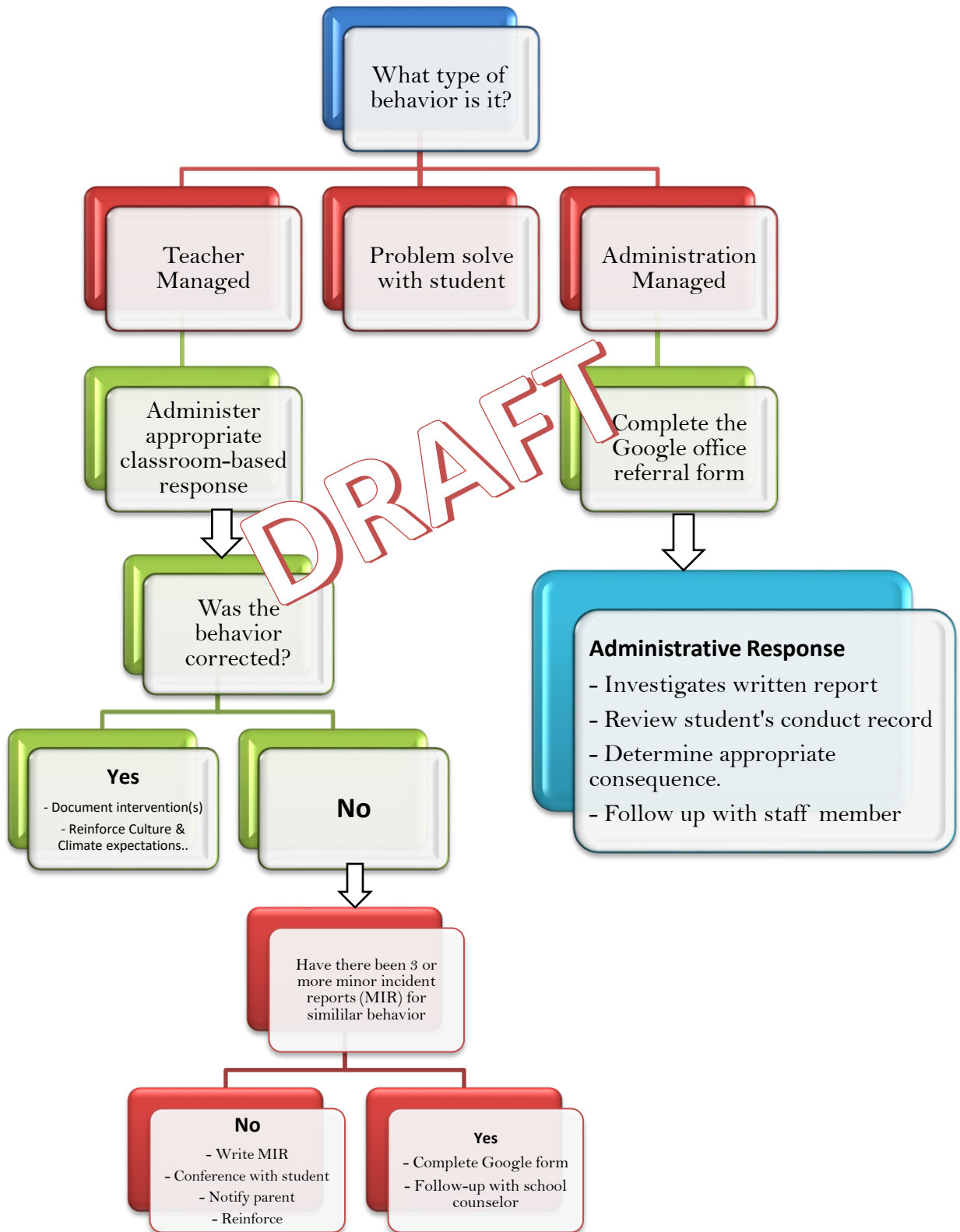
1. Tardiness
2. Non-compliance with staff direction
3. Classroom disruption
4. Bullying (report suspected bullying)
5. Inappropriate language
6. Failure to serve teacher assigned reflection
7. Unprepared for class
8. Leaving the classroom without permission
9. Skipping class
10. Inappropriate hallway behavior
11. Inappropriate computer use
12. Inappropriate locker behavior
13. Dress code violation
14. Throwing objects
15. Eating/drinking in class
16. Academic dishonesty
17. Sleeping in class
18. Carrying backpack
19. Electronic devices/cell phones (visible and/or on)



1. Bomb Threat/False Alarm
2. Possession of a Weapon/Explosive Device
3. Threats of bringing/using Weapons
4. Fighting/Physical Aggression
5. Physical Assault/Harassment/Intimidation
6. Sexual Harassment/Sexual Offense
7. Loitering
8. Theft/Burglary
9. Verbal Abuse and/or Threat of Violence
10. Inappropriate Bus Behavior
11. Truancy
12. Vandalism/ Property Damage
13. False Fire Alarm or Arson
14. Possession/Distribution/Use of OTC Medication, Controlled Substance, Tobacco, or Alcohol
15. Forgery/Extortion
16. Gambling
17. Chronic Violation of Teacher Managed Behaviors
18. Possession/Use of Imitation Weapons
19. Possession/Use of Imitation Drugs
20. Possession of Drug Paraphernalia
21. Bullying (Investigate)

The expectation is that all students will be fully engaged in teaching and learning so that behaviors are reduced.

Addressing Student Behavior Flow Chart



Corrective Action Levels

If level 1 expectations are NOT met you can... • Remind & Redirect • Verbal Correction • Safe Space • Assign Seating • Parent Contact • Detention • Safe Space • Student/Teacher Meeting	If level 2 expectations are NOT met you can... • Parent/Student/School Counselor Conference • Support Staff referral
If level 3 expectations are NOT met you can... • Administrative Detention (afterschool) • Parent/Student/Administrative Conference • ISS/OSS	

SPS Policy #5131	Level 1	Level 2	Level 3
ABSENCES (POLICY #5113-R) (IB Breach – Principle, Thinker)			
UNEXCUSED ABSENCE FROM SCHOOL	♦		
EXCESSIVE ABSENCES FROM SCHOOL	♦	♦	
CHRONIC ABSENTEEISM (ARB)	♦	♦	♦
ACADEMIC DISHONESTY (IB Breach – Principle, Thinker)			
CHEATING OR PLAGIARISM	♦	♦	
ALCOHOL (IB Breach – Principle, Thinker)			
UNAUTHORIZED POSSESSION		♦	♦
SELLING OR CONSUMPTION			♦
ASSAULT (IB Breach – Balanced, Caring)			
NO INJURY (no visual, physical injuries)		♦	♦
• BODILY INJURY			♦
BOMB THREATS (IB Breach – Principle, Thinker)			
			♦
BULLYING (POLICY #5005) (IB Breach – Caring, Principled)			
Threatening verbal, physical or written conduct (including electronic communication)	♦	♦	♦
Repeated threatening verbal, physical or written conduct (including electronic communication) that adversely affects another student's ability to feel safe at Anchor.			♦
BUS VIOLATIONS (IB Breach – Principle)			
MINOR DISRUPTION ON THE BUS (e.g., eating, drinking, standing)		♦	
SERIOUS DISRUPTION ON THE BUS			♦

If level 1 expectations are NOT met you can... • Remind & Redirect • Verbal Correction • Safe Space • Assign Seating • Parent Contact • Detention • Safe Space • Student/Teacher Meeting	If level 2 expectations are NOT met you can... • Parent/Student/School Counselor Conference • Support Staff referral
If level 3 expectations are NOT met you can... • Administrative Detention (afterschool) • Parent/Student/Administrative Conference • ISS/OSS	

SPS Policy #5131	Level 1	Level 2	Level 3
CLASS CUTTING (IB Breach – Principle, Inquirer)			
FAILURE TO APPEAR OR ATTEND A SCHEDULED CLASS	♦	♦	♦
CLASSROOM DISRUPTION (IB Breach – Principle, Knowledgeable)			
BEHAVIOR THAT DISTRACTS FROM STUDENT LEARNING	♦	♦	
DEFIANCE OF AUTHORITY/INSUBORDINATION (nonviolent/ nonphysical) (IB Breach – Principle, Balanced)			
FAILURE TO FOLLOW DIRECTIONS	♦	♦	♦
FAILURE TO RESPOND TO SCHOOL STAFF QUESTIONS OR REQUESTS	♦	♦	♦
DISREPECTFUL BEHAVIOR (IB Breach – Principle, Caring)			
INAPPROPRIATE GESTURES, SYMBOLS, OR COMMENTS. USING PROFANE OR OFFENSIVE LANGUAGE	♦	♦	♦
USING VERBAL INSULTS /PUT-DOWNS	♦	♦	♦
DRESS CODE VIOLATIONS (IB Breach – Principle)			
	♦	♦	
DRUGS/CONTROLLED SUBSTANCES (IB Breach – Principle, Balanced) (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)			
UNDER THE INFLUENCE		♦	
USING OR POSSESSING			♦
DISTRIBUTING OR SELLING			♦
EXTORTION (e.g., taking or attempting to take from another money or property by threat of force, express or implied) (IB Breach – Principle, Caring)			
			♦
FALSE ACTIVATION OF A FIRE ALARM (IB Breach – Principle, Thinker)			
			♦

If level 1 expectations are NOT met you can... * Remind & Redirect * Verbal Correction * Safe Space * Assign Seating * Parent Contact * Detention * Safe Space * Student/Teacher Meeting	If level 2 expectations are NOT met you can... * Parent/Student/School Counselor Conference * Support Staff referral
If level 3 expectations are NOT met you can... * Administrative Detention (afterschool) * Parent/Student/Administrative Conference * ISS/OSS	

SPS Policy #5131	Level 1	Level 2	Level 3
FIGHTING (IB Breach – Principle, Caring)			
PHYSICAL AGGRESSION WITH ANOTHER STUDENT (e.g., shoving or pushing)	♦	♦	♦
MINOR FIGHTING (e.g., may include incidents resulting in minor injuries)		♦	♦
FIRE Setting/Arson*(IB Breach – Principle)			
			♦
GAMBLING (IB Breach – Principle)			
REQUIRING THE USE OF MONEY OR EXCHANGEABLE GOODS		♦	♦
HALLWAY MISBEHAVIOR (IB Breach – Principle, Thinker)			
(e.g., running, playing around)	♦	♦	
HARASSMENT (IB Breach – Principle, Caring) (Based on race, ethnicity, gender, sexual orientation, disability, and religion – Cyber harassment included)			
MINOR HARASSMENT	♦	♦	
SERIOUS HARASSMENT		♦	♦
INCITING/PARTICIPATING IN DISTURBANCE (IB Breach – Principle, Caring)			
INCITING TO RIOT Causing a disruption to the learning environment outside of general classroom disruption.		♦	♦
INHALANTS (IB Breach – Principle, Balanced)			
Under the influence		♦	
Using or possessing			♦
Distributing or selling			♦
<i>* Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant.</i>			
PHYSICAL CONTACT WITH SCHOOL PERSONNEL (IB Breach – Principle, Caring)			
UNINTENTIONAL PHYSICAL CONTACT WITH SCHOOL PERSONNEL	♦		
ATTACK AGAINST SCHOOL PERSONNEL			♦

If level 1 expectations are NOT met you can... • Remind & Redirect • Verbal Correction • Safe Space • Assign Seating • Parent Contact • Detention • Safe Space • Student/Teacher Meeting	If level 2 expectations are NOT met you can... • Parent/Student/School Counselor Conference • Support Staff referral
If level 3 expectations are NOT met you can... • Administrative Detention (afterschool) • Parent/Student/Administrative Conference • ISS/OSS	

SPS Policy #5131	Level 1	Level 2	Level 3
PORTABLE ELECTRONIC DEVICES USED AT UNAUTHORIZED TIMES (IB Breach – Principle, Knowledgeable)			
USE OF CELL PHONES/ELECTRONIC DEVICES • 1 st infraction: Request to put away (warning) • 2 nd infraction: keep until end of class • 3 rd infraction submit to Main Office	♦	♦	
PROPERTY DAMAGE, INCLUDING GRAFFITI (IB Breach – Principle, Caring)			
MINOR OR ACCIDENTAL DAMAGE ($x < \$50$)	♦		
DAMAGE TO ANOTHER PERSON'S OR SCHOOL PROPERTY ($\$50 < x < \500)		♦	
DAMAGE TO ANOTHER PERSON'S OR SCHOOL PROPERTY ($x > \$500$)			♦
REFUSAL TO OBEY SCHOOL POLICIES (IB Breach – Principle, Thinker)			
FAILURE TO COMPLY WITH SCHOOL RULES, REGULATIONS, POLICIES AND OR PROCEDURES.	♦	♦	♦
SCHOOL EQUIPMENT USE WITHOUT PERMISSION (IB Breach – Principle)			
USE OF COMPUTERS, COPIERS, PHONES, ETC.	♦	♦	
SERIOUS BODILY INJURY (IB Breach – Principle, Caring)			
CAUSING SUBSTANTIAL RISK OF IMPAIRMENT (e.g., causing permanent or serious impairment of any part of the body)			♦
SEXUAL ASSAULT OR OFFENSE (IB Breach – Principle, Caring)			
		♦	♦
SEXUALLY-BASED INFRACTION (IB Breach – Principle, Caring)			
Sexual Harassment (e.g. unwelcome advances)	♦	♦	
Sexual Activity/Sexual Misconduct		♦	♦

If level 1 expectations are NOT met you can... • • Remind & Redirect • Verbal Correction • Safe Space • Assign Seating • Parent Contact • Detention • Safe Space • Student/Teacher Meeting	If level 2 expectations are NOT met you can... • Parent/Student/School Counselor Conference
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SPS Policy #5131	Level 1	Level 2	Level 3
TARDINESS <i>(IB Breach – Principle, Knowledgeable)</i>			
Persistent or excessive tardiness to class or school	♦	♦	
TECHNOLOGY ACCEPTABLE USE POLICY VIOLATION <i>(IB Breach – Principle)</i>			
	♦	♦	
THREAT AGAINST SCHOOL PERSONNEL WRITTEN/VERBAL <i>(IB Breach – Principle, Caring)</i>			
			♦
THEFT <i>(IB Breach – Principle, Caring)</i>			
< \$500		♦	
> \$500			♦
TOBACCO POSSESSION/USE <i>(IB Breach – Principle, Balanced)</i>			
		♦	♦
TRESPASSING <i>(IB Breach – Principle)</i>			
BEING ON SCHOOL PROPERTY WITHOUT PERMISSION, INCLUDING WHILE SUSPENDED OR EXPELLED.			♦
VERBAL/PHYSICAL THREAT TO STUDENT <i>(IB Breach – Principle, Caring, Thinker)</i>			
THREATENING OR AGGRESSIVE LANGUAGE OR GESTURES DIRECTED TOWARD ANOTHER STUDENT	♦	♦	♦
WEAPONS/FIREARMS/EXPLOSIVES <i>(IB Breach – Principle, Thinker)</i> <i>(at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)</i>			
EXPLOSIVES <i>Possession, sale, distribution, threats ect.</i>			♦
FIREARMS <i>Possessing a firearm as defined in 18 U.S.C. 921, in violation of Conn.Gen. Stat. § 29-35, or possessing and using a firearm as defined in 18 U.S.C. 921.</i>			♦
Other guns <i>Possession of any gun, of any kind, loaded or unloaded, operable or inoperable, including any object that is a lookalike of a gun, other than a firearm (e.g. BB guns/pellet guns/water guns, etc.).</i>			♦

Restorative Practices

Restorative practices are methods used to build a safe community where every student feels a sense of belonging. This is achieved with practices that promote skill building in relationship building, problem solving and conflict resolution. ANCHOR embeds restorative practices in its daily routine.



5 R'S OF RESTORATIVE PRACTICES

- 1) Relationship
- 2) Respect
- 3) Responsibility
- 4) Repair
- 5) Reintegration

Restorative Questions

Restorative Questions (to responsible party):

- What happened?
- What were you thinking (or feeling) at the time?
- What have your thoughts (or feelings) been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What was your part in this?
- What can you take responsibility for?
- What do you think you need to do to make things right?

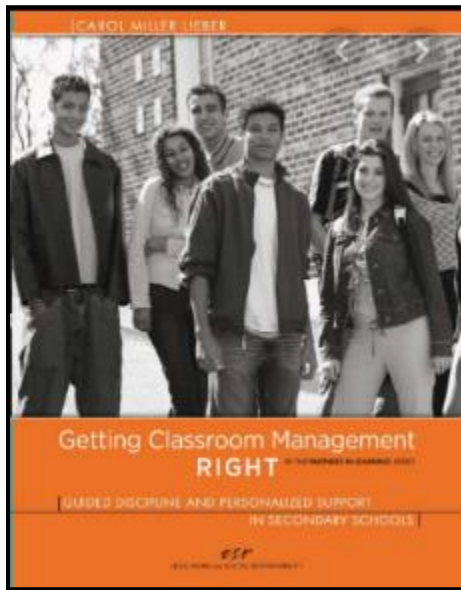
Restorative Questions (to affected party):

- What happened? What did you think (or feel) when it happened?
- What have your thoughts (or feelings) been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Questions (to mutual responsible parties):

- What happened?
- What were you thinking (or feeling) at the time?
- What have your thoughts (or feelings) been since?
- Who has been affected by what happened?
- In what way have others been affected?
- How have you been affected?
- What was your part in this? What can you take responsibility for?
- What do you think you need to do to make things right?

Getting Classroom Management RIGHT (Handouts)



Source: Lieber, C., M. (2009). *Getting classroom management right: Guided discipline and personalized support in secondary schools*. Cambridge, MA: Engaging Schools.

The following pages are permissible handouts you can use as tools to support your efforts in creating an environment that reinforces high expectations for all students

HANDOUT

Feedback and Suggestion Form

What's the issue???

what the issue is about: (Please check ✓)

- ☐ the group ☐ the teacher ☐ what we're learning (content)...
- ☐ how we're learning it (process) ☐ what you're expected to do (academic expectations)
- ☐ how you're expected to behave (behavioral expectations)

(I'm not liking... It feels unfair when... Some of us are having a hard time... It really bothers me when... I'd like to know why... I'm finding it really difficult to... There's got to be a better way to...)

This is an issue for me because _____

What's your suggestion?

(Is there a better, easier, more interesting way to do something? Is there something you'd like to do more of/less of? Is there something you'd like me to do differently? Is there something you would like students to do differently? Is there another way to meet the same goal or expectation?)

My suggestion is fair/reasonable/responsible because _____

Student's Name _____ Date _____

Follow-up: _____

HANDOUT

Personal Problem Solving Form

Assess the situation and **Ask**, "What's my problem?"

Brainstorm Solutions. Picture what the situation would look like if it were solved. Write down every idea whether you like it or not. Think of solutions your friends or parents might suggest.	Consider the pros and cons of each Choice . What are the benefits? How is it respectful, responsible, and reasonable? Will this choice help me get what I need? What are the negatives and limitations?	
	+	-
1.		
2.		
3.		
4.		

Decide on the best choice. How is this a better decision than other ideas?

Evaluate the decision after it's been implemented. How did it work? What did you learn?

Student's Name _____ Date _____

Teacher's Name _____ Date _____

HANDOUT

Making It Right Between Us

Student	Teacher
What's happened that's broken the relationship? What were your feelings when this happened?	What's happened that's broken the relationship? What were your feelings when this happened?
How has this conflict hurt or harmed me and/or the classroom community?	How has this conflict hurt or harmed me and/or the classroom community?
What can each of us do to make it right and mend our relationship? (What actions feel reasonable, respectful, and restorative?)	What can each of us do to make it right and mend our relationship? (What actions feel reasonable, respectful, and restorative?)
Before leaving, what do you want to say that closes the past and opens a new relationship between us?	Before leaving, what do you want to say that closes the past and opens a new relationship between us?

Student's Name _____ Date _____

Teacher's Name _____ Date _____

Follow-up Meeting: _____

HANDOUT

Problem-Solving Place Intake Form

Date _____ Time _____ Class _____

Student's Name _____

Teacher's Name _____

Reason for referral _____

Briefly describe the incident and what triggered the unwanted behavior.

How often has the behavior occurred in the last two weeks?

What strategies and interventions have I tried already?

What change in behavior would you like to see when the student returns?

List any other information that would be helpful to know.

HANDOUT

Problem-Solving Place Conference Form

Getting the Story Out

What did you do that got you here? What happened? _____

How are you feeling about what happened? _____

Taking Responsibility

When you got in trouble, what were you supposed to be doing? _____

How did your behavior affect others or the learning environment? _____

How did your behavior get in the way of your own learning? _____

Problem Solving

What could you have done instead that would have been a better choice? _____

What two or three positive behaviors will help you get back on track? _____

What can you do the next time you're in this situation? _____

Rehearsal

What do you want to say to the teacher when you return to class? _____

Getting Support and Keeping on Track

What can the teacher do to support your change in behavior? _____

What else can you do for yourself to help stay on track? _____

HANDOUT

Re-entry Contract

What can you do to earn your way back into the school and classroom community and restore your good standing?

How can you show others that the conflict or incident is over? _____

What academic goals will help you focus in class? _____

How can teachers support your turn-around? _____

You can't change anyone but yourself. What can you do to handle the conflict, reduce tensions, and keep the peace in class?

Name of student _____

Parent/Guardian _____

Teacher _____

HANDOUT

Academic Assessment

1. What's going on that tells you that you're in academic trouble?

How are you feeling about what's going on?

2. What's getting in the way of being more successful?

Where are you stuck?

3. Three things you can try to get back on track:

A

B

C

4. Two things the teacher can do to support your efforts:

A

B

Student's Name _____ Date _____

Staff Person's Name _____ Date _____

Follow-up: _____

HANDOUT

Academic Learning Contract:

1. This is the problem I need to work on:

2. In the future, I need to avoid:

3. These are the skills and behaviors I need to learn/practice/
do more often.

4. During the next ____ weeks, I agree to:

I need help...

5. My teacher agrees to:

6. If I meet my contract commitments, I will...

If I don't meet my contract commitments, I agree to...

Student's Name _____ Date _____

Staff Person's Name _____ Date _____

Follow-up: _____

HANDOUT Classroom Referral and Request for Support

Student's Last Name _____ First Name _____ ID # _____ Grade _____
Date _____ Submitted by _____ Period/Time _____

Immediate Referral to Disciplinary Team: Check the box and describe the behavior and exactly what happened:

- ☐ Physical fighting ☐ Left classroom without permission
☐ Chronic use of vulgar, offensive, obscene, abusive language and/or gestures ☐ toward student ☐ toward adult
☐ Hitting, shoving, pushing, threatening, intimidating, bullying, or harassing another student
☐ Cursing, threatening, pushing, shoving, hitting, or harassing an adult
☐ Severe destruction of classroom, student, or adult property
☐ Oppositional defiance or loss of control that makes others feel unsafe or significantly disrupts teaching and learning
☐ Behavior that jeopardizes personal or environmental safety
☐ Stealing, cheating, plagiarism, forgeries, extortion, gambling
☐ Sexual harassment
☐ Possession, use, or attempt to use, or transfer of any firearm, knife, razor blade, or other dangerous object.
☐ Possession, sale, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, marijuana, or tobacco on school property or at school-sponsored events

Details of Incident/Background _____

Request for Support when student engages in chronic, repetitive, or egregious infractions of the same procedure or chronic, repetitive, or egregious incidents of unwanted, uncooperative, or off-task behavior

Describe specific behavior _____

Level I corrective steps and interventions teacher took when behavior persisted:

- ☐ Offered choices/prompts to self-correct or problem solve ☐ Corrective/restorative action/accountable consequence
☐ Conference with student or student and team ☐ Phone call or letter home (1) _____ (2) _____
☐ Problem solving form/behavior plan ☐ Before-, after-school, or lunch detention with teacher
☐ Modifications in instruction/task/environment ☐ Written or verbal apology
☐ Parent/student/teacher/AA conference ☐ Loss of points or privileges

Details _____

Actions taken after Referral or Request for Support:

☐ Student conference with teacher/team/dean/AA/principal ☐ Phone call, letter, and/or conference with parent ☐ Before-, after-, or lunchtime detention ☐ Entry in discipline file and notification to parent ☐ TIME-OUT ROOM/PROBLEM-SOLVING PLACE Date _____ From _____ To _____ ☐ Learning modifications/restrictions/loss of privileges ☐ Referral to counseling or student support team ☐ Peer mediation ☐ Pre-suspension conference: Date _____ ☐ Suspension: Date _____ ☐ In-school suspension: Date _____ ☐ School or district hearing _____	Accountable Consequences ☐ Verbal or written apology ☐ Corrective/restorative action ☐ Student calls parent in presence of dean or _____ ☐ Written essay, behavior report form/plan, reading response ☐ Mediation between student and teacher ☐ Informal negotiation between teacher and student where dean serves as convener/facilitator ☐ Learn and practice desired behavior during _____ sessions. ☐ Guidance/student support interventions or special programs ☐ Restitution or community service _____ ☐ Other _____
---	--

Notes _____

Name of Staff Person who Processed Referral/Request _____ Date _____

Classroom Circle: Welcome

Source: lauramooiman.com

When a new student joins a classroom, it is important to hold a Welcome Circle because it will help develop and maintain friendships during a very stressful time of transition. Welcome circles allow students to orient themselves to the new class and school. (Suggested adaptations for younger primary students are in red)

Sequence of Events	Classroom Circle: Welcome	Timing
State the Purpose	Say: The purpose of our circle today is to welcome _____ to our class/school	1 min
Teach/ Remember Circle Guidelines	Say: Circle Guidelines are what allow us to fully give and get what we need from the circle/community 1. Respect the Talking Piece - We all deserve to give and receive. When you have the talking piece, it's your turn to share, when you don't, it's your turn to listen 2. Speak from the Heart - share what's true for you from your perspective 3. Listen from the Heart - hold back on assumptions, listen fully 4. Say Just Enough/No Need to Rehearse - Give enough so that others can too. Stay mentally present	2 mins
Check-In	Say: Say your name and tell us what is your secret talent? OR Say your name and if you were an animal, what animal would you be?	5-7 mins
Work of the Circle	Round 1 Say: What does a student here need to know that isn't in the student handbook and no one will tell you? Round 2 Say: "Who do you go to for support and help here at school?" Round 3 Say: Let's make a plan for the day today. (in advance you may want to approach a few students who seem to be connecting with the new student) We need someone to volunteer to take _____ : <ul style="list-style-type: none"> • on a tour of the school during our first break/recess • to the cafeteria at lunch and each lunch together • Is there anything else you think _____ needs to see or do today? Who will volunteer to help with this? Round 4 Say: Now it's time for _____ to ask us any questions about how things work at our school, and then we'll suspend the talking piece so that you can just raise your hand to answer. Primary Adaptation: Round 1 Say: Can you tell our new friend something we do in this class that is (safe)? Round 2 Say: What is something we do in this class that is (responsible)? Round 3 Say: What is something we do in this class that is (kind)? Round 4	10-25 mins

	<p>Say: Let's make a plan for the day today. (in advance you may want to approach a few students who seem to be connecting with the new student)</p> <p>We need someone to:</p> <ul style="list-style-type: none"> • Play with _____ during our first recess • Take _____ to the cafeteria and each lunch together • Is there anything else you think _____ needs to see or do today? Who would like to volunteer to help with that? 	
Check-Out	<p>Say: Share <i>one</i> thing that you most appreciate about our classroom/school.</p> <p>Say: What is your favorite thing about our class/school?</p>	5-7 mins
Close the Circle	<p>Say: Thank you for participating in our circle today to welcome our new classmate. As you can see, this is a very caring/funny/happy classroom and we are all glad that _____ is a part of it.</p>	3 mins

Steps to Prepare for a Successful Restorative Conversation

Source: lauramooiman.com

Restorative Discipline encourages belonging over exclusion and meaningful accountability over punishment. In order for a school to take a restorative approach to resolve conflict and repair harm, they need a fair and safe process to follow that is predictable for all students and staff in the school. Those who have been hurt need to know that they will have the opportunity to communicate the impact of the harm while those responsible need to feel safe acknowledging the impact and take steps to put it right. This protocol outlines the steps for a trained Restorative Practices staff member to prepare for a structured conversation to address an incident of harm at school.

Steps to Prepare for a Successful Restorative Conversation	
1	<p>Find out which students (or staff) are involved in the conflict and separate them. Try to gather as much accurate information as possible. Ensure there is a cool-off period.</p>
2	<p>Meet with each person individually. Your focus is de-escalating, getting the individuals to self-reflect and evaluating (and encouraging) their willingness to hear the other side.</p> <p>Ask the restorative questions with each person separately, using empathy and summarizing what you hear them saying. Try not to blame, shame or judge:</p> <ul style="list-style-type: none"> ○ What Happened? ○ What Were you Thinking at the time? ○ What have you thought about since? ○ Who was affected? ○ How do we make things right? <p>After fully hearing their perspective, encourage them to see how their actions impacted others. Ask the person to reflect on the other's perspective and explore what the other person might be experiencing or what might be motivating them. Guide the person to think about their own responsibility and help them hold themselves accountable for their role in the conflict. Encourage them to think about what an agreement to resolve the conflict might look like. Finally, ask if they are willing to meet with the other person?</p> <p>*Tip: if they are unsure, ask, "Would you like them to hear in your own words what you just told me so they can hear how it made you feel?" Usually, they will say, "yes."</p>
3	<p>Meet with the other person individually and follow the same process.</p>
4	<p>Evaluate readiness. Must check <u>all</u> boxes:</p> <ul style="list-style-type: none"> ☐ Are all people willing to meet? ☐ Are all people willing to follow guidelines? <ul style="list-style-type: none"> Speak from the Heart - share what's true for you from your perspective Listen from the Heart - wait for your turn, hold back on assumptions, listen fully Confidentiality - what is said here stays here ☐ Are all people able to take responsibility for their role in the problem or conflict, if any? <p>(They may not feel sorry or contrite, that's okay. Often empathy only comes when people meet face to face and can see how they impacted the other person. However, if they are still denying their part there is a risk of re-harming the other person.)</p>

	<p>If YES, go to Step 5</p> <p>If NO, STOP. Do not bring students together. Instead, proceed with 'traditional' discipline methods. Consider responding with Sanction, Restoration, and Intervention.</p> <p>Sanction: impose sanctions that are logically linked to the harm and aim to reduce further harm (e.g. restrict freedoms on campus in order to increase the supervision of this student).</p> <p>Restoration: the student can find another way to give back to the school community (e.g. create a video or lesson to teach to younger students on this topic)</p> <p>Intervention: Consider why this student did this in the first place? What skill are they missing? What needs to be in place so they do not do it again? (e.g. anger management group, mentor to support them)</p>
5	<p>Determine if any additional participants need to be involved (family, classmates, teacher, community members, etc). Contact each of these people:</p> <ul style="list-style-type: none"> ☐ Share what occurred and that they were mentioned as being impacted or involved ☐ Share the purpose of the meeting is to resolve the conflict, bring about meaningful accountability and encourage belonging and healing ☐ Invite them to attend the meeting, give time and location, and let them know they are an important part of this process ☐ Prepare them by sharing the Restorative Questions you will be asking and let them know they will be answering these questions as well ☐ Ask them to agree to follow Circle Guidelines
6	<p>Determine what type of Restorative Meeting you need:</p> <ol style="list-style-type: none"> 1. Restorative Mediation is a mediation process when the conflict is between two people. It focuses on helping them acknowledge injustices and wrongs, work to make things right for all sides, and focus on a future without a reoccurrence of the problem. (example: two students get into a fight, two students are gossiping and spreading rumors about each other). <i>Generally, only the facilitator and the two people need to be present. This would take place outside of class time at school, in the office or other neutral meeting room on campus.</i> 2. Restorative Circle is a community process when the problem impacts a large group or a whole classroom. It brings together the three parties to a conflict – the students who have acted, those directly impacted and the wider community to dialogue as equals. (examples: student repeatedly disrupting class, student making racial comments in class, student being repeatedly rude to the teacher in front of the class). <i>This would take place in the classroom with the entire class or group of students and teacher(s).</i> 3. Restorative Conference is similar to a Restorative Circle but is more structured because a significantly disruptive and harmful behavior has occurred and includes those who have harmed and been harmed. The Conference usually includes student's "supporters" which may be family and friends. During the Conference, they deal with the consequences of the wrongdoing and decide how best to repair the harm. (examples: student sets fire in the school bathroom, students posting racist images on social media, students vandalizing the property of other students at school). <i>This would take place with the students who harmed and who were harmed along with their "supporters" like parents and friends and would occur outside of the classroom, usually in a large meeting room. Another example of a Conference is a Re-Entry Circle after a student returns from suspension, incarceration, or hospitalization.</i>
7	<p>Facilitate the mediation, circle or conference with students and all appropriate participants. Include the development of agreements to resolve the conflict and a plan to monitor and follow up on the agreements.</p>

Circle Planning Worksheet

Source: lauramooiman.com

Sequence		Time
Opening	What is the purpose or goal of your circle? (<i>Community building, address specific classroom issue, academic, etc.</i>). How will you explain the purpose?	1 min
<u>Guidelines</u>	What are the core guidelines you would like the class to follow? How can you create shared values and get student engagement? Do you have them written for all to see?	2 min
Check-In	What question will you ask to see how your students are feeling at the beginning of the circle? (<i>scale of 1 to 5, what color are you feeling today?</i>)	3 min
Discussion Rounds	What topic needs to be discussed in the circle? What questions will you ask? How many rounds? Are the questions low or high risk? Any potential challenges? How will you handle them?	5-15 min
Check out	What question will you ask to close to the circle and see how your students are feeling? (<i>appreciations, say one word about how you are feeling now.</i>)	3 min
Closing	How will you close the circle and acknowledge the students for their work and participation? (<i>class chant, poem, quote, song, breathing</i>)	1 min

Sequence	Explanation	Time
Opening	State the purpose of the circle. Our goal is always to bring your classroom together as a community, to create a space to share in ways we normally cannot. Set a positive tone for students to transition into the circle. Example of opening: <i>"We are sitting in a circle to build community and connection in our classroom. When we sit in circles like this one, we are borrowing a tradition from Native People, who used this as a practice to hear and value the voices of each member of the community."</i> You may also read poems, quotes, or do a breathing exercise.	1 min
<u>Guidelines</u>	Allow students to identify and agree upon shared guidelines. You will all hold each other accountable to the guidelines as they directly impact the success of the circle. <ol style="list-style-type: none"> 1. Respect the Talking peace: This means you only speak if you are holding the talking piece. When you have the talking piece, it's your turn to share, when you don't, it's your turn to listen. 2. Speak from the heart: This means share what's true for you from your perspective, speak for yourself, and share what is true for you based on your own experiences. We do not speak for others or assume another person's feelings or experiences. 3. Listen from the heart: This means that we hold back on assumptions, try not to judge others but instead listen fully. 4. Trust You will Know What to Say (No need to rehearse): Stay mentally present. If you find you are rehearsing what you will say on your turn, just gently remind yourself "no need to rehearse" and bring your attention back to the person speaking. 5. Say just enough Without feeling Rushed: We need to make sure everyone has a chance to speak. Give enough so that others can too. 6. Are there any other guidelines you would like to add?" Pass the talking piece around the circle and chart any other guidelines. 	2 min
Check-In	Invite students to talk about how they are feeling at the moment. Examples of Check-In: "Name one word describing how you are feeling?" "If your feeling was a weather pattern, what would it be?" "On a scale of 1 to 5, 1 being terrible and 5 being amazing, how are you feeling today?" (then allow them to show their hand in order around the circle)	3 min
Discussion Rounds	This is the work of the circle. If this is a new group and you are just getting to know each other, you may want to ask low-risk questions. Later you can ask moderate or high-risk questions as more trust is built. Examples of low, medium, and high-risk questions.(also by age group)	5-15 min
Check out	Ask students to express how they are feeling at this moment as the circle is about to end. Example check-out: "Share one word about how you are feeling at the end of the Circle," or "Share one thing you most appreciated about the circle today."	3 min
Closing	The closing marks the end of this special circle time for students so they are able to transition back to the normal classroom and school environment. It is also a good time to acknowledge the work done in the circle. Examples of closing: Class chant, hand clap, deep breathing, or reading a quote related to the topic today.	1 min

Community Building Circle: Establishing Values & Behavioral Expectations

Source: lauramooiman.com

The following circle script is designed to be used with staff in a faculty meeting and in classrooms with students at the beginning of the year. If your school has previously established values and expectations, this is a good opportunity to revisit and update them in a collaborative way. Then, condense the lists of values and behavioral expectations generated by staff and students into a comprehensive Behavioral Expectation Matrix. This Matrix is a foundational document for PBIS Implementation as it clearly articulates at a glance, the expectations and standards of how we conduct ourselves in each area of the school. Finally, once we establish the expectations, we teach them directly to students throughout the year. Feel free to adapt this script as needed to meet the needs of your staff and students (suggested adaptations for younger primary students are in red).

Sequence of Events	Community Building Circle: Values & Behavioral Expectations	Timing
Materials Needed	Talking piece, white paper plates, markers, chart paper Primary: talking piece, chart paper, stuffed animal, feelings chart/pictures	
Sit in Circle	Say: sit so you can see and be seen by everyone	1 min
State the Purpose	Say: The purpose of our circle today is to talk about how we want to treat each other and why so that together we can establish/affirm our school community values and behavioral expectations in a collaborative way. Primary adaptation: Today we are going to talk about what makes students feel happy and safe at school	1 min
Teach/Remember Circle Guidelines	Say: Circle Guidelines are what allow us to fully give and get what we need from the circle/community <ol style="list-style-type: none"> Respect the Talking Piece - We all deserve to give and receive. When you have the talking piece, it's your turn to share, when you don't, it's your turn to listen Speak from the Heart - share what's true for you from your perspective Listen from the Heart - hold back on assumptions, listen fully Say Just Enough/No Need to Rehearse - Give enough so that others can too. Stay mentally present 	2 mins
Make Agreements	Say: Are there any other agreements we need to make?	2 mins
Intro the Talking Piece	Say: The Talking Piece we're going to use today is...Its story is... <i>(share the reason why you selected the object as your talking piece, its significance to you personally)</i> . When you have the talking piece, it's your turn to share, when you don't, it is your turn to listen Primary adaptation: When you have the talking piece, it's your turn to share, when you don't, it is your turn to listen	2 mins
Check-In	Say: If you could be a weather pattern, what pattern would describe how you are feeling right now (today)?	5-7 mins
Work of the Circle	Round 1 Say: Write down 3 words that describe values that you NEED from our Community. What Values are important to you and how you want to be treated at school?	10-25 mins

	<p>Say: On your turn, share the values you wrote and tell us which one is the MOST important to you. Explain why you chose it.</p> <p>Round 2</p> <p>Say: Now, on the back of the plate write an example of a behavior or action in the classroom/school that would express that value.</p> <p>Say: When it is your turn, explain how that behavior is an expression of the value for you. Then stand up and place your plate in the center of the circle. (Ask a volunteer to gather up the plates and read the list of values and actions <i>(consider saving the plates and posting them on the class/staff room wall)</i>). Create a list on chart paper for the group to view).</p> <p>Round 3</p> <p>Say: When we look at this list of values and behaviors, can we make some agreements to try to do what is written here? Our agreements to these values and behavior expectations are not the same as rules. These are reminders of the kind of behavior we want from each other and from ourselves - we decided on these together so we all are agreeing to honor them and help each other to honor them.</p> <p>Say: With a show of thumbs, please indicate if you can agree to these values and behavior expectations (thumbs up, thumbs sideways, thumbs down). Are there some agreements that you are NOT willing to make? (If needed, pass the talking piece and ask participants to indicate if they can agree and if they want to suggest changes/NOT agree, etc. If there are items you cannot agree on, remove that item from the list and assure the group you will continue to talk about that in future conversations to try to meet the needs of all).</p> <p>Primary Adaptation: Tell the students that this stuffed animal is coming to school for the first time today and is worried that the other students may not be kind to him/her.</p> <p>Round 1</p> <p>Say: Can you tell us something you can do for our stuffed animal friend to help him/her feel safe and happy in our classroom and at our school? (write down student suggestions on a chart and read them aloud to the students)</p> <p>Round 2</p> <p>Say: Which of these things make you feel safe and happy at school?</p> <p>Round 3</p> <p>Say: Do you think we should try to treat each other this way in our classroom? If you think we should, put your thumb up like this. (look slowly around the circle and verbally affirm that everyone is in agreement).</p>	
Check-Out	<p>Say: Share <i>one</i> word about how you are feeling at the end of the Circle or about what you most appreciated about the process.</p> <p>Primary Adaptation: use a feelings chart/pictures for students to identify how they feel at the end of the circle</p>	5-7 mins
Close the Circle	<p>Say: The list we generated today will be given to our Culture & Climate/Leadership Team where they will combine the contribution of staff and students into a single Behavior Expectation Matrix. When complete, The team will ask you to review it and give final input. Thank you for participating in the circle today!</p>	3 mins

- Respect the Talking Piece
(everyone listens, everyone has a turn)
- Speak from the heart 
- Listen from the heart 
(let go of judgements)
- Trust that you will know what to say (no need to rehearse)
- Say just enough
(without feeling rushed)

Affective Statement

Source: lauramooiman.com

Affective Statement

sentence frame

"I notice _____ (describe action)
I feel _____ (share feeling)
Because I have a need/value _____ (state need)
Would you consider _____?" (make request)

Affective Statement

1. **Observation** purely factual, no judgment or evaluation of what is happening
2. **Feelings** name your emotion, without judgment
3. **Needs** met or unmet lead to our feelings, "I feel ...because I need / value ..."
4. **Requests** – Ask clearly and specifically for what you want



Feelings Inventory

The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to facilitate greater understanding and connection between people. There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

Feelings when your needs are **satisfied**:

AFFECTIONATE

compassionate
friendly
loving
open-hearted
sympathetic
tender
warm

ENGAGED

absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL

expectant
encouraged
optimistic

CONFIDENT

empowered
open
proud
safe
secure

EXCITED

amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

EXHILARATED

blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

GRATEFUL

appreciative
moved
thankful
touched

INSPIRED

amazed
awed
wonder

JOYFUL

amused
delighted
glad
happy
jubilant
pleased
tickled

PEACEFUL

calm
clear-headed
comfortable
centered
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED

enlivened
rejuvenated
renewed
rested
restored
revived



Feelings Inventory

The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to facilitate greater understanding and connection between people. There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

Feelings when your needs are **NOT** satisfied:

AFRAID

apprehensive
dread
frightened
wary
panicked
petrified
scared
suspicious
terrified
worried

ANNOYED

aggravated
disgruntled
exasperated
frustrated
impatient
irritated
irked

ANGRY

furious
indignant
irate
livid
outraged
resentful

AVERSION

appalled
disgusted
dislike
hate
horrificed
hostile
repulsed

CONFUSED

ambivalent
bewildered
dazed
hesitant
lost
mystified
puzzled
torn

DISCONNECTED

alienated
cold
detached
distant
distracted
numb
removed
withdrawn

DISCONCERTED

agitated
alarmed
rattled
restless
shocked
surprised
troubled
uncomfortable
uneasy

EMBARRASSED

ashamed
flustered
guilty
mortified
Self-conscious

FATIGUE

burnt out
depleted
exhausted
tired
weary
worn out

PAIN

anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

SAD

depressed
dejected
despair
despondent
disappointed
discouraged
disheartened
forlorn
heavy-hearted
hopeless
melancholy
unhappy
wretched

TENSE

anxious
cranky
distressed
distraught
edgy
fidgety
frazzled
irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE

fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

YEARNING

envious
jealous
longing
nostalgic
pining
wistful



Needs Inventory

The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

AUTONOMY

choice
creativity
freedom
independence
space

CONNECTION

acceptance
affection
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy

love
mutuality
nurturing
respect
support
to know and be
known
to see and be
seen
to understand
and be
understood
trust
warmth

HONESTY

authenticity
integrity
presence

PLAY

humor
joy
spontaneity

MEANING

appreciation
awareness
celebration of
life
challenge
clarity
competence
consciousness
contribution
discovery
efficacy
effectiveness
growth
hope
learning
mourning
Participation
purpose
self-expression
to matter
understanding

PEACE

beauty
communion
ease
equality
harmony
inspiration
order

PHYSICAL WELL-BEING

air
food
movement
exercise
rest/sleep
safety
shelter
touch
water

SAFETY

security
stability



Values Inventory

The following are words we use when we want to express our values - what do we bring to our classroom and what do we need from our classroom? This list is neither exhaustive nor definitive. It is meant as a starting place to support the class generating ideas.

Acceptance	Dignity	Inclusion	Safety
Accountability	Diversity	Independence	Security
Achievement	Empathy	Integrity	Self-control
Adventure	Equality	Justice	Self-discipline
Altruism	Fairness	Kindness	Self-expression
Appreciation	Faith	Leadership	Self-respect
Authenticity	Family	Learning	Simplicity
Autonomy	Forgiveness	Loyalty	Sportsmanship
Balance	Freedom	Openness	Stability
Beauty	Friendship	Optimism	Success
Belonging	Fun	Order	Support
Caring	Generosity	Patience	Teamwork
Collaboration	Giving back	Peace	Tradition
Commitment	Grace	Perseverance	Trust
Community	Gratitude	Recognition	Truth
Compassion	Growth	Reliability	Understanding
Competence	Harmony	Resourcefulness	Uniqueness
Confidence	Health	Respect	Usefulness
Connection	Honesty	Responsibility	Vision
Contentment	Hope	Risk-taking	Vulnerability
Cooperation	Humility		Well-being
Courage	Humor		Wholeheartedness
Creativity			Wisdom
Curiosity			

Re-Entry After Suspension Circle

Source: lauramooiman.com

Purpose: The following script is intended to be used immediately upon the return of the student into the community and before the student returns to the class that the incident occurred in. If a student has been out of school as a result of the suspension, the student needs to reconnect with the school community in a positive way. Please work with your counselor or social worker to customize this script based upon your situation.

Prep Work	
1.	Select an appropriate location and time to hold this circle.
2.	Try to make the invitation to the circle open to all parties that were affected by the suspension.
	Consider including:
	<ul style="list-style-type: none"> • student • parents • supporters for student • school staff affected (admin, teachers) • students who were affected • community partners affected (SRO, fire dept, etc)
3.	Learn as much as you can about the reason that the student was suspended and if/what the Restorative Action Plan is moving forward.
4.	Select a talking piece. A centerpiece is optional for this circle.
5.	Prior to the circle, put chairs in a circle.
6.	Meet individually with (or talk to) everyone who will participate in a circle to prepare them.
	<ul style="list-style-type: none"> • Tell participants in advance when and where the circle is to take place. • Tell them who will be there. • Read them what questions will be asked. • Explain to all that this is a SUPPORT and accountability circle, not a punishment. We want to support the student so that he understands how his actions made everyone else feel. Explain that the student has already received punishment and this circle is about how we can support him for the remainder of the year. • Let circle members know to focus not on what the student did, but talk about how it affected you.

Sequence of Events	Re-Entry After Suspension Circle	Timing
Sit in Circle	Say: sit so you can see and be seen by everyone	1 min
State the Purpose	Say: As you know, _____ has been out of school as a result of _____ (<i>briefly state the facts of the behavior incident</i>). We are sitting in a circle to help reduce any anxiety _____ may have about returning by sharing perspectives or concerns. This may include addressing any unresolved issues that cause _____ to be suspended. This is NOT a circle for blaming or shaming. We are here to move forward and we will not be rehashing every detail of the incident that happened. We want to affirm connections with our school community and to nurture a sense of unity toward success for everyone.	1 min
Circle Guidelines	Say: Circle Guidelines are what allow us to fully give and get what we need from the circle/community	2 mins

	<ol style="list-style-type: none"> 1. Respect the Talking Piece - We all deserve to give and receive. When you have the talking piece, it's your turn to share, when you don't, it's your turn to listen. 2. Speak from the Heart - share what's true for you from your perspective 3. Listen from the Heart - hold back on assumptions, listen fully 4. Confidentiality - what is said in this circle stays in the circle (describe who might need to know confidential information moving forward, for example the school counselor, but make agreements on discussing it with the student before sharing) 	
Make/Keep Agreements	Say: Are there any other agreements we need to make as a collective for this circle? It is always okay for you to "pass."	2 mins
Check-In	Say: Please Introduce yourself and tell us how you know _____ (student)	5-7 mins
Ice Breaker	Say: Please think of a value that is important for the well-being of _____ and the school community. Write that value on the paper plate with the marker. When the talking piece comes to you, please share the value you wrote and why that value is important, and then place the paper plate in the center.	
Work of the Circle	<p>Say: The work of the circle is to reintegrate _____ in an affirming way that also addresses what happened.</p> <p>Round 1: As a result of the harm that was caused, how did it affect you? To student: what were you thinking then and what are you thinking now?</p> <p>Round 2: Are there lingering- concerns about what happened before _____ was suspended that we need to talk about?</p> <p>Round 3: What do you need to repair the harm or to make things right? <i>(Have someone write everyone's responses) (e.g. have a restorative circle with the person you harmed, drug testing, community service, do chores at home)</i></p>	20-45 mins
Creating Support Plan	<p>Round 4: What are YOU going to do to support student?</p> <ul style="list-style-type: none"> o To student: What do you need to feel supported? <p>Say: Let's take a look at what we've charted. Notice how alike the needs are. Notice how the answers to the needs lie within our values.</p> <p>Round 5: Is there anything anyone needs to add to the support plan? <i>(Pass talking piece around one more time to see if people have anything to add)</i></p> <ul style="list-style-type: none"> • How we are willing to support student? • What will this week look like (daily check ins, lunch/break locations, etc) • Write out plan so everyone can see it. • Assign people to monitor the plan. • Agree on a date for follow up circle to check in on the process (30 days) 	10-15 mins
Check-Out	Say: What are your last thoughts as we close this Circle?	5 mins

Classroom Circles: Goodbye

Source: lauramooiman.com

Leaving is a process, and not a one time event. When a student is leaving a classroom, moving away or transferring schools, it is important to have a clear practice around Goodbye Circles. Goodbye circles provide closure and allow students to move forward and to grow. Remember, “Goodbyes” are just as important for those leaving as for those staying.

Sequence of Events	Classroom Circle: Goodbye	Timing
State the Purpose	<p>Say: The purpose of our circle today is to say goodbye to _____ who will be leaving our class/school. It is important to say goodbye to people in our lives so we can move forward.</p> <p>Read Quote: <i>“You have to say goodbye in order to say a clear hello.” - Dr. Doug Ota</i></p>	1 min
Teach/Remember Circle Guidelines	<p>Say: Circle Guidelines are what allow us to fully give and get what we need from the circle/community</p> <ol style="list-style-type: none"> Respect the Talking Piece - We all deserve to give and receive. When you have the talking piece, it's your turn to share, when you don't, it's your turn to listen Speak from the Heart - share what's true for you from your perspective Listen from the Heart - hold back on assumptions, listen fully Say Just Enough/No Need to Rehearse - Give enough so that others can too. Stay mentally present 	2 mins
Check-In	<p>Say: Say your name and tell us what is your secret talent? OR Say your name and if you were an animal, what animal would you be?</p>	5-7 mins
Work of the Circle	<p>Round 1 Say: I will miss you because...</p> <p>Round 2 Say: One of my favorite memories with you was when...</p> <p>Round 3 Say: I will always remember you as someone who...</p>	10-25 mins
Check-Out	<p>Say: Your new school is lucky to have you because...</p>	5-7 mins
Close the Circle	<p>Say: Thank you for participating in our circle today to say goodbye to _____. As you can see, we are very glad that _____ was part of our classroom and we will miss _____ very much.</p>	3 mins

Safety Routines / Protocols

FIRE DRILL

Evacuate the building as quickly and quietly to their designated area once the fire alarm sounds.

- 6) Be in possession of your class attendance.
- 7) Use the evacuation route located next to your door.
- 8) Close, but do NOT lock door.
- 9) Lead students quickly, quietly, and as orderly as possible.
- 10) The administrator and security personnel will check bathrooms and all areas.
- 11) Exit the building to your designated area.
- 12) Take attendance.
- 13) Confirm your class is accounted for. (**thumbs up = yes; thumbs down = missing students**)
- 14) Wait with your class for further instructions from the administrator.

Remember: **R.A.C.E.**

- **Rescue:** Remove anyone from immediate danger
- **Alarm:** Notify the office of the fire situation and activate the nearest emergency pull station.
- **Contain:** Close all doors to confine smoke and fire.
- **Evacuate:** Unless otherwise directed, follow the evacuation plan, and proceed to the designated safe area outside the building.

If you catch on fire DO NOT RUN!!!

- STOP where you are,
- DROP to the ground, and
- ROLL over and over to smother the flames

SHELTER IN PLACE

Shelter in Place is used to safeguard students when a threat exists outside of the building, but there is no threat inside. Building is locked and no one can leave or enter the building.

- An announcement is made saying, “Shelter in Place” 3X
- Students report to the closest adult supervised space.
- Teachers continue instruction in their teaching spaces.
- Students with bathroom emergencies are escorted to the bathroom by school personnel.
- No one is allowed in or out of the building.
- When the Shelter-In-Place is lifted, an announcement will be made saying: “This is Mr. Watson and Shelter-In-Place is clear, Shelter-In-Place is clear, Shelter-In-Place is clear.” 3X so you will know no one is under distress.

LOCKDOWN

Lockdown is used to safeguard students and staff when a threat exists within the building, and evacuation is not possible. When a lock down occurs:

- An announcement will be made saying, “Lockdown” **3X**
- Put any student in the hallway near your room into your classroom.
- Close and lock your door.
- Turn of lights AND close your blinds.
- Cover your door window.
- Maintain a calm environment through calm leadership.
- Reassure students that everything possible is being done to return the situation to normal.
- Keep students away from doors and windows.
- If a gunshot or an explosion is heard, get everyone on the floor.
- Contact the administrator immediately if you have an emergency in your room.
- Do not allow students to be unattended at any time.
- Conduct frequent counts of all students and immediately report any missing student to the principal.
- When the lockdown is lifted, an announcement will be made saying: “This is Dr. Greene and the campus is clear, the campus is clear, the campus is clear.” **3X** so you will know no one is under distress.

FIRE

Remember: **R.A.C.E.**

- **Rescue:** Remove anyone from immediate danger
- **Alarm:** Notify the office of the fire situation and activate the nearest emergency pull station.
- **Contain:** Close all doors to confine smoke and fire.
- **Evacuate:** Unless otherwise directed, follow the evacuation plan, and proceed to the designated safe area outside the building.

If you catch on fire DO NOT RUN!!!

- STOP where you are,
- DROP to the ground, and
- ROLL over and over to smother the flames

Trapped in Your Office/Classroom

- Wedge wet towels or cloth materials along the bottom of the door to keep out the smoke.
- Close as many doors as possible between you and the fire.
- Call 911.
- If you are trapped in an area and need fresh air, only break the window as a last resort, and use caution when breaking the window.

BOMB THREAT/SUSPICIOUS PACKAGE

Telephone Threat

- Remain calm and don't hang up.
- Keep the caller on the line as long as possible and listen carefully.
- Note the time of the call.
- Follow the Bomb Threat Call Procedures located next to each landline in the building.

Written or Email Threat or Package

- Remain calm and don't touch or approach a bomb or suspicious package.
- Do not use your portable radio or cell phone within 100ft of the package.
- Notify the administrator immediately.
- Do not attempt to move or open the package.
- Keep anyone from handling it or going near it.
- Evacuate the students out of the immediate area.
- Write down everything you remember about the letter or parcel.

UTILITY FAILURE/POWER OUTAGE

- Notify the administrator's office immediately of the type of utility outage (electrical, heating, cooling, water, etc.).
- Stay calm and reassure students.
- If necessary, implement the appropriate emergency procedures (e.g., evacuation - classroom/area) to ensure that students are not exposed to danger.
- Take attendance to ensure all students are accounted for. Immediately notify the administrator or designee of any missing students.
- Remain in place unless directed by the administrator to relocate.
- If you moved to another area, conduct a student count once you arrive at the new location. Take student roster with you.

MEDICAL EMERGENCY

- Notify the administrator's office immediately.
- Do not attempt to move a person who is ill or injured unless they are in immediate danger of further inquiry.
- Unless certified to provide first aid, do not attempt to render any first aid before trained assistance arrives.
- Use personal protection equipment (gloves) when exposing yourself to bodily fluids (e.g., blood, vomit, etc.)
- Comfort the victim and reassure them that medical attention is on the way.
- If necessary, implement appropriate emergency procedures (e.g., evacuation – classroom/area) to ensure that students are not exposed to the trauma or danger.
- Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.
- After the victim's immediate needs have been taken care of, remain to assist medical services with pertinent information about the incident.
- Preserve the scene in the event the medical emergency will require on investigation by school or police officials.
- Rejoin your students as soon as possible. Take your student roster with you and account for all students once you have reached the designated area. Immediately notify the school administrator in charge of any missing students.

LOST OR MISSING STUDENT

- Report the missing child to the administrator's office.
- Remain calm and immediately search the entire room for the child (e.g., closets, under desks, tables. Etc.).
- Furnish a physical description and clothing information (age, height, weight, hair color, eyes, color of shirt/pants/coat, medical status if appropriate, etc.).
- Advise the school administrator of any problems that are known to you regarding the child.
- Ask other children if they know where the child may be.
- **The police and parent will be notified immediately by the administrator or designee.**
- If the child is missing at dismissal or from the bus, inform the school administrator.

HAZARDOUS SPILL

- Notify the school administrator immediately of the situation.
- Implement the appropriate emergency procedures (e.g., classroom evacuation) to ensure that students are not exposed to danger, without spreading the contamination area if possible.
- Direct the students to go immediately, in a calm and orderly manner, to the agreed-upon designated area.
- If possible, control access to the affected areas by closing doors.
- Take your student roster with you and account for all students once you have reached the designated area. Immediately notify the school administrator of any missing students.
- Check people involved for adverse medical symptoms (shortness of breath, fainting, etc.) and request immediate medical attention, if necessary.
- Remain in the designated area until directed by the principal.
- If you know what chemicals are involved, please advise the school administrator.

WEAPON ON SCHOOL GROUNDS

Report of a Weapon on School Grounds

- Should someone observe a gun or other weapon, instruct them **NOT TO TOUCH IT**
- **NOTIFY THE SCHOOL ADMINISTRATOR IMMEDIATELY.**
- Secure the scene until the appropriate personnel arrive to retrieve the weapon.
- Ensure student and staff safety by moving everyone to a safe location and away from the weapon or the person with the weapon.
- Appropriate emergency procedure will begin immediately (e.g., building lockdown) to ensure that students are not exposed to danger.

Staff Observes a Weapon on School Grounds

- Seek assistance from another staff member or adult in reporting the incident. If it is safe to do so, send a sealed message to the office with a trusted student that includes:
- Your name and location
- The name/description of the suspect
- Any information regarding the weapon's location and type
- **IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.**

Individual Learning Plan

1. Details			
Student Name	Date Entered Anchor:	Date ILP Created:	ILP Meeting Dates with Student:
			Q1
District School:		Class of:	Q2
Other agencies involved with student:			Q3
If yes, what agencies and what is the involvement:			Q4
2. Academic Goal			
Student's Academic Goal:			
What do I need to meet this goal?			
What support do you believe will be beneficial?			
Quarterly Monitoring:			
Q1 Met:	Comments:		
Q2 Met:	Comments:		
Q3 Met:	Comments:		
Q4 Met:	Comments:		
Courses enrolled, prior to Anchor enrollment:			
Courses enrolled, current semester at Anchor:			

3. Behavioral Goal	
Student's Behavioral Goal (includes attendance):	
What do I need to meet this goal?	
What support do you believe will be beneficial?	
Quarterly Monitoring:	
Q1 Met:	Comments:
Q2 Met:	Comments:
Q3 Met:	Comments:
Q4 Met:	Comments:
Courses for next semester at Anchor	
4. Transition Planning	
What do I want to do after leaving Anchor?	
College:	Provide more information for categories selected on the left:
Employment:	The goal will be achieved by:
Career:	Review Dates
Return to District School:	If the student has exited Anchor, record their destination here:
Adult Education:	

5. Exit Criteria to Transition to District School

All exit criteria to be rated quarterly

1. Passing All Courses

Q1 Met:

Q2 Met:

Q3 Met:

Q4 Met:

2. Less Than 4 Unexcused Absences

Q1 Met:

Q2 Met:

Q3 Met:

Q4 Met:

3. Zero Behavioral Incidents

Q1 Met:

Q2 Met:

Q3 Met:

Q4 Met:

Student and Parent Acknowledgment

I agree to foster a climate of mutual respect for the rights of others. I know the expectation is that I respect the rights and privileges of other students, teachers, school personnel, and myself. It is my responsibility to help and support creating a positive learning environment so all community members feel welcome and safe. I will support this mission by:

- Attending all classes each day, and on time.
- Being prepared with appropriate materials
- Showing respect toward others
- Conducting myself in a responsible manner
- Reporting all school safety related issues to a building administrator, teacher, or staff member.
- Knowing and complying with SPS Acceptable Use Policy for Computers and Technology

By signing this, I have read and understand the expectation of establishing a positive school culture.

Student Signature

Date

Parent/Guardian Signature

Date

Grade _____

