

JOHN PATERSON SCHOOL



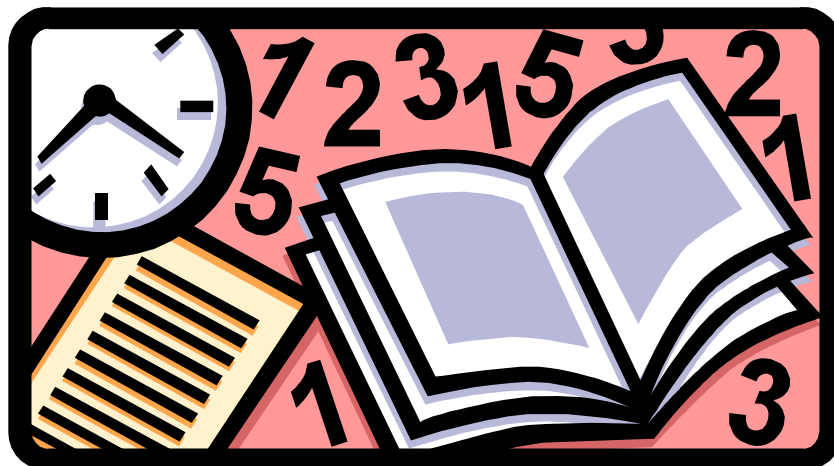
Handbook 2018-2019



Our Mission Slogan

Together we learn,
Together we share,
Together we grow,
Together we care
Each day we write,
Each day we read,
Together we will all succeed!

John Paterson School
120 Church Street
Newington, Connecticut 06111
Telephone: (860) 666-4657
School Cancellation: (860) 665-8665
Web site: <http://www.jp.npsct.org/>



JOHN PATERSON SCHOOL MISSION

The Mission of John Paterson School is to provide learning experiences that support, challenge, and inspire our students to meet or exceed academic, social, and physical standards. We accomplish this in a caring and collaborative environment, strengthened by diversity, where we recognize and honor each child's development, learning style, and cultural background. Through the combined efforts of staff, students, families, and members of the Newington community, our students will acquire the knowledge, skills, and attitudes needed to make a positive impact on our local, national and global community.

JOHN PATERSON SCHOOL EXPECTATIONS

Students will demonstrate:

- the use of literacy skills to read, explore, listen and respond to text in literal, critical and evaluative ways;
- an understanding and application of standard English in oral and written communication;
- the ability to analyze and solve problems using mathematical concepts, computation, and critical thinking skills;
- an understanding of basic life, physical and earth science concepts through inquiry and application of the scientific process;
- a basic knowledge of history, government, geography, cultures and economics;
- the creation of written, oral and visual products to express, develop and substantiate ideas and experiences;
- an appreciation for the visual and performing arts and foundations of skills therein;
- the use of physical fitness activities, exercise and nutritional habits that encourage physical, social and emotional well-being;
- a respect for self and the rights, opinions and property of others; and
- personal, academic, and social responsibility.

Revised July 2009

MISSION AND EXPECTATIONS SLOGAN

Together we learn,
Together we share,
Together we grow,
Together we care
Each day we write,
Each day we read,
Together we will all succeed!

2018-2019 SCHOOL GOALS

Students at John Paterson School will employ Habits of Mind and metacognitive skills, so they can think and problem solve at complex levels in their work in the language arts, mathematics, school climate and on-time attendance to school.

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DISTRICT AND SCHOOL DIRECTORIES

| | |
|--|--------------------------|
| Central Office | (860) 667-2000 |
| Acting Superintendent of Schools | |
| Mrs. Pamela Muraca | Ext. 8610 |
| Assistant Superintendent | |
| Mrs. Wendy Crouse | Ext.8623 |
| Assistant Superintendent | |
| Mr. Stephen Foresi..... | Ext. 8639 |
| Chief Finance & Operations Officer | |
| Mr. Lucian G. Jachimowicz..... | Ext. 8641 |
| Chief Technology Office | |
| Mr. Jay Salerno..... | Ext. 8687 |
| Director of Student Services | |
| Mrs. Marilena Gulioso..... | Ext. 8651 |
| Director of Residency and Security | |
| Mr. Richard Klett..... | (860) 666-5611 Ext. 1131 |
| Director of Transportation Services | |
| Mr. Dean Barnes | (860) 666-2441 |
| Plant Operations/Maintenance Supervisor | |
| Mr. Richard Vida | Ext. 8656 |
| Director of Foods and Nutrition | |
| Ms. Dana Markovics..... | Ext. 8635 |
| Central Supply | |
| Mr. John Brunetti..... | (860) 667-5854 |

NEWINGTON PUBLIC SCHOOLS

| | |
|---|----------------|
| Newington High School, 605 Willard Avenue | (860) 666-5611 |
| Ms. Terra Tigno, Principal, TBD Assistant Principal, Mr. Mario Ficorelli , Assistant Principal, Mr. Sean Colley, Assistant Principal | |
| Martin Kellogg Middle School, 155 Harding Ave | (860) 666-5418 |
| Mr. Jason Lambert, Principal, Mr. Kevin Doran, Vice Principal | |
| John Wallace Middle School, 71 Halleran Road | (860) 667-5888 |
| Mr. Daniel Dias, Principal, Mr. Marco Tirillo, Vice Principal | |
| Elizabeth Green School, 30 Thomas Street | (860) 666-3394 |
| Mr. James Marciano, Principal | |
| Anna Reynolds School, 85 Reservoir Road | (860) 521-7830 |
| Mr. Jason Smith, Principal | |
| Ruth L. Chaffee School, 160 Superior Avenue | (860) 666-4687 |
| Ms. Beverly Lawrence, Principal | |
| John Paterson School, 120 Church Street | (860) 666-4657 |
| Mr. Michael S. Gaydos, Principal | |
| Volunteer Coordinator, John Paterson School | |
| Mrs. Stefanie Fairbank..... | (860) 667-0139 |

John Paterson School Faculty and Staff 2017-2018

| | |
|---------------------------------------|---|
| Mr. Michael Gaydos..... | Principal |
| Mrs. Jill Hinton (Head Teacher) | Kindergarten |
| Mrs. Jodi Klimas | Kindergarten |
| Mrs. Catherine Flint | Kindergarten |
| Miss Katie Heacox | Kindergarten |
| Mrs. Alison Matwiejczuk..... | Grade One |
| Ms. Lisa Sachatello | Grade One |
| Mrs. Stephani Sanzo..... | Grade One |
| Mrs. Andrea Obert-Hahn | Grade Two |
| Mrs. Melissa Delaney..... | Grade Two |
| Mrs. Lindsay Jensen..... | Grade Two |
| Mrs. Susan D’Alessandro..... | Grade Two |
| Mrs. Marina DiNino..... | Grade Three |
| Mrs. Beth Lucas | Grade Three |
| Mrs. Nicole Partyka | Grade Three |
| Miss Beth Dumais | Grade Four |
| Mrs. Marsha Carson | Grade Four |
| Mr. Jason Koski | Grade Four |
| Mrs. Christine Senatro | Grade Four |
| Mrs. Lilian Klinger..... | Early Childhood |
| Miss Kimberly DePaolis | Early Childhood |
| Mrs. Tyne Straatveit-Kelly..... | Speech – EC |
| Mrs. Marisa Jennes..... | Literacy Coach |
| Mrs. Denise MacDonald | Reading |
| Mrs. Karen DiFrancesca..... | Reading |
| Mrs. Rosemary Breen..... | School Nurse |
| Ms. Dana Hurley | Special Education |
| Mrs. Diane Loura-Krol..... | Special Education |
| Mrs. Stacey Michaud | Special Education |
| Mr. Stephen Bennett..... | Wellness |
| Mr. Matthew Rossi..... | Wellness |
| Mrs. Jessi Dalton..... | Media Specialist |
| Mrs. Kate Wakefield | Computer Specialist |
| Mr. Paul Kemp | Music |
| Mr. Marc Balling | Music |
| Ms. Courtney Frazao..... | Art |
| Miss Corinna Carlson..... | Art |
| Mrs. Michelle Burba | School Psychologist |
| Mrs. Marissa Murphy..... | School Social Worker |
| Mrs. Rebecca Moran | Speech Pathologist |
| Mrs. Nancy Hebert | Occupational Therapist |
| Mrs. Joyce Schwalenberg..... | Physical Therapist |
| Mrs. Alexandra Heslin | Assistant Director of Student Services |
| Mrs. Holly Duffy..... | Instructional Coach |
| Ms. Julie Fischer | Math Interventionist |

Custodial Staff

Mr. Mark Joseph, Head Custodian
Mrs. Susan Dubois
Mr. Rick Ramenda
Mr. Joseph Cirigliano

Secretarial Staff

Mrs. Paula Bowman
Mrs. Gina Prange

Cafeteria Staff

Mrs. Jillian Norton
Mrs. Naomi Saccavino
Mrs. Tammy Voorhies

Newington Public Schools Mission and Beliefs

MISSION

The Mission of the Newington Public School System, an educational partnership of school, family, and community, is to ensure every student acquires the knowledge, skills, and attitudes to continue to learn, live a productive life, and contribute to a diverse, rapidly changing society. This is accomplished within a caring environment through a planned program of quality learning experiences that challenge and encourage each individual to reach full potential.

BELIEFS

We believe:

- Each individual has worth and deserves respect.
- Each individual is unique and deserves recognition.
- Every individual can learn.
- Motivation directly affects learning.
- Performance is directly related to expectations.
- Learning is a lifelong process.
- Effective education empowers individuals to reach full potential.
- Education expands options throughout life.
- Effective education is essential to the future well-being of our society.
- Education is the shared responsibility of student, family, school system and community.
- Individuals are accountable for their own actions.
- The teacher's role in the education process is vital to the success of the learner.
- Family support and involvement enhances student learning.
- Success builds self-esteem; self-esteem promotes success.
- The understanding of and respect for diversity strengthens society.
- Change is inevitable and creates the opportunity to grow.
- Excellence in education is worth the investment to time, effort and resources.
- The entire community benefits from an excellent school system.

NEAS&C ACCREDITATION

We are proud to share that we were recently reaccruited by the New England Association of Schools and Colleges (NEAS&C) in February 2008, after a long two year self-study process, a report review by the commission, and a visiting team site visit. Based upon feedback from the NEAS&C Commission, our school received many commendations and helpful recommendations for continued success. Some commendations include our school's mission to provide high academic and social goals for all students, a nurturing positive learning environment, a comprehensive curriculum that positively impacts student achievement, appropriate instructional strategies to meet students' diverse needs, and varied assessment tools to measure student growth. There were commendations regarding school leadership and a positive school climate. The visiting team recognized our community's strong support for education.

We have examined and addressed the recommendations of the committee, some of which are district initiatives and others specific to our school. As a district, we will continue our work with Data Driven Decision Making, Data Teams and examining opportunities to optimally increase and use technology in classrooms.

We are honored to have had our school practices evaluated through the high standards set by the New England Association of Schools and Colleges. This year we forwarded our five year update. We look forward to provide our seven year updates to the commission until our decennial reaccruited visit. For more information regarding commendations and recommendations, please visit our school office for a copy of the NEAS&C Report. For more information about NEAS&C accreditation standards, please visit: <http://www.neasc.org/>

PARENT TEACHER ORGANIZATION (PTO)

The John Paterson Parent Teacher Organization is a group of interested parents and teachers who work together to provide educational opportunities above and beyond what is funded by the Board of Education budget. The PTO sponsors fundraisers throughout the school year to help pay for the cultural arts programs, curriculum enrichment programs, playscape maintenance, 4th grade yearbook, refreshments for Grandparent/Special Friends' Week, and other special activities and/or requests. Meetings are held monthly, usually on the first Tuesday. Child care is available at meetings. We encourage your support!

We need your help! Throughout the school year we will need volunteers to help on various events and activities. Please visit us at: <http://www.johnpatersonpto.com/>

NEWINGTON SEAN

The purpose of the Special Ed. Alliance Newington, in common with those of the National PTO and the Connecticut PTO, are to promote the welfare of children and youth with Special Needs.

The mission of Newington SEAN is to work within our community to encourage the public, legislators, and school district representatives to understand, respect, and support children with special needs and to enhance appropriate education, social and recreational opportunities for special needs children with all levels of abilities. Co-Presidents for the 2018-2019 school year are Sandy Monteiro (sandyomont@att.net) and Amy Alexander (aimsterot@sbcglobal.net).

BOARD OF EDUCATION

Newington Town Hall, 131 Cedar Street, Newington, CT.....(860) 667-2000

The Newington Board of Education is composed of nine members elected for terms of two years. The citizens of Newington are invited to attend meetings which are held on the second and fourth Wednesday of each month at 7:00 pm. Meetings are held in the Helen W. Nelson meeting room at the Town Hall.

Public participation is allowed at every regular or special meeting of the Board of Education. The ideas of the public for the improvement of our schools are welcomed.

BOARD OF EDUCATION MEMBERS

Mr. Joshua Shulman, Chairperson, ----- jshulman@npsct.org
Mrs. Emily Guion, Vice Chairperson, 20 Kirkham Street-----eguion@npsct.org
Dr. Sharon Braverman, Secretary, 39 Churchill Way-----sbraverman@npsct.org
Mrs. Danielle Drozd-----ddrozd@npsct.org
Mr. Steven Silvia, 44 Basswood Street-----ssilvia@npsct.org
Mrs. Cindy Stamm, 35 Judge Lane,-----cstamm@npsct.org
Mr. Robert Tofeldt, Sr., 15 Seventh Street-----rtofeldt@npsct.org
Mr. Paul Vessella, Secretary, 31 Northwood Road-----pvessella@npsct.org

Visit us at: <http://www.npsct.org>

CERTIFICATION INFORMATION

Parents or guardians have the right to request information regarding the professional qualifications of their child's classroom teacher. This information consists of certification status and degrees held. If you would like this information, please contact the Personnel Services Office at (860) 665-8630.

NEWINGTON EDUCATION FOUNDATION, INC.

Member of The Connecticut Consortium of Education Foundations - "A Vision for Today and Tomorrow"

The Newington Education Foundation (NEF) is a non-profit organization founded in 1996 by three former chairs of the Newington Board of Education.

Its mission: **To encourage and support excellence in education by providing funding for innovative projects and programs, which enhance student learning.**

The Foundation operates through awarding mini-grants. Staff members submit mini-grant applications which detail a project concept, the anticipated benefits to the students involved, a list of materials needed and the estimated overall cost of the project. Twice each year the grant committee reviews applications and projects are recommended to the full board for approval and funding. Mini-grants provide enrichment opportunities that the school budget cannot provide.

The Foundation continues to receive more requests than it can accommodate. The Foundation is seeking to broaden its volunteer board membership to help evaluate and plan fundraising projects, to develop ongoing grant sponsorships and affinity relationships, and to explore outreach efforts to the community and businesses.

If you are interested in learning more about the Newington Education Foundation or would like to make a tax-deductible donation, please contact us through your school's PTA/PTO liaison or write to:

Dr. Frederic Googel
Newington Education Foundation, 131 Cedar Street, Newington, CT

SCHOOL POLICIES GENERAL INFORMATION

Arrival and Dismissal Safety Guidelines:

The safety of your child is a top priority at John Paterson. We have established procedures for a safe arrival and dismissal system. Each student is designated by school district guidelines as a bus rider or walker. We need your cooperation by following the procedures outlined below.

ARRIVAL

We have two circle driveway areas in the front of our school that ensure a safe traffic pattern. The circle driveway that is located in front of our early childhood wing is designated for school buses. The circle driveway in front of our main lobby and gym lobby doors has been designated for regular school traffic and school vans.

Arrival Procedures:

- **Bus Arrival** – Students in K-4 arriving by bus will be dropped off at the bus circle area.. Students will enter through the gym lobby doors.
- **Van/Daycare Van Arrival** – Students riding school vans and authorized daycare vehicles will be dropped off at the gym lobby doors.
- Students who are not transported to school by bus should **arrive no earlier than 8:30 a.m.** unless given permission by a staff member.
- **Parent Drop Off** – Parents may use the circle area in the front of our school to drop a student off at school. Students will be greeted outside the front lobby doors by a staff member and let into the building at 8:30 a.m. Students will be organized by grade level prior to entry. Children arriving earlier than this time should remain with their parent/guardian. It is very important that parents using the front circle area drive **SLOWLY** and **WAIT PATIENTLY** to allow children to get out of the car and to a safe walking area. Please move forward all the way in the circle area to accommodate more cars dropping off students. We emphasize the need for parents to allow children to get out of the car using the **RIGHT SIDE DOOR ONLY** so that children will have a very short distance to the sidewalk and will not need to enter near traffic.
- Parking is available for parents in designated parking areas only.
- **Walkers** – Students arriving to school as walkers will enter the front door.
- **Bike Riders** – Those students in grades three and four who have written permission to ride their bikes to school will enter through the front door.

**Please do not park in fire lanes, in the drop off area,
or in the area in the back of the school designated for staff only.**

DISMISSAL

Dismissal Procedures:

- **Bus/Van/Day Care Van Dismissal** -- Pre-K and kindergarten students are escorted to the bus and van by the classroom teacher. Students in Grades 1-4 are escorted by student leaders by bus letter or van and are expected to board their assigned bus or van.
- **Parent Pick Up** – The front lobby door entrance will open at 3:15 p.m. for parents/guardians of students being picked-up. Students will be dismissed to parents/guardians only after they have signed-out with a certified staff member through our designated “Pick-up Line.” Parents/Guardians of students being picked-up should have identification available at the time of pick-up. Students being picked up at the end of the school day by a parent or by a designated person will be sent to the main lobby area.

- **Walkers** – All students who are designated by our transportation department as “Walkers” will exit out the Walker’s Exit located between the Computer Lab and Music Room each afternoon. Students who are walkers should only be designated a pick-up if leaving early from school. A note should accompany your child to school that morning if leaving early. No child may be dismissed to a middle school sibling as a pick-up. Parents who meet their child outside are not allowed to park in the staff only lot. Walkers must walk on the path and not cut through the staff only lot. Please make proper pick-up arrangements so that no student needs to walk through this lot into a potential hazard of cars moving in and out during dismissal.
- **NECCI** – students who are in the NECCI (Newington Elementary Children’s Center Inc.) program will be dismissed from their classrooms to the cafeteria area.
- **Bike Riders** – Those students in grades three and four who have written permission to ride their bikes home will be dismissed with walkers through the door by the media center/computer lab hallway.
- **Dismissal During the Day** – If an occasion arises when an early dismissal is necessary for dental appointments, doctor appointments, or other reasons, please send a note to the teacher. Any child being dismissed early must be met in the office lobby by their parent or guardian and signed out in the dismissal logbook.

**If there is a change in a student’s dismissal, written notification is required.
If notification is not received, the student will follow his/her usual dismissal procedure.**

Asbestos Management: A formal asbestos management program has been in place since 1986. The purpose of this program is to identify the asbestos-containing materials in our schools and to take steps to make sure these materials do not present an exposure hazard to the students, faculty or staff. The asbestos management program is implemented through asbestos management plans. A separate plan has been developed for John Paterson School. This management plan identifies the locations of the asbestos-containing materials and details our ongoing management program. The plan also includes descriptions of previous asbestos inspections, plans for ongoing surveillance and plans for repair or removal of damaged asbestos containing materials. An asbestos management plan is maintained in the office.

Attendance: Your child is expected to attend school every day that school is in session except for legitimate reasons, as outlined in number 2 below. A student is considered to be “in attendance” if present at school or an activity sponsored by the school (e.g., field trip) for at least half of the regular school day. A student will be considered truant after 4 unexcused absences in a month or 10 in a school year. The state defines excused absences as follows:

1. For absences one through nine, a student’s absence is considered excused when the *parent/guardian approves such absence and submits appropriate documentation (written note);* and
2. For the tenth absence and all absences thereafter, a student’s absence from school is considered excused for the following reasons:
 - a. Student illness (must be verified by an appropriately licensed medical professional, regardless of the length of the absence).
 - b. Student’s observance of a religious holiday.
 - c. Death in the student’s family or other emergency beyond control of the student’s family.
 - d. Mandated court appearance (with written documentation).
 - e. The lack of transportation that is normally provided by a district other than the one student attends; or
 - f. Extraordinary educational opportunities pre-approved by the district’s administration and in accordance with Connecticut State Department of Education guidance.

Unexcused absences are considered to be any absence that does not meet the above definition or the appropriate documentation has not been submitted. Family vacations are also deemed to be unexcused absences.

Parents are expected to call the school before 8:40 a.m. to verify any absence. Our school has a voice mail system (860-666-4657) that you may call any time to verify an absence. If your child is absent but you have not verified the absence, the school office will attempt to contact you at home or at work. **When a child returns to school after an absence, a note explaining the reason for the absence is required.** This means that a phone call with no written follow-up will automatically be coded as verified, which is considered *unexcused*.

Attendance Protocol: In general, the following guidelines will be followed. These may vary in specific cases (for example, when a doctor's note is provided).

- After 5 absences (excused or unexcused): Letter sent home
- After 10 absences: Contact by the principal
- After 15 absences: Meeting with Attendance Review Board (principal, nurse, school psychologist, and teacher) to develop plan
- After 4 unexcused absences in a month or 10 in a school year: Referral to the Department of Children and Families (DCF)
- Vacations should be scheduled when school is not in session. Students who will not be in attendance for an extended period due to vacation may be required to be withdrawn and homeschooled.

TARDINESS

A child arriving at school after 8:40 a.m. is expected to go to the office for a "Late Pass" before reporting to the classroom. Tardiness is considered an interruption of the learning process. Each tardy is recorded on the student's attendance record on the cumulative folder, and after five tardies in a marking period, parents will be notified. Chronic tardiness will be investigated.

Bus Transportation Information: The Board of Education, under Statute 10-186, will provide transportation to all eligible students.

Eligibility Criteria for Bus Transportation:

- Kindergarten: All kindergarten students are provided with bus transportation
- Grades 1 – 4: Any student residing beyond 0.75 miles from John Paterson School

At the beginning of each school year, all eligible students will be assigned to a bus run by the Transportation Supervisor. Unless an exception is granted, all bus run assignments will be on a five-day per week basis. All students will have one designated pick-up point in the morning and one designated drop-off location in the afternoon. Parents who wish to request a permanent change in bus transportation, for day care purposes, must submit a written request in advance to the Transportation Supervisor. Parents requesting a temporary change in their child's transportation arrangements must do so in writing at least five days in advance of the effective change. Changes will only be granted for emergency circumstances.

The school district may make modifications to bus run assignments or bus routes during the course of the year. Reconfiguration of bus runs occurs to ensure that students arrive to school on time, recognizes changes in enrollment, or enhances the safety of student transportation.

Concerns regarding transportation should be made to Alan Avery, Transportation Supervisor, at (860) 666-2441. A written record of all concerns will be maintained in the Transportation office and a verification will be made into all citizen concerns.

Student Behavior on School Buses: Students riding on school buses shall be expected to behave in an orderly manner which is conducive to the safety and comfort of their fellow students and themselves. Students may be reported for any of the following reasons: Violation of safety

procedure, destruction of property, fighting, pushing, tripping, excessive mischief, vandalism, eating, drinking, littering, spitting, rude, discourteous, annoying behavior; unacceptable language.

Bus Safety: Bus safety is a top priority, and stressing proper behavior is vital in the interest of all bus riders. If your child rides a bus, I would appreciate your assistance in reviewing the following bus rules with him/her:

1. Observe basic safety rules while waiting for the bus, boarding and leaving the bus, and crossing the street.
2. Take seats promptly and remain seated until arriving at school or home.
3. Obey the directions of the driver.
4. Speak in a quiet voice while on the bus.
5. Avoid, at all times, pushing, shoving or fighting.
6. Do not eat or drink on the bus.
7. Respect bus property.
8. Be courteous to schoolmates and bus drivers.

Bus Conduct: Bus transportation is a privilege and we need to continue to work together to ensure safety. All students will participate in bus evacuation practices two times each year so they will understand what to do in case of an emergency. During these practice sessions, students will be reminded of bus safety rules. If a bus driver has a discipline problem with a child and the child's name is reported to the school office using a bus conduct form, I will notify the parent and also send the parent a copy of the driver's report. If problems continue, the bus privilege will be suspended for a period of time. Please remind your child how important it is to ride the bus in a responsible and safe manner.

Video Cameras on School Buses: The use of video cameras on school buses helps to ensure the health, welfare, and safety of all students. Video recordings may be viewed by the principal and bus supervisor to help determine appropriate actions. Video recording of bus rides are not released without parent permission.

Care of School Property: The Board of Education supplies textbooks, workbooks, and a reasonable quantity of supplies such as paper and pencils to each pupil according to his/her needs. Pupils are expected to exercise reasonable care in the handling of textbooks and other school materials. Pupils should also realize that the school building, grounds, and other facilities provided for their education are paid for out of general tax funds. Marking or in any way destroying school property is not only inexcusable, but is also subject to fine and punishment for those responsible.

Please refer to Newington Public Schools 1:1 Technology Initiative Procedures and Information 2015-2016 Booklet for more information on care and responsibility of 1:1 devices.

John Paterson Elementary School and the Newington Public Schools are not responsible for personal items and personal electronic devices brought from home.

Student Directory Information: The following types of information contained in the educational record of an enrolled student are hereby designated information and **may be** disclosed by school officials without the consent of a parent: the student's name, address, photograph, place and date of birth, dates of attendance, participation in officially recognized activities and sports, weight and height as a member of an athletic team, honors and awards received. Children's images, projects, and voices may be shared through a variety of media, both print and electronic, for the purpose of celebrating their accomplishments at school or for the purpose of improving teaching practices. **Videos of school events and activities that the public is invited to may be taped and shown on Channel 14, public access television.** A parent may refuse to allow school officials to designate any or all of the above listed types of information as

directory information. Any such refusal must be made in writing and received by the principal no later than Friday, September 14, 2018 or within 2 weeks of a student's entrance.

Dress Code: Students are expected to dress in a manner which will not create a disturbance of normal school activities and conform to acceptable standards of health and safety.

Shoes – A specific Board of Education policy also prohibits the wearing of carbon content black lug type shoes and/or boots which can cause black marks on the floors and walls. Parents should keep in mind that part of each child's school day consists of activities where running, jumping, and walking are required. Appropriate dress and footwear that does not seriously hinder a child in these activities is recommended.

Anonymous Communication Telephone Number: We recognize from time to time members of the school community, parents, or residents of Newington would like to communicate information to the school district without providing their name. Such information is often difficult to use because of the inability to question and validate the comments, but it is still valuable. Information such as a student not residing in the town of Newington, a student being harassed by others, or a student being abused are common anonymous calls we now receive. The Newington school district has established a special telephone connection for students, parents, or members of the community to leave messages through the Office of the Superintendent of Schools. This telephone number is **(860) 665-8691**. The phone will be answered during regular business hours 8:30 a.m. – 4:30 p.m. A voice mail will record messages after hours. If the matter is urgent, please contact the Newington Police Department. We do encourage people to provide a name and telephone number for us to verify all concerns.

Emergency Planning and Procedures:

Fire Drills – The Fire Marshall of the State of Connecticut requires that each school conduct ten (10) fire drills a year. These drills are held at various times under varying conditions. The purpose of these drills is to acquaint students and staff with the system of clearing the building in a minimal length of time. The students are taught to leave the building quickly, quietly, and safely.

Secure Building Drills – All Newington Public Schools have emergency plans designed to allow us to respond to a variety of situations. These plans are reviewed as necessary with staff and students. In an effort to continue to be prepared, our school will conduct a "lockdown" or "secure building" drill at least one time each school year. This drill provides school personnel and students the opportunity to practice the safety procedures. Should you have any questions regarding this drill please contact the principal at (860) 666-4657.

Response to A Crisis – Crisis Response Team – The Crisis Response Team is primarily responsible for dealing with the impact of a crisis affecting the school community. The purpose of the Crisis Response Team is to coordinate, plan, and provide resources to the students and faculty. In-service training, suggestions for faculty response to a crisis, identification of outside resources and communications with the home are all part of the support services made available through the team. An essential element of these services is to provide communication within the school district as a whole.

School populations are often affected by crises that occur within the school as well as in the community at large. In preparing guidelines and procedures to develop preventive measures and intervention strategies, the Newington School System has become aware of the common characteristics of crises. We have prepared guidelines and procedures to address a variety of crises that could possibly affect our school population.

Extracurricular Activities: A variety of activities may be offered to students in the elementary schools. Instrumental music lessons are available to students in Grade 4. All students in Grade 4 take part in an instrumental music exposure program at the beginning of the year. Students in Grade 4 may choose to participate in chorus which meets weekly during recess. Two evening concerts may be presented each year. Students may also have the opportunity to participate in Student Government activities at our school. All extracurricular activities are supervised by a faculty member.

Field Trips: The elementary schools recognize that student knowledge and understanding of a subject may be enhanced by a carefully planned field trip. Teachers plan such trips in accordance with the Newington Public Schools Field Trip Guide. The safety of the students, equal opportunity to all students at a grade level for similar trips, and the educational benefit are factors considered. Since field trips are considered instructional in nature, they are planned with definite educational objectives requiring appropriate instruction proceeding and following each trip. A field trip permission form giving details of the trip is sent home in advance of the scheduled trip for the parent's signature. A bus fee of \$2 will be charged to each student, unless the field trip is to Lucy Robbins Welles Library or The Children's Museum. *At times events require the postponement or cancellation of field trip experiences planned for students. In some instances a refund is not possible. When a field trip is cancelled, all funds refunded to the school will be returned to the parents or guardians. It is not possible to provide reimbursement in the event a refund is not provided to the school for the field trip. It is important for all to understand this refund policy prior to agreeing to participate in a field trip experience.*

Fund Raising Activities:

I. General Guidelines

- A. The school system will strive to safeguard the students and parents from money raising plans of outside organizations, commercial enterprises and individuals.
- B. Only school sponsored, school approved, Town Parks & Recreation, Human Services and parent organizations are permitted to advertise through the school or use the students in any way.
- C. The Board of Education encourages the sponsors of the fund raising events to plan for age appropriate sales/collections/canvassing activities. The Board of Education believes that the student's parents retain the final responsibility for their child's safety.

II. Non Profit Making Fund Raising Activities

- A. Student fundraising activities, which are non-profit making in nature, need annual prior approval by the building principal.

Examples of such activities include classroom book clubs, field trip assessments, dances, and other student activities where the intent is for the charging to only cover the cost of the activity.

III. Profit Making Fund Raising Activities

- A. Student fundraising activities, which are profit making in nature, need annual prior approval by the building principal and Superintendent of Schools.

Examples of such activities include sale of items, student programs/productions, dinners, tag sales, car washes, school store operations and other activities with the intent to make a profit.

IV. Parent/Booster Club Fund Raising Activities

- A. Parent/Booster Club fundraising activities involving students in any way require the approval of the building principal and Superintendent of Schools.
- B. Students with parental approval will be allowed to carry notices home, return money orders to the school and be asked to deliver goods.
- C. Student involvement will not interfere with the instructional program.



SCHOOL HEALTH POLICIES

Health Room Coverage - A registered nurse employed by the Newington Board of Education is present in school each day from 8:30 a.m. until 3:30 p.m. Please feel free to call with any questions or concerns about your child. Your input is welcomed and encouraged.

Administration of Medications – Any medication, including “over-the-counter” medications, are given only with written authorization of the parent and the physician, physician’s assistant, advanced-practice registered nurse or dentist on a designated form. Certified staff may legally administer medications if the nurse is not available after completing the required medication training. **Medication must be delivered and administered from the original container, clearly labeled with the name of the student, physician, name of medication, directions for dosage and date of original prescription. All medication must be delivered to the school nurse by the parent or other designated adult. Students are never allowed to carry medications without written medical authorization.**

Physical Examinations – A physical examination is required for students entering kindergarten and in grade 3. A student may not enter grade 4 until this physical examination is completed. A physical exam by the school physician is available for those students in grade 3 who do not have access to a private physician, any students receiving free or reduced lunch, or those students in grade 3 whose parents have not indicated a preference to use their own physician, **with written parent permission**. A parent wishing to be present at the time of the examination should make arrangements with the school nurse. When a student enters Newington Public Schools from out of state, a physical examination completed within the past school year is required. If a student enters from any Connecticut public school, health records will be transferred and reviewed by the school nurse.

Immunizations – New students will not be permitted to register for school until the school nurse receives a complete immunization record. This includes students entering kindergarten or registering for the first time from an out-of-district school.

Contagious Diseases – Students recovering from the following diseases are readmitted to school after an evaluation by the school nurse:

- Chicken pox (varicella) – student should be kept at home until all lesions are scabbed over.
- Strep throat or scarlet fever – student should be kept home a minimum of 24 hours after antibiotic therapy has begun.
- Students with scabies, impetigo, ringworm, pink eye (conjunctivitis) and other conditions that might be easily transmitted to others will be sent home until such condition has been satisfactorily treated.

Emergency Form – An emergency form should be completed for each student by his or her parents/guardian the first week of school each year or at the time of enrollment. Any changes throughout the school year related to Emergency Card Information should be reported to the school immediately. In an emergency, this information is vital.

Annual Screenings – A visual screening test, for distance vision only, is given to all students in kindergarten through grade 4, per state mandate. Color vision will be screened on all students in grade

one. Audiometric screening is also done for all students in kindergarten through grade 3. Any student failing to meet the standards established by the State of Connecticut will be re-screened prior to giving the parent or guardian written notice describing the findings and recommendations.

Substance Abuse – Newington Public Schools prohibit the manufacturing, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to suspension or expulsion.

HOMEWORK GUIDELINES

INTRODUCTION

Homework is an important component of your child's school experiences. It affords the opportunity for practice and review, and helps your child become an independent learner; an essential life skill. Homework extends your child's opportunities to learn and provides opportunities for families to be involved with their children's education, but helping children with homework is not always easy. If you are like most parents, you feel a mixture of emotions about homework, some positive and some negative. All parents, however, wonder if the homework routine they have set in place is an effective and positive one.

Homework assignments are based on the skills and concepts the learner needs to review, practice, expand and apply. Students learn to value the importance of homework during the primary grades. Support and guidance provided by the parent or guardian is a key to the child's attitude toward homework and quality of homework.

WHY HOMEWORK IS ASSIGNED

Homework assignments are designed to support students' learning. There are several reasons for giving homework:

- Allows practice and reinforcement of concepts introduced in the classroom such as language arts activities, math facts, reading, responding to literature or information read.
- Prepares students for future class work – read an article in preparation for a class discussion.
- Expands class assignments.
- Improves skills in reading, mathematics, writing, etc.
- Develops efficient study skills and work habits.
- Enables students to complete short and long-term projects.
- Assists students in completing assignments.
- Prepares students for tests and quizzes.
- Develops independent study skills.



ROLE OF THE PARENT

The role of parent or guardian is key in developing the student's commitment to success in school. As a parent, you can help your child improve her/his performance in classes by ensuring that homework is understood and completed. Some basic strategies for success are:

- 1. Help your child find an appropriate and consistent environment for study.**
 - This place should be quiet, and have adequate lighting and a desk or writing surface.
 - Minimize distractions such as TV, music, telephone, etc.
- 2. Help your child set a routine.**
 - Set up a daily homework routine or schedule. This will let your child know that you have expectations for her/him regarding homework.
- 3. Help your child be prepared to do the work.**
 - Provide the appropriate supplies to support your child's homework completion – pencils, pens, erasers, paper, dictionary, calculators, glue stick, scissors, etc.
- 4. Help your child get organized.**
 - It is best to develop a list of assignments on a sheet of paper or review your child's assignment book. Help you your child prioritize her/his homework so that longer assignments can be broken down into shorter sessions with a break in between.
 - A good rule of thumb is to have your child start and end with assignments he/she considers "easy".
- 5. Help your child get started.**
 - For many children getting started on homework seems like an overwhelming task. Try sitting with your child for the first 5 minutes to make sure he/she understands the homework and gets off to a positive start.
- 6. Help your child complete her/his homework.**
 - Make sure adequate short breaks are built in to your child's schedule.
- 7. How much help should a parent give?**
 - Review the assignment to make certain your child knows what to do.
 - Your child should be able to complete at least 70 percent of the assignment independently.
 - Look over the completed homework for neatness and accuracy. If you find errors or mistakes, give the paper back to your child asking him/her to please look the work over for errors or you can tell the child where the specific errors are; however do not provide the answers.

TAKE HOME READING PROGRAM

Reading is an important aspect of your child's learning. Parent involvement in their child's education is a factor that has proven to have a positive effect on a child's success. Reading "with" and "to" a child for 15 to 30 minutes each day increases that child's reading ability and contributes to school success.

Newington's take home reading program in kindergarten through second grade provides children and families with the components that contribute to reading success and make reading a life long habit. At each grade level the program has a unique name:

Kindergarten's backpack program is called **BEAR** - **B**ooks, **E**njoy **A**nd **R**ead
First grade's program is called **STAR** - **S**it **T**ogether **A**nd **R**ead
Second grade's program is called **WEB** - **W**e **E**njoy **B**ooks

We request that each family become involved in their child's learning to read through the take home reading program.



QUANTITY OF HOMEWORK

The time required to complete homework varies with each child. Factors impacting the time needed to complete homework include:

- Grade level.
- Attitude and interest toward the assignment.
- Needs of the student.
- Competence in study skills.

Homework assignments are planned to meet individual needs. Students vary in skill and motivation from one area of learning to another and may spend more or less time than the guidelines state.

The amount of time and difficulty of homework assigned increases as students progress through the grades. The following guidelines are used by Newington's teachers and **do not include daily at home reading time**.

GRADE LEVEL – TIME AND EXPECTATIONS

Kindergarten

Formal homework is not usually assigned.

- Read aloud to and with your child approximately 10- 15 minutes each day.
- Participate in the kindergarten take home backpack program, **BEAR**.
- Discuss the school day.
- Encourage children to “read” signs and picture books, identify letters, name objects, count objects and share rhymes or songs learned in school.
- Visit the local library and parks with your child.

Grade 1

10 minutes, 4 to 5 days a week.

- Formal homework is started as an expectation of the student's educational program. The emphasis is on reading aloud daily, mathematics and writing.
- Participate in the first grade take home reading program, **STAR**, by reading to or with your child each day.
- Parents are encouraged to:
 - Visit the library, children's museums or park with their child.
 - Read aloud to their child each day.
 - Listen to their child read aloud each day.
 - Provide assistance in the memorization of basic math facts (addition facts to sums of 18, subtraction facts to differences of 6).

Grade 2

20 minutes, 4 to 5 days a week.

- Homework is part of the student's educational program and should be completed.

- The emphasis is on reading, mathematics and writing.
- Participate in the second grade take home reading program, **WEB**, by reading to or with your child each day.
- Parents are encouraged to:
 - Visit the library, children’s museums or park with their child.
 - Listen to their child read aloud each day.
 - Provide assistance in the memorization of basic math facts (addition and subtraction facts to 20).
 - Read aloud to your child. You and your child can select a book of interest with content and readability slightly above his/her grade level. A child is never too old to listen to a read aloud!
 - Stop frequently to ask thought-provoking questions when reading with/to your child.

Grade 3 **30 minutes**, 4 to 5 days a week.

- Homework is a part of the student’s educational program and should be completed.
- Homework emphasis is on reading, mathematics, writing, and working on projects in social studies and science.
- Parents are encouraged to:
 - Visit the library, museums and science centers with their child.
 - Encourage reading for pleasure and information.
 - Provide assistance in the memorization of basic math facts (addition and subtraction facts to 30, and multiplication and division facts for 0, 1, 2, 3, 4, 5, and 10).
 - Read aloud to your child. You and your child can select a book of interest with content and readability slightly above his/her grade level. A child is never too old to listen to a read aloud!
 - Stop frequently to ask thought-provoking questions when reading with/to your child.

Grade 4 **40 minutes**, 4 to 5 days a week.

- Homework is part of the student’s educational program and should be completed as assigned.
- Homework consists of focused assignments that support and review specific academic and classroom subjects.
- Homework extends students’ learning and expands class assignments.
- Homework provides opportunities for research, projects and application of skills and concepts.
- Parents are encouraged to:
 - Continue to offer their child visits the library, museums and science centers.
 - Encourage reading for pleasure and information.
 - Provide assistance in the memorization of basic math facts (multiplication and division facts of 10).
 - Read aloud to your child. You and your child can select a book of interest with content and readability slightly above his/her grade level. A child is never too old to listen to a read aloud!
 - Stop frequently to ask thought-provoking questions when reading with/to your child.

If your child is having difficulty completing homework assignments or is spending an excessive amount of time on homework, you may want to talk to your child’s teacher. Together you can develop a homework completion plan.

PARENT REQUESTS FOR MAKE-UP WORK

In general, only those students absent two or more consecutive days will be eligible to receive schoolwork at home. Students absent less than two days will be provided appropriate time and guidance to complete the necessary schoolwork upon their return. Requests for make-up work should come directly from the

parent/guardian either by sending a note to the teacher or by calling the office. Appropriate make up work should then be ready in the office after student dismissal that day. Make-up work consists of material that has already been assigned to the class.

CONCLUSION

Parents are their child's first teacher. As children begin school the attitudes of their parents toward learning help shape the student's commitment to learning. The partnership between home and school begins in kindergarten and continues through high school. High quality homework is key to developing responsibility, independence and success in learning. The support of the home in monitoring homework assignments is the most critical factor in the completion and quality of assignments.

HOURS

Regular Schedule-----8:40 am – 3:25 pm
Early Release Professional Development Schedule -----8:40 am – 1:55 pm
Early Release Conference Schedule -----8:40 am – 1:35 pm

LUNCH WILL BE SERVED ON SCHEDULED EARLY RELEASE DAYS

Delayed Opening Schedule
Two hour Delay-----10:40 am – 3:25 pm

EARLY CHILDHOOD CENTER HOURS

Morning Session: M, T, W, F-----8:45 am – 11:15am

Afternoon Session: M, W, Th, F -----12:45 pm – 3:25 am
Early Release Days

Morning Session: M, T, W, F -----8:45 am – 10:45 am

Professional Development Tuesdays Morning Session -----8:45 a.m. – 11:15 a.m.

Afternoon Session: M, W, Th, F -----11:25 am – 1:35 pm

Delayed Opening Schedule

Two Hour Delay

Morning Session-----Cancelled

Afternoon Session-----No Change in Schedule

Summer Hours Office: Monday – Friday -----8:00 am – 3:30 pm

The school playground is not supervised before or after school. Therefore, students who are not transported to or from school by bus should arrive at school no earlier than 8:35 am. Students are expected to go directly to their classrooms and leave promptly after school, unless given specific permission by the school.

INSURANCE

The Board of Education has authorized an insurance company to offer student accident insurance to cover accidental injury during school time or “round the clock.” The Board maintains a general liability policy covering the acts of all employees, but does not provide accident insurance covering all students.



LUNCH

CAFETERIA’S COMPUTERIZED POINT OF SALE SYSTEM

Cafeteria Mandates

Our school cafeterias are meeting tougher federal nutrition standards for school meals, ensuring that meals are healthy and well-balanced and provide students all the nutrition they need to succeed at school.

Now is a great time to encourage your kids to choose school lunch! Elementary school meals are a great value at \$2.50 per meal and a huge convenience for busy families too!

We want to let you know how the nutrition standards affect our menu planning. The newer requirements include strict limits on the calories, saturated fat, trans fat and sodium in school meals. We are meeting these nutrition standards by offering students a selection of low-fat and fat-free milk, larger portions of colorful fruits and vegetables, and a variety of whole grains and lean protein choices. All lunches include five meal components:

- a **meat or meat alternate** such as yogurt, lean beef, chicken or low-fat cheese;
- a **grain** such as whole-wheat bread or brown rice;
- a fresh or canned **fruit** selection;
- raw or cooked **vegetables** in a variety of colors; and
- low-fat or fat-free **milk** selections.

Each child must select at least three of these five components on their tray to make a meal, including a fruit or vegetable. Declining two out of the five meal components does not change the cost of the meal. Students that do not take a fruit or vegetable will be charged a la carte pricing which is set higher to encourage students to select a more nutritionally balanced meal.

Our school district will be encouraging students to try the new foods being offered this year. **We are also asking for your help.** Every student needs to be prepared to select at least one fruit or vegetable with their lunch every day. We are planning our menus to include selections we know students like, as well as many different foods they may not have tried before. Please encourage your child to try these new foods. They just might find a new favorite!

We look forward to serving your child this year and we welcome your feedback regarding our menus and selections. We're always working to offer Newington students healthier and tastier choices.

To find out more about our school nutrition programs visit our Web site at www.npsct.org.

Lunch

A nutritious diet is very important to help children learn. All children must bring a lunch from home or purchase a lunch in the cafeteria. Menus are available on the school website. Parents are welcome to visit during lunch, but are asked not to bring in soda or food from outside vendors. Special seating is provided to visitors due to an assigned seating plan for students.

Our lunch program operates under the "offer vs. serve" rules of the National School Lunch Program, which means that the child has to take at least three different meal components (**one component must be a fruit or vegetable**) of the five meal components offered to him/her in order to receive the meal price of \$2.50. The price of the meal, however, does not change if the child only takes the three components instead of the entire meal offered.

Lunch Prices

| | |
|------------------|---------------|
| Meal | \$2.65 |
| Milk, A La Carte | .50¢ |
| Fruit | .50¢ |
| Vegetable | .50¢ |
| Snack | .50¢ - \$1.00 |
| Water | .50¢ |

Lunch is served everyday including legal length/early release days.

Free and reduced priced meals are available for eligible families.

Borrowing money should be done for emergency purposes only.

If your child does not bring a lunch or has inadequate funds to pay for lunch, the main office will issue a charge to you for the lunch. Charging lunch should be done for emergency purposes only. Money that is charged is expected to be returned the next day. Students who owe more than \$10.00 to the office for lunch charges **will not be permitted to charge a school meal for the remainder of the year**. The office staff will track the amount of money owed by each student. **When a child owes more than \$10.00, and does not have lunch/money, the child will be asked to call home in the morning to have a lunch or money for lunch dropped off at the school prior to the child's lunch period. If this is not possible, the child will be permitted to purchase a granola bar, pretzels, and water for \$1.00. This amount will be added to the amount owed.**

Please do not confuse the money borrowed with the money you are placing on your child's account. They are two separate entities and need to be done in two separate transactions. The money borrowed needs to come in an envelope to the school office and the cafeteria envelope needs to be given to the child's teacher. If money is owed to the school office, money sent in to the school for the cafeteria will be applied to the debt due to the office, and any balance will be applied to the cafeteria account. No students will be allowed to charge for snacks or beverage.

Any checks for the cafeteria should be labeled in an envelope with your child's full name, grade level, and teacher's name. Seal the payment in the labeled envelope and send to school with your child. **Make checks payable to Newington School Cafeterias**. The teacher will collect envelopes every morning and forward them to the cafeteria. Please follow this procedure so that the cafeteria serving line will run smoothly during the lunch waves.

Cafeteria Prepayment System

The Foods & Nutrition Services Department offers an automated prepayment system called **EZSchoolPay** that allows you to view your child's lunch account balance and purchases, receive low balance e-mails, as well as, make deposits into your child's school lunch account via the internet. You will be charged a convenience fee to make on-line payments. Simply log on and use a credit card or debit card to fund your child's meal account.

How do I pre-pay for meals and/or general items?

There are three ways to put money onto your child's account:

1. You may set up an account through www.EZSchoolPay.com and pre-pay on-line whatever dollar amount you choose using a credit or debit card. You will be charged a convenience/bank fee. These charges cover the cost of bank fees. (The school district does not earn any income from these fees.) You may also elect to participate in an auto replenish feature that allows you to set a low balance amount that will automatically replenish your child's account at that balance from your credit card.
2. **You may send in a check or cash to the school cafeteria.** The food service staff will enter your check amount or cash amount into your child's account. For safety purposes, we recommend that advanced payments be sent in the form of a check. Checks should be made payable to *Newington School Cafeterias*. (There is no fee for this method of payment.) Please put your child's full name and ID # on the check. All monies sent into the cafeteria can only be used for meals and a la carte purchases and cannot be used for any other school event(s).

How are funds that are deposited into my child's account made available for purchases?

Funds are deposited and available to your child for the purchase of meals and a la carte foods in the cafeteria. There are no limitations as to what may be purchased or how many purchases can be made. The account balance simply decreases as purchases take place.

Please note that you can set up spending limits for your child in order to limit what can and cannot be purchased in the cafeteria through www.EZSchoolPay.com . There is no cost to do this.

How do I know the balance in my child’s account?

You can check your child’s account balance by registering your child on www.EZSchoolPay.com . There is no cost to do this. (You will need your child’s student identification number to do this). Registering your child on EZSchoolPay does not mean that you have to pay through EZSchoolPay , however, it allows you to view the account balance at any time on-line, as well as, receive e-mail reminders when the account balance gets below a dollar amount you select. It is strongly recommended that you sign up for e-mail account balance reminders as this is the best and most efficient method for parent notification when balances get low.

Can I view what my child has purchased for lunch?

Yes. You can log onto www.EZSchoolPay.com and view what your child purchased. (You must register your child on www.EZSchoolPay.com before using the purchase history feature.)

Do I need to use all the money in my child’s account this school year?

No. Any money left in your child’s account at the end of this school year will carry over to the next school year. Requests for refunds or account transfers must be made in writing to the Director of Foods & Nutrition Services.

Please do not hesitate to call the Foods & Nutrition Services Office at 860-665-8635 with any questions you may have.

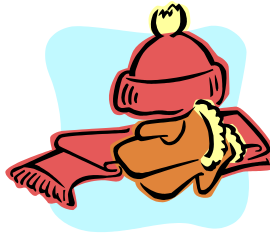
Lunchroom Rules

- Students will stay in their seats and raise their hands for help.
- Students will use low 12-inch voices when talking.
- Students will clean up their area.
- Students will show respect to all.

If you have any questions that remain unanswered, feel free to call the Foods and Nutrition Services Office at (860) 665-8635.

RECESS/LUNCH SCHEDULE

| Grade | Recess | Lunch |
|--------------|---------------------|---------------------|
| Kindergarten | 11:00 am – 11:25 am | 11:30 am – 11:55 pm |
| Grade 3 | 11:30 am – 11:55 pm | 12:00 pm – 12:25 pm |
| Grade 2 | 11:45 pm – 12:10 pm | 12:15 pm – 12:40 pm |
| Grade 4 | 12:10 pm – 12:35 pm | 12:40 pm – 1:05 pm |
| Grade 1 | 12:25 pm – 12:50 pm | 12:55 pm – 1:20 pm |



PERSONAL BELONGINGS

Parents are reminded to mark all items of clothing, especially hats, sweaters, coats, boots, gloves, and jackets. A lost and found box is located in the cafeteria. Seasonally, the contents of the lost and found box will be donated to a local charity.

PEST MANAGEMENT/PESTICIDE APPLICATION POLICY

Pest Management: The Board of Education believes that structural and landscape pests can pose significant hazards to people, property, and the environment. Pesticides can also pose such hazards. The purpose of the Pest Management/Pesticide Application Policy is to ensure the health and safety of students, teachers, staff and all others using district buildings and grounds. The school district shall incorporate Integrated Pest Management (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to people, property, and the environment. IPM is the coordinated use of pest and environmental information with available pest control methods to prevent unacceptable levels of pest damage by the most economical means with the least possible hazard.

If you would like to be notified in advance of school pesticide applications, please contact the school principal in writing. If an emergency application is necessary to eliminate an immediate threat to human health, prior notice is not necessary except on or before the day the application is to take place, prior notice is given to those persons who have previously requested notice. Such application shall not involve a restricted use pesticide and no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.

PLAYSCAPE REGULATIONS

1. The playscape is open to the public when John Paterson School is not in session.
2. The playscape is closed between sundown and sunrise.
3. Running on the playscape is prohibited.
4. Activities that infringe on the rights of or function of the normal activities intended for this facility are prohibited.

The playscape is designed for children ages 5 thru 12. Adult supervision is required.

RECESS

Children are expected to go outdoors for recess unless medically excused (in writing) by a physician. A written excuse from the parent is acceptable for one day only. Outdoor recess is planned each day unless there is inclement weather. A variety of weather conditions are considered when this decision is made. In order to make the recess period safe for all students, the following rules have been established:

- Walking ONLY in all areas of the playscape.
- Running on the playscape will result in immediate removal.
- Touch-free games only. (No Tag, chase games or contact sports.)
- Sitting only on slides and swings.

Permission is needed to go inside. Notify teacher upon return.
Play is not allowed in these areas: Near the doors
 Fence near neighboring house
 Grassy area close to the road or John Wallace School

Bats, hard balls, projectile-type toys, and electronic games are prohibited.
Equipment will be taken away if not used properly.
Snowpants and boots are required to play on the snow.
Stones and snow remain on the ground at all times.
Group games will be allowed by teacher discretion. (“Burn” is not allowed.)
Teachers may choose to designate which days each grade level uses the field.

REPORTING OF SUSPECTED CHILD ABUSE/NEGLECT

Teachers, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect and staff receive yearly training in their use.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

PARENT COMMUNICATION

Rapid Notification System

Newington Public Schools has a Rapid Notification System which will allow the whole school district or individual schools to quickly connect with parents of students in a specific group. This parent Rapid Notification System will be used to notify parents of delay, early dismissal or cancellation of school or major school-wide activities such as an Open House. It will not be used to communicate with an entire school about minor activities that do not generally impact the individuals being contacted.

The system is designed to deliver a recorded message when someone answers the phone or to leave a message if it reaches a voicemail system or answering machine. To do this, the system “listens” for sound and waits for quiet to determine when to begin the recording.

The phone numbers used for these calls are maintained in our student information system. Routine information calls use the phone number on record that is stored as the student’s home telephone number. Emergency or urgent calls are sent to all phone numbers in the student record—including the home telephone number—up to a total of five numbers. Parents wishing to update or change the numbers used for this service should contact the school office(s) of each child. Please note, proper identification may be requested before any information is changed.

SCHOOL CANCELLATIONS OR DELAYS

Even though the Rapid Notification System will be used to notify parents of a delay, early dismissal or cancellation of school, it is recommended that parents view local television stations for such announcements and/or access our school's Web site and click on the school cancellation link. In addition, please visit television stations such as: **WVIT TV Channel 30, WTNH TV Channel 8, WFSB TV Channel 3** for up-to-date delay/cancellation information. Every effort is made to cancel school as soon as conditions warrant. The announcement is made between 6:30 a.m. and 7:00 a.m.

EMERGENCY CLOSING AFTER SCHOOL OPENS: It sometimes becomes necessary to close schools early after the school day has begun due to adverse weather conditions or other emergencies. This decision will be made by the Superintendent and broadcast via Rapid Notification and participating media. **Children should be instructed by their families as to the procedure to be followed if they arrive at home and their parent is not there.**

PAPERLESS COMMUNICATIONS

To continue our efforts to reduce the use of paper, we will send our monthly newsletter, *The Paterson Chatter*, and other school notifications electronically via email. We do this through our Rapid Notification System. Please make sure you have your email address on file by filing out portion on the School Emergency form.

VISITORS TO THE SCHOOL

Three categories shall be designated for individuals desiring access to Newington Public Schools who are neither students nor staff:

- a. **Visitor:** An individual who requests access to the building facilities beyond the confines of the school's main office. This request may be made with or without prior notification.
- b. **Guest:** An individual who has been invited by a staff member to render a service. This person will be escorted by a staff member, in all probability, to areas beyond the school's main office.
- c. **Volunteer:** An individual performing an assigned service to the school on a regular basis.

The principal will maintain a logbook in which every visitor/guest/volunteer shall write his or her name and address. **All persons intending to proceed beyond the area of the school's main office must sign the log book immediately upon entrance into the building, regardless of the purpose of the presence in the building.** The building principal may excuse school employees on official business from this obligation. The principal or his/her designee shall require all visitors and guests to properly identify themselves.

When visitor/guest/volunteer arrives at a particular school building, he or she shall report to the main office and sign in the log book if access to additional building facilities is desired. Upon proper completion of the log book entry, he/she shall be given an identification badge which is to be worn when in the building. All badges shall be returned to the main office before departure from the building.

Any parent wishing to visit his or her child's class may do so at any time during school hours. A parent who wishes to visit the child's class should do so with advance notice or scheduling. However, a class may occasionally be involved in an activity, such as the administration of standardized examinations, when the nature of that activity is such that the presence of an adult in the classroom, other than the

teacher, will be inherently disruptive. On such occasions the principal shall advise the parent of the special problem and at that time arrange a definite day and time of visitation.

ADMISSIONS/PLACEMENT

A student seeking enrollment in the John Paterson School for the first time or following attendance in another Connecticut public school district, out-of-state attendance or admission through a bona fide foreign exchange program should make an appointment with the Residency Office located at Newington High School, 605 Willard Avenue, Newington, CT (860) 666-5611.

Upon verification of residency, we ask that you immediately contact the school to arrange a one hour appointment with our Literacy Coach during school hours. The purpose for this appointment is to establish an academic and social relationship with your child, which will include general reading assessments and a tour of our school. You may or may not choose to wait for your child in our school lobby sitting area during this one hour period. Following this appointment, all information about your child, including past records, will be collectively reviewed and used to make an appropriate and expeditious classroom placement.

Students enrolled in a school identified for school improvement pursuant to federal law may transfer to another public school within the district that has not been identified for school improvement. The transfer will be allowed in accordance with law. Transportation will be provided by the district.

HOMELESS STUDENTS

Homeless students, as defined by federal state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Marilena Gulioso, Director of Pupil Services.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Parents of Limited English Proficient (LEP) students participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why your child meets the criteria for placement, a description of the program, and the parent's rights to remove their child from the LEP program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

MIGRANT STUDENTS

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I program, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of migrant program.

PLACEMENT/PROMOTION/RETENTION

ASSIGNMENT OF STUDENTS TO TEACHERS AND CLASSES

The decision for promotion or non-promotion is always made in the best interest of the student. In such cases where non-promotion is recommended, parents will be contacted for their reaction although the final decision rests with the school authorities. Promotion is based on such specific factors as:

1. The student's achievement in relation to his potential.

2. The student's age, size, and previous record.
3. The student's social, emotional, and personality status.

The process of assigning students to teachers and classes is very difficult. It is important for parents to understand that many factors are considered, including the following (not in priority order):

- "Present teacher" recommendation
- Total composition of the class
- Recommended pairing or separation of individual students
- Math ability
- Matching of student learning styles to teaching styles
- Gender balancing
- Academic abilities
- Special Education placements/Planning and Placement Team recommendations
- "Receiving teacher" recommendations

Using the above criteria, teachers on a grade level, along with the principal and other necessary staff, will meet to establish tentative class lists. Final accountability for placement and any changes thereof shall be that of the school principal.

QUESTIONS AND CONCERNS

Questions and concerns which are motivated by a sincere desire to improve the educational program can do much good. The Newington Elementary Schools encourage you to feel free to seek answers to your questions. **Most problems can be solved if they are taken first to the teacher or person in charge of the area in which the problem arises.** Problems not satisfactorily resolved at this level can be taken through successive levels to the principal, to the superintendent and subsequently to the Board of Education, if necessary.

TEACHER AND TUTOR/ASSISTOR QUALIFICATIONS

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested, as to whether the child is provided service by a Tutor/Assistor and their qualifications.

REPORTING SYSTEM

Reporting Pupil Progress to Parents: The report of pupil progress to parents should give parents an accurate and understandable indication of the level and quality of work their child is doing and the teacher's judgment as to how well the student sees his/her abilities in the classroom. This reporting should be done in such a way as to help stimulate pupils to do the best work of which they are capable. Progress Reports are completed by trimester, and are reported to parents during Parent-Teacher Conferences in December and March, with the last progress report sent home with each child in June.

Parent-Teacher Conferences: The method for reporting to parents is by means of parent-teacher conferences. Grades K-4 have scheduled conferences during September, December and March. The September conference is a brief meeting to get to know your child's teacher and share your child's strength, areas of need, and your hopes and dreams for the school year. The December and March conferences focus on your child's progress report. The opportunities for conferences beyond those scheduled are available upon the request of either the parent or teacher.



SAFETY RULES

WALKERS

1. **All children walking to school are to observe the basic safety rules.**
2. **Children are to arrive at school between 8:30 a.m. and 8:40 a.m.**
3. Children are to stay on the sidewalk until given a verbal signal from the crossing guard. They are to cross within the crosswalk lines.
4. Children are not to run across the street.
5. Children are not to cross the street in front of the school.
6. If the crossing guard has a discipline problem with a child, the child's name will be reported to the school office and the parents will be notified.
7. At the end of the school day, children are to go directly home when dismissed.
8. If a child will not be walking directly home, a permission note with specific instructions including date, destination, and parental signature is to be given to the child's teacher.

DROP OFF/PICK UP STUDENTS

1. **Children are to be dropped off no earlier than 8:30 a.m. and picked up no later than 3:25 p.m.**
2. Parents dropping students off at school may use the main circle area. **Please have your child exit from the right side of the car ONLY.**
3. Students must use the sidewalk areas and enter the school through the main entrance after the first bell.
4. Parents should only park in designated areas to pick up a student and never park in our main circle area.
5. If being dropped off is not already established, a note must accompany the child. Only students who are eligible for bus transportation, and elect not to use it, may be picked up in the front lobby.

BUS RIDERS

1. All children are to observe the basic safety rules while walking to the bus stop, waiting for the bus, boarding and leaving the bus, and when given a driver nod to cross the street.
2. Children are to understand that the bus driver is in charge and they are to obey the driver's instructions.
3. Children are to be courteous to schoolmates and the bus drivers.
4. Children who abuse or destroy bus property will be held responsible. Connecticut law holds parents liable for damages by their children.
5. Children are to wait in an orderly manner at their designated stop a few minutes earlier than pickup time. Drivers cannot wait for tardy children.
6. Children are to enter the bus carefully and to remain seated while the bus is moving.
7. If a bus driver has a discipline problem with a child, the child's name will be reported to the school office and the parents will be notified.

8. At the end of the school day, children are to ride the designated bus to the designated stop. To insure safety, since our buses are filled to near capacity, no changes will be allowed, except in extreme emergencies.
9. If a child will not be riding the bus, a permission note with specific instructions including date, destination, and parental signature is to be given to the child's teacher.

BICYCLE RIDERS

(Students in grades 3 and 4 after receiving bike safety training only and a signed note is on record in the office.)

1. All children riding bicycles to school are to observe the basic safety rules and are required to wear helmets.
2. Children are to arrive at school between 8:30 a.m. and 8:35 a.m.
3. Bicycles are to be walked across the intersection within the crosswalk lines when the children are given a verbal signal from the crossing guard.
4. If the crossing guard has a discipline problem with a child, the child's name will be reported to the school office and the parents will be notified.
5. Children are not to cross the street in front of the school or in the bus circle.
6. Bicycles are to be walked on school property and parked in the bicycle rack.
7. It is recommended that bicycles have appropriate locks.
8. Only one child is allowed on a bicycle at a time.
9. A book carrier is important to ensure two-handed steering.
10. Bicycles brought to school are left at a child's risk.
11. At the end of the school day, children are to go directly home when dismissed.
12. If a child will not be riding directly home, a permission note with specific instructions including date, destination, and parental signature is to be given to the child's teacher.

SMOKING

No person shall smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property, as provided by state and federal law.

SUBSTANCE ABUSE

The school prohibits the manufacturing, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to suspension/expulsion.

PSYCHOTROPIC DRUGS

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

STUDENT SEARCH

A student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and the nature of the infraction.

SEARCH AND SEIZURE - DESKS AND SCHOOL LOCKERS

Desks and school lockers are the property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's locker or desk under three (3) conditions:

1. There is reason to believe that the student's desk or locker contains the probable presence of contraband material.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student(s) have been informed in advance that school Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

SCHOOL RECORDS

STRATEGIC SCHOOL PROFILES: The Connecticut General Assembly passed section 10-220(c) of the Connecticut General Statutes, an act concerning the reporting of school and district strategic profile reports in May 1990. The broad areas of the report include:

- student needs – factors which may place a student at risk educationally;
- student resources – those which have been purchased and are available for use in a school;
- school performance – school programs and activities which translate resources into outcomes; and
- student performance – the results of the instructional process.

Strategic School Profiles are available after October 1st each year. If you would like a copy, you should contact the school office.

STUDENT EDUCATION RECORDS: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate private school official) a written request that identifies the record (s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Newington Public School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District by an administrator, supervisor, instructor, or support staff member (including health or medical staff

and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

TRANSFER OF STUDENTS/RESIDENCY: Students leaving our school system should give the building principal their new address so that the transfer card can be made out properly. A release form must be signed by a parent or guardian so that all information concerning the student can be sent to the new school system. All materials which are the property of the school must be returned to the classroom teacher.

Also, students who change residence within the Town of Newington must check with the Residency Office to see if their child belongs in another Newington School. If so, our Residency Office will support the transfer. If this occurs after the school year has begun, a letter can be written to the attention of the Superintendent of Schools requesting that your child remains in his/her current school for the remainder of the school year.

STUDENT CONDUCT GUIDELINES FOR STUDENT CONDUCT

Classroom – Students are expected to:

- Be prepared for class by having all necessary materials.
- Accept responsibility for doing all classroom and homework assignments.
- Behave in the classroom so that teaching and learning can take place: Follow directions, raise their hands and wait to be called upon before they speak, keep their hands, feet, and objects to themselves; refrain from teasing, threatening or swearing.

Cafeteria – Students are expected to:

- Use good table manners and talk quietly in the cafeteria.
- Take seats in assigned locations and remain seated until given permission to leave. Raise their hands if they need help.
- Respect the cafeteria aides and observe the lights-out signal.
- Bring non-breakable containers to school.

Hall Behavior – Students are expected to:

- Walk quietly in the halls.
- Refrain from touching hallway displays.

Fire Drill/Secure Building Drill – Students are expected to:

- Obey adults in charge.
- Line up quickly and walk quietly to the designated exit.

Property – Students are expected to:

- Keep building and grounds neat and clean.
- Refrain from marking walls.
- Take responsibility for the care of public and private property.

General expected behaviors:

- Gum chewing is not allowed on school property.
- Selling or trading items to students or staff is prohibited.
- Hats should not be worn inside the school building.
- Children must walk their bicycles while on school property.
- The school is not responsible for money, toys, card collections, or personal items brought to school.
- Party invitations will not be passed out during school hours in keeping with our regard for each child's self-esteem.
- Items such as MP3's, cassette or CD players, electronic games, etc. should not be brought to school without authorized permission.
- Laser Pointers Policy: Effective October 1, 1999, minors are prohibited from possessing laser pointers on school grounds or in any public place.

Recess/Games – Students are expected to:

- Show good sportsmanship with games that have participants and rules.
- Behave in a safe manner without rough play or physical contact.
- Remain in the playground area.
- Use equipment safely and properly.
- Bats and hard balls may not be brought from home to use on the playground. **See specific Recess Rules.**

Relationships – Students are expected to:

- Treat classmates and adults with kindness and respect.
- Show respect by not playing practical jokes.
- Show respect by using good language.
- Allow all students to play and not form "clubs".

Dismissal – Students are expected to:

- Walk quietly and in an orderly fashion to assigned locations and remain in line.
- Follow teacher directions carefully.
- Ride only the bus to which they are assigned.

DISCIPLINE

Purpose: The purpose of the John Paterson Discipline Plan is to provide a safe, respectful, and supportive learning environment for every student. We encourage students to begin to take responsibility for their actions, verbalize their feelings in a positive way, problem solve situations, and learn from experiences. Because children are individuals, their behavioral problems are addressed on an individual basis. The consequences can and do vary depending upon the circumstances surrounding the situation. Children are also learning how to function as a member of a group. This learning process allows for errors in judgment and making mistakes. Despite

the recognized individual differences and the process of maturing, there are basic behaviors expected of all elementary children.

Expected Behaviors:

- **To Be Safe**
Students are expected to behave in a safe manner. The following behaviors are never acceptable: physical contact, swearing, fighting, and threatening.
- **To Respect Others**
Students are expected to respect adults and classmates. They should be courteous to others through their actions and use kind and considerate language. Students are also expected to demonstrate respect in the use of materials, whether it be their own or that of others.
- **To Learn**
Students are expected to behave in such a way that allows the educational process to occur without interruption. Students should sit quietly and attentively during instructional time; raise their hands; keep objects, feet and hands to themselves; and follow directions the first time they are given.

DISCIPLINE PROCESS

Classroom Management: Each teacher will develop a behavior management plan including rules, rewards, and consequences. These will be posted in each classroom. The teacher will utilize a variety of classroom management techniques that may include physical proximity, verbal and/or physical cueing, and eye contact. The teacher may implement a variety of consequences including warning, loss of classroom privileges, time out, and/or call home.

Disciplinary Form: A disciplinary form may be used when a student demonstrates inappropriate behavior. Parents will be notified. The disciplinary form is completed by the staff member and sent home for parent signature. Parents should return the signed form to the school. The principal will receive a copy of the signed form. The consequence for the misbehavior may include loss of recesses, meeting with the principal, additional time out, parent meeting, loss of privileges, or after-school detentions(s).

Office Referral: A student will be issued a Disciplinary Office Referral after five minor behavior violations or sooner depending upon the seriousness of the behavior. Parents will be notified. The range of consequences may include parent meeting, development of a behavior management plan, loss of privileges, after-school detention(s), in-school suspension, notifying the appropriate authorities, out of school suspension, and expulsion. In addition, with parent support, a referral may be made to our Early Intervention Planning Team (E.I.P.) or Planning and Placement Team (P.P.T.). The office referral form will be included in the student's permanent record when it involves suspension from school as a consequence.

Serious Misbehaviors:

- A. Aggressive behavior in school or on playground (fighting, punching, unruly conduct, threatening). Authorities will be notified if justified.
Threat Policy – Any student who threatens in any manner (including orally or in writing) harm to the person or damage to the property of a member of the school community, including any teacher, member of the school administration, any other employee, or a fellow student, shall be subject to in or out of school suspension and/or expulsion. In addition, the Superintendent shall refer the matter to law enforcement officials for possible criminal prosecution and shall take all available measures to ensure the safety of those in the school community in the event of the student's return to school.
- B. Use of objectionable language (swearing, profanity, obscenity).

- C. Disrespectful behavior toward people or property (stealing, defacement of property, bullying, sexual harassment, inappropriate use of the Internet).
- D. Brining dangerous objects/weapons to school (Appropriate authorities will be notified if needed).
Weapons Policy – Any student bringing a weapon or dangerous instrument or facsimile thereof onto school property or to a school event may be brought to the Board of Education by the Superintendent for an expulsion hearing. Any student bringing a firearm or deadly weapon onto school property or to a school-sponsored activity will be suspended for ten (10) days and will be brought before the Board of Education by the Superintendent for an expulsion hearing.
- E. Leaving school property without permission. (Appropriate authorities will be notified, if needed).

The John Paterson Discipline Plan is designed to help students take responsibility for their actions and change their inappropriate behaviors as well as to preserve a safe and orderly school environment for all students. The purpose for this plan is to apply appropriate consequences for inappropriate behaviors that may include suspension from school at any time. Suspension standards are clearly defined in the Board of Education policy JFD/JGE. A copy of this policy may be viewed online at: <http://policy.cabe.org/newington/>

Bullying Policy

Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- 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.

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, gender, 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. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. the misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's Program

1. requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another 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 an oral report;
4. requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;
5. requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. provides for the inclusion of language in student codes of conduct concerning bullying;
8. requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;
9. requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians 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;
10. establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. requires 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;
15. prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii)

- infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
 17. requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;
 18. requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
 19. As required, but not later than, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
 20. requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

Prevention and Intervention Strategy

1. 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 identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

For an expanded version of the policy outlined above, please visit: <http://www.policy.cabe.org/newington>

Bringing dangerous objects/weapons to school (Appropriate authorities will be notified if needed).

Weapons Policy – Any student bringing a weapon or dangerous instrument or facsimile thereof onto school property or to a school event may be brought to the Board of Education by the Superintendent for an expulsion hearing. Any student bringing a firearm or deadly weapon onto

school property or to a school-sponsored activity will be suspended for ten (10) days and will be brought before the Board of Education by the Superintendent for an expulsion hearing.

- F. Leaving school property without permission. (Appropriate authorities will be notified, if needed).

The John Paterson Discipline Plan is designed to help students take responsibility for their actions and change their inappropriate behaviors as well as to preserve a safe and orderly school environment for all students. The purpose for this plan is to apply appropriate consequences for inappropriate behaviors that may include suspension from school at any time. Suspension standards are clearly defined in the Board of Education policy JFD/JGE. A copy of this policy may be viewed online at: <http://policy.cabe.org/newington/>

Electronic Devices:

The Board of Education believes that technology is a valuable tool that should be used in schools to educate and inform students. The board supports student use of technology for learning which enhances information available and increases student engagement. Therefore, users of technology within the Newington Public Schools along with users of the Newington Public Schools network are expected to use it responsibly.

Unacceptable use of the internet and/or any form of technology will result in immediate loss of access privileges for the student and the parent/guardian will be notified. Consequences will be issued according to our Code of Conduct.

Use of personal electronic devices outside of those issued by the Newington Public Schools will be determined by the classroom teacher and/or the Principal. John Paterson Elementary School and the Newington Public Schools are not responsible for personal electronic devices brought from home.

Please refer to the Newington Public Schools 1:1 Technology Initiative Procedures and Information 2015-2016 Booklet for more information.

Behavioral Incident Identifiers

| Category | Major incidents | Minor incidents |
|------------------------------------|--|---|
| Physical Aggression | forceful pushing, tripping, hitting, punching, fighting | roughhousing not resulting in injury |
| | biting | poking or grabbing but not actually hurting someone |
| | spitting | |
| | posturing | |
| | throwing object with intent to harm | |
| Vandalism/property damage or loss | intentionally breaking, harming or destroying someone else's property | disrespectful to others' property (low intensity) |
| | stealing | |
| Disrespect | defiance | interrupting |
| | | disrespectful of an adult or another student (low intensity) |
| | | repeated failure to follow directions when asked |
| | | blowing raspberries |
| Safety | leaving building or playground | leaving designated area without permission |
| | | running |
| Lying/Cheating | cheating (3 rd and 4 th grade) | cheating (K, 1 and 2) |
| | forging | |
| | delivers message that is not true with intention | delivers message that is not true but recants |
| Verbal Harassment | verbal threats indicating intention of harming | constant calling out |
| | repeated offensive language | |
| | racial remarks | |
| Exclusion | excluding another student by making verbal remarks or by physical exclusion | Remarking that someone is not his/her friend aloud more than one time |
| | | refusing to play with someone at recess |
| Disruption | sustained loud talk, yelling, screaming, making noise with materials, roughhousing or out of seat behavior | low intensity but inappropriate disruption |
| Technology/Internet Acceptable Use | use of internet/technology for purposes other than what has been directed by the classroom teacher | |

**JOHN PATERSON ELEMENTARY SCHOOL
OFFICE REFERRAL FORM**

Student Information:

Student Name: _____ Student's Classroom teacher _____ Grade _____

Date: _____ Time: _____ Location of Incident: _____

Referring Staff Member: _____

History:

To be filled in by office staff:

Number of previous major referrals to office: _____

Number of previous minor series referrals to office: _____

Category(ies) of previous incident (indicate major or minor) and infraction: _____

Other information: climate tier _____ check C file _____ behavior plan in place _____
EIP referral in place _____ safety plan in place _____

Incident:

Category: Major _____ 5 Minors within 5 days _____ 8 Minors within 30 days _____

Brief description of major infraction **or of all minor infractions:** _____

Teacher actions prior to office referral (check all that apply, indicate date and number of times completed):

_____ reminder _____ telephoned parent _____ parent conference _____ think time

_____ minutes lost at recess _____ apology letter _____ working lunch

_____ seen by school psychologist/social worker _____ educational component (explain)

_____ other (explain) _____

3 minor incidents in one week= office referral

1 major incident= office referral

5 minor incidents in one month= office referral

Administrator's report:

Date: _____

Action(s) taken (indicate date and number of consequences):

___ first time warning

___ discussion with student

___ peace talk between students _____

___ call home ___ parent conference ___ parent/teacher conference ___ email parents

___ impose educational component, explain _____

___ loss of minutes at recess with principal _____ date and number of minutes

___ working lunch with principal _____ date and number of minutes

___ write apology note with principal and deliver to appropriate party

___ thinking time with principal _____ date and number of minutes

___ in school suspension for (date) _____ (location) _____ (work provided by) _____

___ refer to EIP or discuss change in tier at EIP _____ date of meeting

___ other (explain) _____

Student Statement:

Parent Signature

INTERNET ACCEPTABLE USE POLICY

Internet access is available to students and staff in the Newington Public Schools. The nature of the Internet provides many educational opportunities, but also necessitates personal responsibility for its use.

Internet access must be used in a responsible, efficient, ethical and legal manner. The Newington Public Schools will provide instruction in appropriate use of the Internet for both staff and students. Staff and students must agree to follow the Acceptable Use Policy. The complete policy is available in the Newington Public Schools Board of Education Policy online at: <http://policy.cabe.org/newington/>

Unacceptable uses of the Internet or any telecommunications services will result in immediate revocation of access privileges and, for students, parent notification. Unacceptable uses may result in additional disciplinary action as set forth in district disciplinary policies. Misuse could have legal implications.

Access to the Internet provides connections to other computer systems located worldwide. Users, and parents of students who are users, must understand that neither the Newington Public Schools nor any district staff controls the content available on these other systems. Some of the information available is controversial and may be offensive. The Newington Public Schools does not condone the use of such materials.

STUDENT ASSESSMENT

Student learning is assessed on an on-going basis using a variety of assessment measures. Each type of assessment is designed to provide specific information about student learning. Results are analyzed to determine whether students are meeting grade level expectations, identify gaps in learning, identify what is causing those gaps, and monitor progress over time.

Classroom Assessments

Student learning is assessed on a continual basis. *Formative assessments*, such as independent work samples, quizzes, observations, and performance assessments are used to monitor student progress and inform future instruction. *Common Formative Assessments* include pre- and post-assessments for a particular unit of study. Results are used to determine what is known before instruction begins as well as whether students master the objectives of the unit after instruction.

District Assessments

Students in all grade levels participate in District Grade Level Assessments throughout the year. The district assessment schedule includes two types of assessments. *Universal Screening Assessments* are administered in September, January, and May. A universal screening instrument is a standardized, “common” assessment tool that is administered to all students in order to identify those who are meeting grade level expectations. The instrument and its administration directions, timeframe, and scoring procedures are consistent across all teachers and students. Results are analyzed to monitor student progress and identify students in need of intervention. *Benchmark assessments* are also administered in students in grades 2-4. These are also “common,” and administered to all students within a grade level, but their purposes are to monitor maintenance of skills and concepts as well as program effectiveness.

State Assessments

During the month of March, all students in the grades 3-8 participate in the *Connecticut Mastery Test (CMT)*. The state provides a written document outlining individual student results as well as school/district results. This information is typically received during the month of July.

STUDENT RECOGNITION PLAN

OUTSTANDING STUDENT OF THE MONTH

The Superintendent's Outstanding Student of the Month Program is designed to provide recognition to a student who has been a good example to his/her classmates. Teachers are given the opportunity to nominate one student from their classroom each month, October through May, as the Student of the Month. **Nominating Criteria** may be based on one or more of the following: (1) good all-around school citizenship, (2) good behavior, (3) contributions to the school, community, or fellow students, (4) most improved student, (5) outstanding effort, attitude, attendance, academic achievement, etc. A committee comprised of the principal, head teacher, and teacher leader then selects one of the nominated students at the Superintendent's Outstanding Student of the Month who represents all of the other nominees at a special town-wide reception.

CELEBRATION OF LEARNING

The Newington Elementary Schools believe it is important to foster and recognize excellence in students' performance in school and provide positive reinforcement and reward for their efforts and achievements. A special Celebration of Learning Assembly is held at the end of each year to recognize students' efforts and accomplishments.

Every student receives an award certificate based on individual effort and/or accomplishment. The individual "awards" are presented to each student in his/her respective classroom before the *Celebration of Learning Assembly*. Teachers will use a variety of sources to choose a meaningful award for each child. Student Learning Plan information, input from special area teachers, and classroom performance – strengths and areas of improvement.

Parents will be notified in advance regarding the following awards: Josephine R. Bojnowski Reading Achievement Award, Norman J. Schmitt Writing Prize, Dr. Ernest L. Perlini Leadership Award, David L. Gowell Citizenship Award and the William P. Ward Humanitarian Prize.

CELEBRATION OF LEARNING ASSEMBLY ACHIEVEMENT AWARDS

- Award:** **High Achievement in Vocal Music Education**
Criteria: Based on outstanding interest, participation, ability and knowledge of music skills and theory as determined by the music teacher.
Eligibility: One boy and one girl per grade level, grades 3-4 meeting stated criteria.
- Award:** **High Achievement in Instrumental Music Education**
Criteria: Based on outstanding interest, participation, ability, and knowledge of music skills and theory as determined by the instrumental music teacher. It is suggested that one be in band and the other orchestra.
Eligibility: Two students in grade 4 meeting stated criteria.
- Award:** **High Achievement in Wellness Education**
Criteria: Based on outstanding ability, character, sportsmanship, participation, effort, and leadership as determined by the physical education teacher.
Eligibility: One boy and one girl from each grade level, grades 3-4, meeting stated criteria.
- Award:** **High Achievement in Art Education**
Criteria: Based on outstanding interest, ability, and creativity as determined by the art teacher.
Eligibility: One boy and one girl from each grade level, grades 3-4, meeting stated criteria.

- Award:** **Josephine R. Bojnowski Reading Achievement Award**
Criteria: Based on outstanding growth in reading, improvement in classroom reading activities, and active interest in independent reading as determined by the principal and reading consultant.
Eligibility: Students in grade 3-4 are eligible for nomination by their classroom teacher. One recipient.
- Award:** **Lewis A. Pillsbury Award for Economic Education**
Criteria: Based on an exemplary activity that expands and further develops the curriculum objectives related to economic education as determined by a committee consisting of the head teacher, principal and previous award recipients.
Eligibility: An elementary class meeting stated criteria.
- Award:** **Norman J. Schmitt Writing Prize**
Criteria: Based on the highest holistic score submitted writing samples as determined by the selections committee composed of the school principal and two members of the professional staff who do not have nominating responsibilities.
Eligibility: Each teacher of the leaving grade of the school will submit three student nominations and a writing sample for consideration. One recipient.
- Award:** **Dr. Ernest L. Perlini Leadership Award**
Criteria: Based on consistent demonstration of exemplary leadership skills. The student must demonstrate by their words and actions that they possess the qualities and characteristics we strive to nurture and develop in all of our students as evidenced by the recipient's: willingness to take on challenges; ability to inspire others to work collaboratively; honesty and integrity; diplomacy; desire to make a difference of others; and strength of character and courage to do what is right.
Eligibility: One fourth grade student
- Award:** **William P. Ward Humanitarian Prize**
Criteria: The Prize will be given to that student who demonstrates, in a significant and sustained way, concern; caring; generosity; support; and a sense of responsibility for the following: the well-being of fellow students or other persons, human rights, the betterment of school, community or society in a way that benefits the people in it, the environment or those who are disadvantaged, persecuted, or victims of circumstance.
The student may demonstrate his/her humanitarianism through regular participation in such activities as sharing of one's time or talent with others, community projects, charitable or humanitarian projects, participating in groups that seek to help people or improve society (i.e. shelter work, AIDS or other health-related work, Amnesty International, humanitarian projects sponsored by church, scouting, or other youth groups, or others, volunteering, promoting peace and understanding between or among diverse groups; service learning).
Eligibility: Open to any student in the school meeting the criteria, the prize will be awarded by a committee consisting of the principal and two staff members based upon nominations from any student and staff in the school. One recipient.
- Award:** **David I. Gowell Citizenship Award**
Criteria: Must consistently demonstrate the attitude, skills and knowledge required to be an outstanding school citizen. This student must have shown by his/her words and actions that he/she possesses the qualities and characteristics we strive to nurture and develop in all of our students as evidenced by:
8. participation in school and/or community service projects

9. showing a positive attitude toward classmates, teachers, adults, school and community
10. possessing strength of character and the courage to do what is right
11. promoting citizenship with his/her school or community through other activities.

Eligibility: A fourth grade boy or girl meeting stated criteria.

Award: **Dr. William C. Collins Science, Technology, Engineering & Mathematics Award**

Criteria: The student should demonstrate creativity and innovative thinking in developing solutions to issues facing our global society.

PARTICIPATION AWARDS

Group: **Student Council, Band and Orchestra, Chorus, Student Editorial Board, others as determined by the principal.**

Criteria: Based on interest, enthusiasm, and participation in the activities of each designated group as determined by the faculty advisor or teacher.

Eligibility: All Students meeting stated criteria.

SERVICE AWARDS

Activity: **Kindergarten Classroom Helper, others as determined by the principal.**

Criteria: Students who consistently provide service to benefit the entire school community as determined by the staff member responsible for the activity.

VOLUNTEERS

Recognizing that a working partnership between the school, the home and the community benefits both children and staff, the Newington School District established the School and Community Program. A part-time coordinator is employed at each school to recruit parent and community volunteers and coordinate their talents and interests with the needs of teachers and staff.

Parents work in the media center checking books in and out. Clerical work performed by volunteers speeds delivery of individual help by teachers to students. Special events such as Field Days and Celebration of Abilities Week run more efficiently with parent involvement. Reinforcing learning skills such as spelling, reading, or math facts are also ways parents can be of assistance. Opportunities also exist for working parents to contribute their efforts to the school.

Any parent or other family member wishing to help may contact the School and Community Coordinator, Mrs. Stefani Fairbank at (860) 667-0139, who can make the necessary arrangements.

TITLE I PARENT INVOLVEMENT

Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

SCHOOL PROGRAMS

Individual grade level curriculum brochures outlining expectations for each subject area are distributed at Open House. If you would like a copy, please contact the school office.

ART

Art classes are taught by a certified art teacher. All classes from kindergarten through fourth grade meet once a week in the art room for 45 minutes.

The art program is designed to promote visual literacy and creativity, and to develop problem-solving skills. Art lessons and activities are coordinated with other curricula to broaden students' scope of learning and to provide opportunities for personal expression. This holistic approach helps stimulate the creative process central to all learning. Students are exposed to a wide variety of media and cultures, building awareness and appreciation of diversity.

The art program accommodates a variety of learning styles and developmental levels. Experiences are provided that build self-esteem and develop art appreciation. Mutual respect is stressed as students learn to appreciate each other's varied styles and techniques. Students of all grade levels benefit from participation in schoolwide projects and townwide art shows.

INSTRUCTIONAL TECHNOLOGY

At John Paterson School, part-time technology teachers serve all grade levels. Students in Grades K – 4 have a scheduled weekly 30- or 45-minute class in the computer lab. The technology specialist teaches lessons in all subject areas to students based upon the curriculum in the computer lab or by using one or more computers or electronic devices in a classroom. The technology teacher:

- ◆ is available to assist teachers and students in their classrooms,
- ◆ reviews software and techniques which correlate to the integrated thematic units, and
- ◆ advises school personnel in all areas of computer hardware and software.

Through technology education, students are challenged in their application of both basic and higher level skills. Skill practice in all subject areas is provided, and critical thinking skills are also developed. Students learn to be creative when they use the computer as a drawing and painting tool. Students often write and publish their own ideas. Skills in research and communication are emphasized. Technology education provides the technological background for middle school and future experiences.

HEALTH AND SAFETY

Our health and safety program is taught in each classroom by the classroom teacher. Some health lessons are integrated into thematic units. Many are integrated with language arts and activities. Health and safety education provides students with knowledge of good physical, social and emotional health habits. Understanding oneself, building a positive self-image, and recognizing individual differences are integral aspects of our curriculum. These are vital to developing a healthy lifestyle. The curriculum reflects the unique needs of our students and our rapidly changing society.

LANGUAGE ARTS

Literacy forms the foundation for successful, lifelong learning. Language Arts instruction is carefully planned and integrated across the curriculum. Language Arts is taught in all classes, kindergarten through grade four. Students are given extended periods of reading and writing instruction through the implementation of Reading and Writing Workshop models, including guided reading lessons at each student's instructional level. Direct phonics instruction at the primary level is based on a combination of the Fountas & Pinnell *Work Study Continuum* and Harcourt *Trophies*. Our comprehensive literacy plan also includes the implementation of differentiated instruction, using the Rebecca Sitton Spelling Program in grades 1-4, and teaching comprehension strategies to enhance students' understanding of texts. The Rebecca Sitton Spelling Program supports our goal of having students proficient in spelling, grammar and writing mechanics, incorporating lessons in cloze, dictation and word meaning, as well as correct spelling when writing. One reading teacher and four learning tutors provide additional language arts support to students in grades K-4. The district is committed to having all students become successful, competent readers and writers.

LIBRARY/MEDIA

Each grade level class is provided instruction on a weekly basis in the library/media center. The weekly time allotments for library/media classes are: preschool special education, kindergarten, 30 minutes; grades 1, 2, 30 minutes; and grades 3 & 4, 40 minutes. The certified library/media specialist teaches these classes and provides a broad range of library/media services to all students and their teachers.

The library/media program at John Paterson School is multifaceted in its content and delivery to ensure that individual learning styles and needs are met. Students investigate their own interests and explore the interests of others. The library/media teacher guides and directs students, parents, and teachers in the selection of materials for pleasure and knowledge, in order to help students become productive citizens, library/media classes provide opportunities to make decisions and take responsibility for the materials used. Parent volunteers play an important roll in the day-to-day functioning of the media center by assisting circulation procedures. The use of technology and other media enhance the learning opportunities for all students.

MATHEMATICS

In Grades K-4, math instruction is presented by each classroom teacher. We implement a standards-based math curriculum supported by the Math Trailblazers program to help develop critical thinking as well as basic math skills. Within these classes some team teaching takes place, especially for students with special needs. Support staff collaborates with classroom teachers to meet the needs of all students. The ability to compute, problem-solve, and analyze information is a necessity in our rapidly changing society. By using a multisensory approach that emphasizes the use of manipulatives, individual learning styles and developmental levels are accommodated. Instruction and pacing are also commensurate with development.

MUSIC

Music classes are taught by a certified music instructor. Each class meets once a week for all students in grades one to four. The time allotment for grades one through four is 40 minutes. Kindergarten classes meet two times per week for 20 minutes. The music teacher teaches both general and instrumental music.

Students in grade four may join the chorus which meets once a week during their recess period. Instrumental music lessons are also voluntary for students in grade four. Weekly lessons, lasting from 25-30 minutes, are presented on a rotating schedule. Instrumental music classes may contain from 1 to 12 students depending on instrument selected. Band and orchestra rehearsals occur weekly during recess.

Music instruction is provided through a multisensory approach which enhances students' abilities to think creatively and critically. Students are exposed to a wide variety of diversity. In addition, the music program provides each student with an opportunity to develop his/her own interests and talents. A collaborative process with parents throughout the elementary years helps students discover their talents. All children are exposed to a variety of instruments. In third grade, students learn to read music and play the recorder. After this exposure, the music teacher calls each parent. Together with the student, they select an instrument that matches the student's interest and skill.

WELLNESS

Wellness education classes are taught by a Wellness education teacher. Each grade level class meets twice a week for all students in grades kindergarten to four. The time allotment for grades K-2 is 30 minutes per class period. In grades 3 and 4 the time allotment is 40 minutes per class period.

The John Paterson Wellness education program promotes the development of unique individual needs and talents. It provides opportunities to build awareness of self, awareness of space, and awareness of others. This builds social, emotional, and physical health. Opportunities for physical development are created for all students with social, emotional, and physical health. Opportunities for physical development are

created for all students with attention to developmental levels. Modifications of teaching techniques, equipment, and expectations are introduced to ensure progress, success, and safety. Emphasis is placed on cooperation and good sportsmanship. Students are encouraged to take leadership roles and work as a member of a team. A major goal of our physical education program is for all children to learn proper skills and experience success while learning the importance of good physical health to overall well-being.

SCIENCE

Science is taught by the classroom teacher. The thematic-based curriculum integrates a variety of subjects. The program covers life, earth and physical science content. Concepts are developed systematically throughout the grades. Students are actively involved in learning experiences that are hands-on and challenging. Field trips and guest speakers are planned to enhance this learning area. Teachers will continue to implement hands-on materials matching district wide science curriculum objectives. Science supplies and equipment have been purchased to provide our students with learning opportunities that encourage active participation through an inquiry approach to science instruction. Assessment of student learning will be based on student performance and on their ability to use the strategies to solve problems.

SOCIAL STUDIES

Social studies is taught by classroom teachers kindergarten through grade four. In the social studies program, students work towards becoming productive citizens. Beginning in kindergarten, students are aware of local and national elections and leaders. Students in grades one through four are involved in Student Council elections and activities. Individual classrooms participate in activities such as mock elections, inaugurations, and courtroom procedures.

STUDENT CO-CURRICULAR ACTIVITIES

“SCHOOL FAMILIES” INITIATIVE

All students in grades K-4 have been organized into “School Families”. Each school family consists of one or two students from each grade level matched with an adult who serves as the family leader. School families meet each month throughout the school year to engage in a school family lesson that supports and fosters our school-wide theme of “We are a Bucket Filling School” through Paterson PRIDE.

Our school family program provides opportunities for each student to make positive connections with students in other grades and with other adults in our school. Our theme of Paterson PRIDE focuses on the following character-building attributes: *PRIDE*, *RESPECT*, *INTEGRITY*, *DEDICATION*, and *EFFORT*. We plan to extend our methods by focusing on the Zones of Regulation and the book “What if Everybody Did That”

STUDENT COUNCIL

Students at John Paterson have the opportunity to lead the way to many new and exciting school-wide initiatives. Student council officers and representatives in grades one through four are elected each year. Our student council is made up of one representative and an alternate from each classroom and a president, vice president, secretary and treasurer. Our student council organization provides an important and unique experience in the learning journey by using leadership skills in an authentic way to enhance the school environment and become responsible school citizens. Through active participation at regular council meetings, the members experience the democratic process in action and acquire a better understanding of how to exercise parliamentary procedures. Each year, we look forward to the different service, social, cultural, and other related activities that our student council members will plan to encourage school spirit at John Paterson.

STUDENT PUBLISHING CENTER

Our school has a Student Publishing Center! The philosophy for the John Paterson Publishing Center is to provide all students with the opportunity to become a published author. It is our belief that writing should be celebrated in a variety of ways and this publishing center is one method to accomplish this goal. Literature is a pivotal part of our school community and our lives outside of the classroom setting. Students have daily opportunities to read works by talented authors in a variety of genres. By giving students the chance to showcase their writing as a published book, they too can feel a personal connection to literature while building a foundation of academic skills and confidence.

Students become eligible to publish a piece of writing in three ways. 1) A teacher can recommend their writing; 2) Their writing may be submitted as part of a class or grade level project; and 3) Our student editorial board may choose to showcase writing that is submitted to the treasure chest. We are excited about having this opportunity available to the students in our school. The publishing center is looking for interested volunteers to help in this process. If you are interested, please contact our volunteer coordinator, Mrs. Stefanie Fairbank.(860) 667-0139.

STUDENT-LED ASSEMBLIES

Our school holds six schoolwide meetings or assemblies to celebrate student accomplishments in meaningful ways and to focus learning on a particular theme. Our schoolwide assemblies are planned to connect activities and learning to our “school family” meeting topics. The assembly format includes the Pledge of Allegiance and singing of America, our school song and charter, sharing activities, a group task, and opportunities for individuals and student groups to showcase learning in a variety of ways. The schoolwide assemblies are led by students so that our young learners may have an opportunity to model leadership and communication skills in an authentic manner. Our schoolwide meetings are an excellent opportunity to join together as a school community to learn and to celebrate learning.

STUDENT SUPPORT

SPECIAL EDUCATION

SPECIAL EDUCATION INCLUSION

Inclusion is a term that is used to refer to the commitment to educate each special needs child to the maximum extent appropriate in the school and classroom that he or she would otherwise attend if he or she were not special needs. It is a process that involves bringing support services to the child rather than moving the child to the services.

The Individuals with Disabilities Education Act (IDEA) require that each public school agency ensure that:

- (a) each handicapped child’s educational placement (1) is determined at least annually, (2) is based on his or her individualized education program; and (3) is as close as possible to the child’s home and that the child is educated in the school which he or she would attend if not handicapped. (34CFR300.552). Section 504 of the Rehabilitation Act of 1973 requires that recipients of federal funds provide for the education of each qualified handicapped person in its jurisdiction with persons who are not handicapped the maximum extent appropriate to the needs of the handicapped person. (34CFR104.34). The spirit behind both of these laws and the inclusion movement is a desire to educate children in the least restrictive setting possible. Children should be included rather than excluded from programs and services in the regular classroom whenever and wherever possible.

Components of the Special Education Program Include:

- **Team Meetings:** The special education teachers and classroom teachers on each grade level meet to discuss student concerns and develop specific plans for improvement. The team works together to help identify special education students as well as unidentified students.
- **Early Intervention Planning (EIP) Team Meetings:** Special education, classroom teachers, and support staff meet on a regular basis to assess student referrals. Through brainstorming, discussion, and research, modifications are made in the environment, the learning materials, and/or the instructional procedures. The teachers work together at these meetings to develop a plan of action that will help the child. The plan is then evaluated and updated regularly at subsequent meetings.
- **Co-Teaching:** Special needs students are taught right along with the rest of the class by the classroom teacher and the special education teacher. Materials may be modified for any number of students involved in the same lesson, and the level of expectation may vary from student to student, depending on ability and learning style. Special education teachers work closely with classroom teachers to help students who are experiencing learning difficulties prior to formal referral of these students to special education. In our school, special education teachers also work in a co-teaching capacity to provide skills and instructional practices that meet the individual needs of all students.
- **Small Group Instruction:** This can occur within the confines of the regular classroom or may involve working in a separate setting. The classroom teacher and special education teacher each work with one segment of the class. Similar or different objectives may be addressed with the different groups. Again, this will depend on abilities and learning styles. Groups may work with either teacher, and children may transfer from one group to another as goals are met.
- **Individual Instruction:** Either teacher may work with an individual student as needs arise.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

The Newington Public Schools have implemented a framework to improve teaching and learning known as Scientific Research-Based Interventions, or SRBI. During the 2013-2014 school year, we will continue to refine this framework with the goal of meeting the individual needs of all students. SRBI is a statewide model in which teachers:

- frequently analyze student performance on common district-wide assessments;
- use that information to group students by skill level and/or content knowledge; and
- provide specific, targeted instruction to those students performing below grade level standards.

The SRBI framework has three “tiers.” Each tier provides different degrees of support. All children are taught from a standards-based curriculum with high quality instruction in their classroom. This is called “core instruction,” which is individualized to meet students’ needs. Some students require additional teaching strategies or methods beyond the core instruction. These students are placed in groups to best meet their needs. The students in these groups may be taught by a different teacher within the same grade level, a reading teacher, a reading consultant, or a certified learning tutor. The support occurs in the regular classroom or in an alternate instructional setting. The progress of students placed into targeted instructional groups is monitored carefully, so adjustments to instruction or groupings can be made quickly and objectively. Through targeted instruction, effective use of our staff, and support from our students’ families, all students will make continued academic progress, with the goal of attaining grade level standards.

For additional information on SRBI, please visit the CT State Department of Education's *A Family Guide to SRBI* at: http://www.sde.ct.gov/sde/lib/sde/pdf/cali/family_guide_to_srbi.pdf

PSYCHOLOGICAL SERVICES

John Paterson School has a full time school psychologist who provides a variety of essential services. These services include assessment, counseling, and consultation. Resources available within each of these areas include:

a. Assessment: Formal psychological evaluations are available to students referred through the Planning and Placement (PPT) process. Appropriate evaluations are requested if pre-referral interventions have been unsuccessful and the PPT determines that a student is not making progress. Written parental consent must be obtained for these evaluations. These evaluations are done in accordance with the state and federal guidelines.

b. Counseling: The school psychologist provides individual and group counseling to students who demonstrate a need through our PPT process or on a parent permission basis.

c. Consultation: In addition to assessment and counseling, the full time availability of the school psychologist allows for effective individual consultation with administrators, teachers, and parents. The psychologist interprets test results, shares insights into the child's behavioral characteristics, and develops learning and behavioral strategies for parents, teachers, and children to promote a successful school experience. Parent training workshops and parenting literature are available.

SCHOOL SOCIAL WORKER

The John Paterson School has a part-time social worker who provides a variety of social services to students and families. These services may include individual or small group counseling, classroom social, emotional and character education lessons, and family assistance with such matters as divorce, the loss of a family member, health care issues, or any other family crisis situation that impacts your child at school. The school social worker is a pivotal member of the school's Crisis Team, Planning and Placement Team (PPT), and Early Intervention Planning Team.

ENGLISH WITH OTHER LANGUAGES (ELL) PROGRAM

The district wide ELL program has one full-time teacher who services all eligible students K-12. Each ELL student is initially screened for eligibility, and is evaluated at the end of the year. Initial evaluations of all ELL students are conducted when the student is referred for ELL services.

EARLY CHILDHOOD PROGRAM

Preschool children with special needs may attend the Early Childhood Program at John Paterson School. This program is available to children who are three and four years old. This district-wide program is available to all identified children with special needs. At a Planning and Placement meeting the team determines the child's eligibility and develops an Individualized Education Plan (IEP) specific to the child's needs. The IEP is then implemented in the Early Childhood Program.

The children in the Early Childhood Program have the opportunity to learn and play with typically developing peers who are three, four, and five. Transportation is provided to and from school. The program team includes a speech/language pathologist, a full time aide, a full time special education teacher, and the services of a nurse, occupational therapist and physical therapist. Additional support is provided if the PPT determines it is necessary for the safety and well-being of the child. The school psychologist provides testing, parent counseling and consultation.

HEALTH SERVICES

John Paterson School has a full time registered nurse available to all students including those with special needs. There is a health room where students can be evaluated when the need arises. (See School Health Policies)

ENRICHMENT PROGRAM

The goal of the Newington Enrichment Program is to offer a variety of services to students and teachers which will enhance the regular curriculum, foster thinking skills and creativity, and provide additional challenges to students who have demonstrated interest and ability in advanced work.

The elementary program, called Explore, is based on a developmental approach. The Explore Program is a modified version of the School-wide Enrichment Model (Renzulli and Reis) utilizing the talent pool and enrichment cluster concepts. The kindergarten and first grade level are viewed as the formative period during which ability can be developed and nurtured. At this level students are exposed to a variety of opportunities for expansion and enrichment of the classroom curriculum. This is accomplished through resource consultation and collaboration between the teacher of the gifted and classroom teachers.

Beginning in grade two, students are screened for exceptional abilities and talent pools are developed. Placement of students in the Talent Pool does not mean that the child is in the "Gifted Program." The Talent Pool is an identification mechanism; it is not a gifted program. The purpose of the Talent Pool is to elicit gifted behaviors. Approximately 10% of the students in grades three and four may be included in the Talent Pool. At the end of the fourth grade year, 3-5% of the students are identified for the middle school program using data from the following multiple criteria: Teacher Rating Scale, Cognitive Skills Index, Connecticut Mastery Test, writing samples, and report card.

Students in the Talent Pool participate in interest based groupings called enrichment clusters, which occur at six week intervals throughout the year. Six clusters are offered at grades 3 and 4 in which Talent Pool students may or may not elect to participate.

The teacher of the gifted teaches the enrichment clusters during specifically designated time blocks outside the regular classroom, one day per week in each of the four elementary schools. One day per week is devoted to independent study/consultant services to teachers of students in grades k, 1, 2, 3 and 4.

KINDERGARTEN SUPPORT TEAM

As your child begins his/her school experience it is very important to know that many members of your child's schools staff will be working together to provide him/her with experiences that foster learning and success. One of the most important members of this team is your child's kindergarten teacher. She will get to know your child very well and will assume the greatest deal of responsibility for planning and implementing a program that will enable your child to learn and enjoy that experience.

Other members of the kindergarten team include the school psychologist, our school's special education teachers, our speech and language clinician and our reading/language arts consultant. These staff members will make regular visits to each kindergarten classroom to provide expertise and support to the classroom teacher. This team approach is one aspect of our kindergarten program that helps to ensure the success of all students.

SPEECH AND LANGUAGE SERVICES

Our school has three Speech Language Pathologists (SLPs). One serves full-time in the Early Childhood Development Program and two serve eligible students in kindergarten through grade four, one full-time SLP and one 0.2 SLP. Speech and language services are implemented in the classroom and in our speech resource rooms.

SEXUAL HARRASSMENT

It is the policy of the Newington Board of Education to maintain a learning and working environment that is free from sexual harassment. The Board of Education prohibits any form of sexual harassment. It shall

be a violation of this policy for any student, employee, individual under contract or volunteer subject to the control of the Board to harass a student, employee, individual under contract or volunteer through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including but not limited to, insulting or degrading sexual remarks or conduct, threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that person's employment or education or that it will interfere in any way with that person's employment or educational performance or create an intimidating, hostile or offensive work or educational environment. Sexual harassment by a student, employee, individual under contract or volunteer will result in disciplinary action up to and including dismissal or expulsion.

Any person who believes he or she has been the victim of sexual harassment by a student, employee, individual under contract or volunteer of the Board of Education is encouraged to promptly report such complaint to the Superintendent of Schools. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

Harassment Is ILLEGAL

SEXUAL HARASSMENT IS PROHIBITED based on Federal Law - Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15c.

FOR STUDENTS: Sexual harassment is **unwanted and unwelcome** behavior of a sexual nature which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Examples of Sexual Harassment include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

If you have questions or believe that you or others are being harassed, contact:

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| District Title IX Coordinator: Mr. Stephen Foresi, Assistant Superintendent |
| Office Address: 131 Cedar Street, Newington, CT 06111 |
| Telephone number: 860.665.8630 |
| Email Address: sforesi@npsct.org |
| Building Title IX Coordinator: Mr. Jason Smith, Anna Reynolds Elementary School |
| Office Address: 85 Reservoir Road, Newington, CT 06111 |
| Telephone number: 860.521.7830 |
| Email Address: jsmith@npsct.org |
| Building Title IX Coordinator: Ms. Beverly Lawrence, Ruth Chaffee Elementary School |
| Office Address: 160 Superior Avenue, Newington, CT 06111 |

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| Telephone number: 860.666.4687 |
| Email Address: blawrence@npsct.org |

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| Building Title IX Coordinator:, Mr. James Marciano, Elizabeth Green Elementary School |
| Office Address: 30 Thomas Street, Newington, CT 06111 |
| Telephone number: 860.666.3394 |
| Email Address: jmarciano@npsct.org |
| Building Title IX Coordinator: Mr. Michael Gaydos, John Paterson Elementary School |
| Office Address:120 Church Street, Newington, CT 06111 |
| Telephone number: 860.666.4657 |
| Email Address: mgaydos@npsct.org |
| Building Title IX Coordinator, Mr. Jason Lambert, Martin Kellogg Middle School |
| Office Address: 155 Harding Avenue, Newington, CT 06111 |
| Telephone number: 860.666.5418 |
| Email Address: jlambert@npsct.org |
| Building Title IX Coordinator: Mr. Daniel Dias, John Wallace Middle School |
| Office Address: 71 Halleran Drive, Newington, CT 06111 |
| Telephone number: 860.667.5888 |
| Email Address: ddias@npsct.org |
| Building Title IX Coordinator: Ms. Tiara Tigno, Newington High School |
| Office Address: 605 Willard Avenue. Newington, CT 06111 |
| Telephone number: 860.666.5611 |
| Email Address: ttigno@npsct.org |
| Building Title IX Coordinator: Mr. Christopher Meyers, Newington Athletics |
| Office Address:605 Willard Avenue, Newington, CT 06111 |
| Telephone number: 860.666.5611 |
| Email Address: cmeyers@npsct.org |

You may also contact: The Connecticut Commission on Human Rights and Opportunities (CHRO), 25 Sigourney Street, Hartford, CT 06106 (Tel: 860-541-3400 or 800-477-5737) Connecticut law requires that a formal complaint be filed with the Commission within 180 days of the date under which the alleged harassment occurred.

You may also contact: Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172

Email: OCR.Boston@ed.gov, **Filing complaints electronically:**
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

Sexual harassment is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

► ***What should I do if I believe I am being sexually harassed?***

- Find out about your school or school district's policy and procedures for handling sexual harassment issues. Follow those procedures.
- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- If not satisfied with the resolution of your concerns, contact one of the appropriate organizations listed.

• **The victim** does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

► ***Where to Get Help***

- **State Title IX Coordinator:** Dr. William A. Howe, Connecticut State Department of Education, 165 Capitol Ave., Hartford, CT 06106 (860-713-6752)
email: william.howe@ct.gov
- **Permanent Commission on the Status of Women (PCSW)**
18-20 Trinity Street, Hartford, CT 06106 (860-240-8300) <http://www.cga.state.ct.us/PCSW/>
- **Connecticut Women's Education and Legal Fund (CWEALF)**
75 Charter Oak Avenue, Suite 1-300, Hartford, CT 06106, <http://www.cwealf.org/>

EQUAL OPPORTUNITY – NON DISCRIMINATION

The President and the Congress of the United States and the State of Connecticut have enacted laws and issued directives affirming their intent to protect and grant equal opportunity, to all employees and students. Also the federal government and the state of Connecticut have enacted and enforced laws regarding the equality of employment and equality of opportunity in education.

The Board of Education reaffirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sex, sexual orientation, gender identity or expression, learning disability, mental retardation and mental disability or physical disability in district educational programs and activities, including, but not limited to course offerings, athletic programs, guidance and counseling, and tests and procedures. To the maximum extent

possible an intensive affirmative action program shall be an integral part of an educational policies and programs

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The Board of Education also reaffirms its policy of equal employment opportunity for all persons and to prohibit discrimination in employment because of race, color, religious creed, age, marital status, national origin, sex, sexual orientation, ancestry, present or past history of mental disorder, mental retardation, pregnancy, or physical disability except in the case of a bonafide occupational qualification or need. Sexual harassment shall not influence employment decisions, nor shall decisions be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. This policy shall be relevant to every aspect of employment not limited to but including upgrading, demotion or transfer, recruitment and/or recruitment advertising, layoff or termination, rates of pay, other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeships, promotion or tenure.

These statements shall be made available to all present and future employees and students(cf. 4112/4212 Nondiscrimination, 6214 Nondiscrimination in Instruction)

Legal Reference: Connecticut General Statutes

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

[10-153](#) Discrimination on account of marital status

[46a-60](#) Discriminatory employment practices prohibited

Federal Law

Title VII of the Civil Rights Act 1964

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b) American Disability Act of 1989 *Chalk v. The United States District Court of Central California* Title IX of the Education Amendments of 1972

Civil Rights Act of 1987

Policy adopted: September 23, 1998

Policy revised: December 12, 2012

U.S. DEPARTMENT OF EDUCATION

The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Their address is:

U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491
Phone (617) 289-0111

Telephone Numbers/Resources

Notes

John Paterson School: (860) 666-4657

John Paterson Fax: (860) 667-5853

Newington Public Schools Web Site:

<http://www.npsct.org/>

John Paterson School Web Site:

<http://www.jp.npsct.org/>

PTO Web Site:

<http://www.johnpatersonpto.com/>

Bucket Fillers Web Site:

<https://www.bucketfillers101.com/home.html>

Newington Public Schools Online Policy Manual:

<http://policy.cabe.org/newington/>