

Ruth L. Chaffee School
Parent/Student Handbook
2018-2019

**Have You Filled a
Bucket Today?**



Dear Ruth Chaffee Families,

It is my pleasure to welcome all of our students and families to another exciting, busy, productive school year together. The staff and I look forward to working collaboratively with you to make this year a most successful one for you and your children.

During the 2018-2019 year, we will be focusing on the following three school goals:

Numeracy & Literacy: *Students' ability to problem solve, think critically and comprehend text will improve by promoting inquiry, questioning, and discussion among adults and students.*

Citizenship: *Students will continue to exhibiting appropriate behavior that correlate to our Cardinal Rules: **Be Respectful, Be Responsible, Be Safe.***

Parent's Engagement: *Strengthen our relationship with our families and community through consistent communication of our behavioral expectations and students' academic progress. To increase the percentage of our parents responding "my children's teachers help me understand how I can best support my children's learning at home" on the parent survey will increase from 91% to 95%.*

This handbook is designed to provide information for all members of our school community. Updated yearly, it includes our school philosophy, policies, programs, and procedures. Our school website is a good place to check for updates. The website can be found at <https://rc.npsct.org>. I strongly encourage you to visit our website frequently, as we post useful information, as well as display some of the great learning our students experience.

We will continue to work diligently to meet the academic as well as the social and emotional needs of your children and will strive to help them grow and develop to their utmost potential. Your interest and involvement throughout your children's school years are vital to ensure a successful school experience. I encourage your active participation in our school community and PTA and look forward to working with you this year.

Sincerely,

Beverly A. Lawrence

Principal

*Ruth L. Chaffee School
Home of . . .*

Authors, artists, composers, athletes, poets, mathematicians, scientists, musicians, superior teachers, and great volunteers!

Let No One Steal Your Dreams

Let no one steal your dreams
Let no one tear apart
The burning of ambition
That fires the drive inside your heart.

Let no one steal your dreams
Let no one tell you that you can't
Let no one hold you back
Let no one tell you that you won't.

Set your sights and keep them fixed
Set your sights on high
Let no one steal your dreams
Your only limit is the sky.

Let no one steal your dreams
Follow your heart
Follow your soul
For only when you follow them
Will you feel truly whole.

Set your sights and keep them fixed
Set your sights on high
Let no one steal your dreams
Your only limit is the sky.

Paul Cookson

Ruth L. Chaffee School Handbook

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Ruth L. Chaffee School Mission Statement:

The **mission** of the Ruth L. Chaffee School community is to foster a love of learning in an innovative, cooperative climate which empowers all students to be competent, productive, respectful and responsible citizens.

Vision: Our children are the future leaders of an ever-changing global society. We are dedicated to their success.

Ruth L. Chaffee Expectations:

Academic

Students at Ruth L. Chaffee Elementary School will:

- Strive to do their best everyday
- Achieve excellence in all areas of learning
- Acquire the necessary technological skills to compete in a global society;
- Apply problem-solving strategies
- Assume responsibility for their own learning
- Develop a creative awareness and appreciation for the visual and performing arts

Social/Civic

Students at Ruth L. Chaffee Elementary School will:

- Be responsible and productive citizens by adhering to our Chaffee Cardinal Rules (Be Safe, Be Respectful, Be Responsible)
- Interact cooperatively with others academically and socially
- Value and respect the diversity in our community
- Contribute to the school community and society
- Develop positive physical, social and emotional health habits

Ruth L. Chaffee School Faculty and Staff

2018-2019

Mrs. Beverly Lawrence	Principal
Mrs. Kelly Ingrassia	Nurse
Ms. Rubi Castro.....	Kindergarten
Mrs. Pati McAndrew	Kindergarten
Mrs. Mallory Letourneau.....	Kindergarten
Ms. Colleen Gallagher.....	First Grade
Mrs. Christine Sedory.....	First Grade
Mrs. Sonya Casarotto	First Grade
Mrs. Lauren DeRubbo.....	Second Grade
Mrs. Nancy Piccione	Second Grade
Mrs. Lindsey Ranaudo	Second Grade
Ms. Grace Steck	Second Grade
Mrs. Kristen Wild.....	Third Grade
Mrs. Kathleen Rossi	Third Grade
Mrs. Carrie Sipes	Third Grade
Ms. Erin Gilbert.....	Fourth Grade
Mrs. Danna Hotchkiss	Fourth Grade
Ms. Kathleen Lux	Fourth Grade
Mr. Marc Balling.....	Music
Mr. Casey Liebler.....	Wellness Education
Mrs. Courtney Frazao.....	Art
Ms. Melissa Gajda.....	Art
Mrs. Katherine Reilly	Library/Media Specialist
Mrs. Lauren Mason.....	Special Education
Ms. Mary Uricchio	Special Education
Mr. Ed Cassinari.....	School Psychologist
Mrs. Rachel West-Balling	School Social Worker
Mrs. Emily Provost.....	Speech/Language
Mrs. Nancy Hebert	Occupational Therapist
Mrs. Mary Doyon.....	Occupational Therapist
Mrs. Joyce Schwalenberg.....	Physical Therapist (District)
Mrs. Brenda Dzwil.....	Instructional Coach
Mrs. Julie Bennett.....	Math Interventionist
Mrs. Jessica Pierleoni	ELL
Mrs. Kimberly Garger	Instructional Coach
Mrs. Patricia Geer.....	Reading Teacher
Mrs. Kelli-Ann Varano.....	Reading Teacher
Mrs. Jessica Bedford	Technology Integration Teacher
Mrs. Kim Luiz	Technology Integration Teacher
Ms. Paulina Domika	Learning Tutor
Ms. Lynn Rappaport.....	Learning Tutor
Ms. Karen Zenobi.....	Learning Tutor
Mr. Edward Godbolt.....	Building Substitute
Ms. Anita DalPonte.....	Building Substitute
Mrs. Jessica Pereira	School & Community Coordinator

Custodial Staff

Mr. David Carman
Mr. Ryan Andrade
Mr. Kinte Barnes

Secretarial Staff

Mr. Joseph Cirigliano IV
Mrs. Gina Duensing

Cafeteria Staff

Mrs. Chris Rowe
Mrs. Melinda McLaughlin
Ms. Jasmine Mireles
Mrs. Susan Dinunzio
Mrs. Judith Tully

Ruth L. Chaffee School Goals

The staff of the Ruth L. Chaffee School is committed to providing a learning structure that encompasses the capabilities and talents of each child. The following areas and goals have been established to ensure the growth and development of our students. These form the foundation for the dynamic, interactive, positive educational atmosphere at Chaffee School.

❖ Learning Climate

- To create a safe, pleasant, and accessible physical environment where children are encouraged to become lifelong learners
- To implement learning and behavioral strategies through the Collaborative Intervention Process
- To utilize support services
- To promote effective school-home communication

❖ Motivation to Learn

- To challenge students to achieve according to their diverse abilities
- To foster a desire for lifelong learning
- To provide a positive learning environment

❖ Teaching Basic Skills

- To teach the skills necessary for achieving competency in language arts, mathematics, social studies, science and health
- To instruct in the areas of art, media, music, and physical education
- To improve critical thinking, reasoning, and listening skills

❖ Acquisition of Knowledge

- To encourage a positive attitude toward learning
- To promote efficient work habits and pride in accomplishments
- To provide instruction and opportunities to use technological tools for the enhancement of learning
- To offer a variety of assessment enrichment and remediation activities

❖ Physical and Mental Health

- To nurture positive self-esteem
- To teach the importance of good social, emotional and physical health

❖ Competence in Life Skills

- To provide a structured setting which promotes responsible behavior
- To develop the knowledge, values, and skills according to the unique needs of all students
- To teach that membership in a group requires cooperation and compromise

❖ Understanding Society's Values

- To teach integrity and respect for the rights and opinions and properties of others
- To develop patience, self-control, and flexible attitude toward change
- To encourage pride in our country and our form of government
- To foster an awareness of the world community

Newington Public Schools

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.*
- ❖ *Every individual is unique and deserves recognition.*
- ❖ *Every individual can learn.*
- ❖ *Motivation directly affects learning.*
- ❖ *Performance is directly related to expectations.*
- ❖ *Learning is a life long 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 of time, effort and resources.*
- ❖ *The entire community benefits from an excellent school system.*

Board of Education

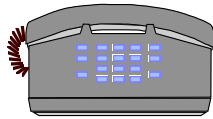
Newington Town Hall

131 Cedar Street • Newington, CT 06111 • (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 held on the second and fourth Wednesday of each month at 7:00 p.m. unless it falls on a holiday. 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 welcome.

Joshua Schulman, Chairjschulman@npsct.org
Emily Guion, Vice Chair eguion@npsct.org
Sharon Braverman, Secretary.....sbraverman@npsct.org
Michael Branda, Member mbranda@npsct.org
Daniel Drozd, Member ddrozd@npsct.org
Steven Silvia, Member ssilvia@npsct.org
Cindy Stamm, Member cstamm@npsct.org
Robert Tofeldt Sr., Member rtofeldt@npsct.org
Paul Vessella Member.....pvesella@npsct.org

Newington Public Schools District Telephone Directory



**Area Code
860**

Central Office	667-2000
Interim Superintendent	
Mrs. Pamela Muraca.....	Ext. 8610
Deputy Superintendent	
.....	Ext. 8624
Assistant Superintendent	
Mr. Stephen Foresi	Ext. 8639
Assistant Superintendent	
Mrs. Wendy Crouse.....	Ext. 8623
Chief Finance & Operations Officer	
Mr. Lucian G. Jachimowicz	Ext. 8641

Directors

Mrs. Kimberly Davis	Ext. 8633
Director of Human Resources	
Mrs. Marilena Gulioso.....	Ext. 8651
Director of Student Services	
Mr. Craig Holland	Ext. 8625
Director of Information Technology	

Non-Instructional Supervisors

.....	666-2441
Supervisor of Transportation Services	
Mr. Dick Vida.....	665-8656
Supervisor of Plant Operation/Maintenance Services	
Ms. Dana Markovics	665-8636
Supervisor of Cafeteria Services	

School Telephone Directory

Newington High School , 605 Willard Avenue.....	666-5611
Ms. Terra Tigno, <i>Principal</i>	
Mr. Sean Colley, <i>Assistant Principal</i>	
Mr. Mario Ficocelli, <i>Assistant Principal</i>	
Martin Kellogg Middle School , 155 Harding Avenue	666-5418
Mr. Jason Lambert, <i>Principal</i>	
Mr. Kevin Doran, <i>Assistant Principal</i>	
John Wallace Middle School , 71 Halleran Road	667-5888
Mr. Daniel Dias, <i>Principal</i>	
Mr. Marco Tirillo, <i>Assistant Principal</i>	
Elizabeth Green School , 30 Thomas Street.....	666-3394
Mr. James Marciano, <i>Principal</i>	
Anna Reynolds School , 85 Reservoir Road.....	521-7830
Mr. Jason Smith, <i>Principal</i>	
Ruth Chaffee School , 160 Superior Avenue	666-4687
Mrs. Beverly Lawrence, <i>Principal</i>	
John Paterson School , 120 Church Street	666-4657
Mr. Michael Gaydos, <i>Principal</i>	

Ruth Chaffee PTA

Email: ruthchaffeepta@gmail.com

2018-2019 School Year

Position	Name	Phone Number
Co-President	Susan Freese	(860) 997-2306
Co-President	Jill Dunn	(860) 573-6417
1 st Vice-President	Jennifer McAdam	(860) 952-4827
2 nd Vice President	Frances Morris	(860) 869-4600
3 rd Vice President	Beverly Lawrence	(860) 666-4687
Treasurer	Kelly Stergakis	(860) 985-4786
Recording Secretary	Carlie Fisher	(860) 436-2786
Corresponding Secretary		(860) 604-4545
Treasurer	Kelly Stergakis	(860) 985-4786
Teacher Representative	Emily Provost	(860) 666-4687
Membership		
Enrichment	TBD	
Hospitality Chair		
Family Fun Co-chairs	Susan Freese Shannon Marziano	(860) 997-2306 (860) 810-6881
Fundraising Co-chairs	Carlie Fisher Jennifer McAdam Frances Morris	(860) 436-2786 (860) 952-4827 (860) 869-4600
Box Tops		
4 th Grade Yearbook		
Book Fair		
School Pictures		

Parent Resource Center

We have a Parent Resource Center in our school foyer area with books and materials for parents and families to borrow, pertaining to the ever-challenging responsibility of raising successful, well-adjusted children. If you would like to borrow a book, please stop by the Office. We hope you find these materials to be helpful. Please return whatever you borrow in a timely fashion so that others may use them also.



School Policies

General Information

School Hours

Regular School Day

Kindergarten - Grade 48:40 a.m. - 3:25 p.m.

Parent/Teacher Conference Early Release Days

Kindergarten – Grade 4.....8:40 a.m. – 1:35 p.m.

Professional Learning Early Release Days

Kindergarten – Grade 4.....8:40 a.m. – 1:55 p.m.

School Office Hours (Monday-Friday) **8:00 a.m. - 4:00 p.m.**

Note: If school is delayed for 2 hours, school begins at 10:40 a.m.

Important Reminder:

**There is no supervision for walkers before 8:30 a.m.
Students who are not transported to school by bus should arrive at school no
earlier than 8:30 a.m. unless given specific permission by the school.**

Summer Office Hours (Monday-Friday)

8:00 a.m. – 3:30 p.m.

Admission/Placement

A student seeking enrollment in the Ruth Chaffee School for the first time or following attendance in another Connecticut public school district, have moved within the district, out-of-state attendance or admission through a bona fide foreign exchange program should make an appointment with the Residence Office by calling (860) 666-5611 Ext. 131. This office is located at Newington High School, 605 Willard Avenue.

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.

Notification of School Cancellations or Delayed Openings

Should it be necessary to cancel or delay the opening of school because of inclement weather or an emergency, it is very important for parents to listen to their radios for such announcements. Every effort is made to cancel or delay school as soon as conditions warrant. The announcement and message is sent to parents and staff between 6:30 and 7:00 a.m. **All delayed openings will be a 2 hour delay and school will begin at 10:40 a.m.** In addition, you may listen to these local radio / television stations:

WTIC-AM.....	1080	WRCH-FM.....	100.5
WHCN-FM	106	WCCC-AM	1290
WWYZ-FM.....	92.5	WKSS-FM.....	95.7
WTNH-TV	Channel 8	WVIT-TV	Channel 30

Rapid Notification System

The Newington Public Schools uses a rapid notification telephone system to contact our parents and staff with important and sometimes urgent information. The data used for these calls is 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.

Changing 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.

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 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 Closing after School Opens

If it becomes necessary to close schools early after the day has begun due to adverse weather conditions or other emergencies, the Superintendent will make the decision, and it will be broadcast over all participating radio and television stations, and the Rapid Notification System as early as possible. **Children should be instructed as to what to do if they arrive at home and their parent is not there.**

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 8:45 a.m. to verify any absence. Our school has a voice mail system (860-666-4687) 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: Investigation 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. In general, students who will not be in attendance for more than 10 days due to vacation must be withdrawn and homeschooled.

Tardiness

A child who is not in their classroom by 8:40 a.m. is expected to go to the office to sign-in and obtain 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. After five (5) tardies in a marking period, parents will be notified. Chronic tardiness will be investigated.**

Transportation Policy

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

Elementary students who live three-quarters of a mile or further from the school will be eligible for bus transportation. All kindergarten students regardless of distance will be eligible for bus transportation.

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 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, recognize changes in enrollment, or enhance 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 review will be made into all citizen concerns.

Arrival and Dismissal Safety Guidelines

Arrival

The safety of your child is a top priority at Ruth Chaffee. We have established procedures for a safe arrival and dismissal system. **We need your cooperation by following the procedures outlined below:**

- ◆ Students who are not transported to school by bus should arrive no earlier than **8:30 a.m.** unless given specific permission by a staff member. ***For the safety of your child, it is imperative that this guideline be followed.***
- ◆ If a student is being dropped off or picked up, he/she must walk on the sidewalks and cross using the designated crosswalk areas. No one should walk in between the buses, vans, or cars.

Dismissal

Each student is designated by the Newington School District guidelines as a walker or a bus rider.

The daily arrival and dismissal procedures are on the following page:



Category	<u>Arrival and Dismissal Procedures</u>
Bus Riders & Vans 6 & 7	All bus and van riders will be dropped off at the lower entrance on the west side of the building and will again be escorted to the lower lobby in the afternoon where they will board their assigned bus or van.
Day Care Van Riders	Students will report to the front lobby where they will wait for SuperClub and KinderCare vans. A staff member will lead the group using the main front entrance doors to the building.
Walkers	Arrival: All students who are walkers will enter the front of the school building. Dismissal: If parents choose to meet their child at dismissal, the student will be dismissed from the side entrance to the school on the south side (Superior Ave).
NECCI	Students who are in the NECCI (Newington Elementary Children's Center Inc.) program after school should proceed to the main lobby area at dismissal where they will be met by a staff member from NECCI who will direct the children to the cafeteria.
Drop-offs Pick-ups	<p><u>Drop-offs:</u> Parents/guardians should drop-off their children using the front entrance to the school between 8:30 a.m. and 8:40 a.m. Parents are asked to pull up to the front curb in an orderly fashion. We ask that you allow your child to get out on the passenger side of the car. Please DO NOT exit your vehicle. This helps to move the line of cars quickly and orderly. Students who arrive to school after 8:40 MUST sign in for a late pass. Parents who arrive for pick up after 3:40, must come to the front lobby to pick up their child. If a parent needs to park for any reason, they should do so on Superior Avenue or Brockett Street. A staff member will be on duty from 8:30 a.m. - 8:40 a.m. to greet the children at the front door.</p> <p><u>Pick-ups:</u> Parking on Superior Avenue is permitted during dismissal but the number of parking spaces is limited. One of the two procedures listed below should be followed:</p> <ol style="list-style-type: none"> 1. For those students who are in walking distance, but are picked up, those students will be dismissed to meet their parents. These students will NOT be tracked by the staff member on duty. 2. For those parents who have requested lobby dismissal, please come to the side entrance (Superior Ave.) no earlier than 3:20 p.m. That staff member on duty will keep track of the children being released. <i>If you plan to pick up your child on one particular day, please send in a note.</i> A staff member will have a Master List of those children being picked up from the side entrance/exit near Superior Ave. Those children being picked up on a <u>regular basis</u> from school must have a written note on file that will designate them as a "pick up". Those children will also be dismissed at the Superior Ave. side door. <p>PLEASE NOTE: All walkers/pick-ups should only use the side doors near Superior Ave. (south side of the building). No other doors should be used at dismissal time in order to maintain the children's safety and security.</p>
<p>♦ Important Reminder: Children being dismissed early must be signed out in the dismissal log and met personally by the parent or guardian in the office.</p>	

After School Permission

Throughout the school year, group activities such as Brownies may occur at Chaffee School at the end of the instructional day. The school should receive written notice of dates your child will be attending special activities after school. A form is available in the office for this purpose. If the school does not receive written notification, the child will be dismissed according to his/her usual procedure.

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. Every effort is made to match their talents and interests with the needs of teachers and staff. Opportunities also exist for working parents to contribute their efforts to the school. Training for specific tasks is available and high standards of confidentiality are expected of all volunteers. Any parent or other family member wishing to help may contact our **School and Community Coordinator at (860) 666-4687.**

Three categories are designated for individuals wanting access to Ruth Chaffee School who are neither students nor staff:

- a. **Visitor:** An individual who requests access to building facilities beyond the confines of the school's main office.
- 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.

There is a log book in the office in which every visitor and volunteer shall write his or her name and address. **Each person intending to proceed beyond the area of a school's main office must sign the log book immediately upon entrance into the building, regardless of the purpose of his/her presence in the building.** Upon proper completion of the log book entry, he/she will obtain an identification badge which is to be worn when in the building. Car keys will be asked for as a security deposit. All badges should be returned to the main office before departing from the building.

Parents are invited to visit the school and observe their children at work. A parent who wishes to visit a class should do so with advance notice or scheduling. Occasionally, a class may be involved in an activity during which the presence of an additional adult in the classroom would be inherently disruptive. On such occasions, the Principal shall advise the parent of the special circumstance and arrange an alternate date of visitation.

Communication

Proactive communication is an integral component to the teacher-parent partnership. Questions and concerns that are founded in a desire to improve the educational program can be beneficial to all. ***You are encouraged to seek answers to your questions. If a problem arises, teachers appreciate it if you speak directly to them.*** Collaboratively, most problems can be resolved at this level. Problems not satisfactorily resolved at this level can be taken through successive levels to the Principal, the Superintendent, and subsequently the Board of Education, if necessary.

Release of Information

The following types of information contained in the education record of an enrolled student are hereby designated as directory information and may be disclosed by school officials without prior consent of a parent or eligible student. Information includes: student's name, photographs, videos, place and date of birth, dates of attendance, grade level, participation in officially recognized activities and sports, honors and awards received by the student. Photographs of students may be taken throughout the school year and submitted to local newspapers for publication. Videos of school events and activities that are open to the public may be shown on Channel 14, public access television.

A parent or eligible student 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 to and received by the building principal by September 8, 2017.

The school may provide student name, parent name, address and publicly listed telephone number to the school's official parent organization. This information will not be released to any other group and will only be used to facilitate official school/parent organization activities. Any parent or guardian not wishing this information to be released should notify the school principal in writing.

Personal Belongings

Parents are reminded to mark all personal belongings that children bring to school and all items of clothing, especially hats, sweaters, coats, boots, gloves, and jackets. Lost and Found is located in the cafeteria along the back wall.

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. Pupils are expected to exercise reasonable care in 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 by general tax funds. Marking or in any way destroying school property is subject to a fine and disciplinary action.

Dress Code

Students are expected to dress in a manner that will not create a disturbance of normal school activities and conform to acceptable standards of health and safety. Parents should keep in mind that part of each student's school day consists of activities where running, jumping and walking are required. Appropriate dress and footwear that does not hinder children in these activities is recommended. **We discourage children from wearing flip flops or shoes without backs for their own safety.** A specific Board of Education policy also prohibits the wearing of carbon content black soled lug type shoes and/or boots which can cause black marks on floors and walls.

Extracurricular Activities

A variety of activities may be offered to students in the elementary schools. Instrumental music lessons are available to students beginning in grade four. All students in grade four take part in an instrumental music exposure program at the beginning of the year. In addition, students in grade four may choose to participate in chorus which meets weekly during recess. Evening concerts are presented each year. Students may also have the opportunity to participate in student government and intramural activities. A teacher or faculty member supervises all extracurricular activities.

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.

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. In addition, the State of Connecticut provides access to affordable health insurance for young people at a nominal cost. Details about this program are available from the school nurse.

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 Guidelines. The safety of 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 instructions preceding and following each trip. A Field Trip Permission Form giving details of the trip is sent home at least one week prior to the scheduled trip for parent/guardian signature. **It is imperative that this slip is returned in order for students to attend.**

Fire Drills

The Fire Marshall of the State of Connecticut requires that each school conduct a fire drill within the first thirty days of school in addition to seven (7) fire drills each year. These drills are held at various times under varying conditions. The purpose of the drills is to acquaint students and staff with the system of clearing the building in a minimum length of time. Students are taught to leave the building quickly, quietly, and safely.

Secure Building Procedures

Secure Building Drills will be conducted three times a year for practice in the event the school has to be secured in order to maintain a safe environment for both children and staff. All staff members have been familiarized with the protocol and the children's only responsibility is to follow the directions given by school personnel.

Homework Guidelines

The elementary schools believe that homework should be introduced in the elementary school years to encourage responsibility, develop good habits and study skills, and teach elementary students effective management of time. At the elementary level, homework should reinforce and give added practice for concepts learned in the classroom as well as develop and encourage creative activities in children. The following are recommended homework activities and time guidelines:

	Time Allotment	Frequency	Emphasis
K	10 minutes		Formal homework is not usually assigned. Parents are encouraged to read aloud to children and discuss schoolwork each day.
1	10 minutes	4-5 days a week	Mathematics, reading, language arts activities. In addition, include time for daily independent reading.
2	20 minutes	4-5 days a week	Mathematics, reading, language arts, book reports, projects. In addition, include time for daily independent reading
3	30 minutes	4-5 days a week	Mathematics, reading, language arts, book reports, projects. Expansion of schoolwork. In addition, include time for daily independent reading
4	40 minutes	4-5 days a week	Mathematics, reading, language arts, book reports, projects. In addition, include time for daily independent reading

Parents can help by:

- Providing an adequate study area (i.e. a quiet place, good lighting, proper materials, etc.) for their children and encouraging regular consistent homework habits.
- Working with their children to plan the homework session by determining which assignment to do first, estimating how long each task might take, and so forth. This helps students anticipate questions and reduces the need for parents to ask that it be redone "right."
- Answering their child's questions, listening to reading or recitation, and explaining or

demonstrating a process that is difficult for their child. Parents should keep in mind that it is the child's homework, not theirs. Parents' role in the homework process involves helping, advising, and planning for a time and place, but not actually doing the work.

- Understanding that if the child is having a serious difficulty with a concept, spending an unreasonable amount of time on an assignment, or having a personal problem, the parent may write a note to the teacher and send it to school with the unfinished homework.
- Encouraging good habits and responsibilities by helping their children locate a "spot" for all of the things that are to go to school the next day.

Parent Conferences

Parent/teacher conferences promote a strong home/school connection. Grades K-4 have scheduled conferences in September (optional), December (required), and March (optional). The opportunities for conferences beyond those scheduled are available upon the request of either the parent or teacher.

Parent Requests for Make-Up Work

In general, only those students absent two (2) 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, providing the request from the parent was made early enough in the day. Make-up work consists of material that has already been assigned to the class.

Progress Reports and Conferences

Progress reports are sent home with students for three reporting periods (December, March, and June). The report of student progress to parents should provide parents an accurate and understandable indication of the level of their child's progress toward *end-of-year standards*. It is typical that students will receive "Ps" for "Progressing" for most standards in December and March, as this indicates age-appropriate progress. This reporting is done in such a way as to help motivate pupils to do the best work of which they are capable.

Promotion and Retention

The decision for promotion or retention is always made in the best interest of the student. In such cases where non-promotion is recommended, parents will be contacted by the school. Promotion is based on specific factors such as the student's achievement in relation to his or her potential, the student's age, previous academic and attendance records, parental input, and the student's social and emotional needs. The final decision about promotion and retention rests with the principal.

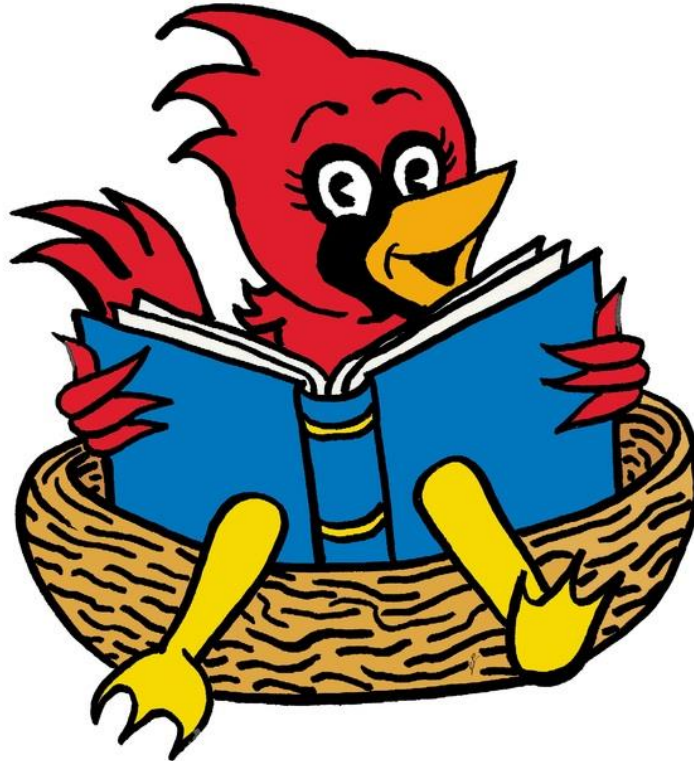
Class Placement of Students

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

- ◆ Present teacher recommendation
- ◆ Recommended pairing or separation of individual students
- ◆ Boy/girl balancing
- ◆ Total composition of the class
- ◆ Recommendations for Special Education placements
- ◆ Matching of student learning styles to teaching styles

- ◆ Heterogeneous abilities among students
- ◆ Other recommendations of teachers and support personnel

Classroom teachers, support staff, and the principal meet as a team to discuss class placements. Heterogeneous groups are formed using the above criteria. Parent requests for teachers cannot be granted; however, parents are given a form to communicate the types of learning environment in which their child learns best. Final accountability for placement and any changes thereof shall be that of the Principal.



Student Assessments

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 mastered 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 spring, all students in the grades 3-8 participate in the Smarter Balanced Assessment. The state provides a written document outlining individual student results as well as school/district results. These results are typically received during the month of July.



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 \$2.65 per meal and a huge convenience for busy families too!**

We want to let you know how the nutrition standards effect 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 **\$2.65**. 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 a la carte items?

There are two ways to put money onto your child's meal 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 meal 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.)

How is my child's account accessed during meal service?

During meal service, your child will need to enter his or her student identification number into a keypad in order to access his or her lunch account. All students will input their student identification number into the system regardless of their meal status: paid, free, or reduced, or whether they have money on account or are paying cash. The keypad will be located at the end of the serving line near the cashier.

To help prevent mistakes and fraudulent use of student accounts, a digital image of your son or daughter's picture will appear on the monitor for the cashier to view every time your child accesses his or her account. The only information displayed on the monitor is the student's name, homeroom, grade, account balance, dietary restrictions and picture.

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

- 1. BE Safe**
 - a. Hands, feet, objects to self
 - b. Keep your area clean
- 2. BE Responsible**
 - a. Clean-up after self
 - b. Raise your hand when you need help
 - c. Line up quietly
- 3. BE Respectful**
 - a. Use inside voices
 - b. Use please and thank you
 - c. Listen quietly when an adult is speaking

Recess and Lunch Schedule

Grade	Recess	Lunch
K	11:00 - 11:25	11:30 - 11:55
Grade 1	11:30 - 11:55	12:00 - 12:25
Grade 2	12:10 - 12:35	12:40 - 1:05
Grade 3	11:55 - 12:20	12:25 - 12:50
Grade 4	12:25 - 12:50	12:55 - 1:20

There is a five minute transition time between recess and lunch.



School Health Policies

Health Room Coverage

Our nurse, Kelly Ingrassia, 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. She can be reached at 860- 666-4687, ext. 4503.



Administration of Medications

Any medication, including “over-the-counter” medications, is 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.

Allergies

In an effort to maintain the health and safety of all students, including those with medically documented life-threatening food allergies and other medically documented food related conditions, no food is allowed for birthday celebrations. Birthdays may be acknowledged with non-food items such as stickers, colored pencils, homework passes, classroom book donations, or other non-food items.

Emergency Information

An Emergency Form sheet that contains current information (for children who attended Ruth Chaffee School the previous year) is required to be updated with information about each child in case of an emergency. This information needs to be completed by the child's parent/guardian the first week of school each year. Newly enrolled children will also complete the Emergency Form sheet since most of the form would be blank except for name, address, grade etc. Any changes throughout the school year related to Emergency Information should be reported to the school in writing immediately. In an emergency, this information is vital.

Psychotropic Drug Use

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

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.

Pest Management/Pesticide Application Policy

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 that

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.

Asbestos Management

A formal asbestos management program has been in place since 1986. The purpose of this program is to identify the asbestos-containing material 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 separate asbestos management plans developed for each building. The plan identifies the locations of the asbestos containing materials in the school and details our ongoing management program. The plan also includes descriptions of previous inspections, plans for ongoing surveillance, and plans for repair or removal of damaged asbestos-containing materials. The asbestos management plan is available for review in the main office.

Behavioral Expectations

Safety Rules for Walkers

1. All students walking to school are to observe the basic safety rules.
2. Students are to arrive at school between 8:30 and 8:35 a.m.
3. Students are to stay on the sidewalk until given a verbal signal from the crossing guard. They are to cross within the cross walk lines.
4. Students are not to run across the street.
5. If the crossing guard has a discipline problem with a student, the student's name will be reported to the school office and the parents will be notified.
6. When dropping off or picking up your student, he/she must walk on the sidewalks and cross using the designated crosswalks.
7. Children must walk on the sidewalk closest to the library/media center when entering or leaving the building. No other doors should be used in order to ensure everyone's safety. The only doors that will be accessible before, during, and after school are located at the main entrance.
8. At the end of the school day, students are to go directly home when dismissed.
9. If a student will not be walking directly home, a permission note with specific instructions including date, destination, and parental signature is to be given to the student's teacher.

Safety Rules for Bus Riders

1. All students are to observe the basic safety rules while walking to the bus stop, waiting for the bus, boarding, riding, and leaving the bus. They must wait for a signal from the driver to cross the street when boarding and leaving the bus.
2. Students must follow instructions given by the bus driver.
3. Students must be courteous to other students and bus drivers.
4. Students who abuse or destroy bus property will be held responsible and subject to disciplinary action. Connecticut law holds parents liable for damages by their students.
5. Students are to wait in an orderly manner at their designated stop a few minutes

- earlier than bus arrival time. Drivers cannot wait for tardy students.
6. Students 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 student, his/her name will be reported to the school office and parents will be notified. Disciplinary action is at the discretion of the principal which could result in the removal of student for a minimum of one (1) day.
 8. At the end of the school day, students are to ride their assigned bus to their assigned stop. No changes will be allowed except in extreme emergencies. Visiting other students, scout meetings, and birthday parties are not considered emergencies.
 9. If a student will not be riding the bus, a permission note with specific instructions including date, destination, and parental signature is to be given to the student's teacher.



Safety Rules for Bicycle Riders

1. Students riding bicycles to school must observe all basic safety rules and **are required to wear a helmet.**
2. Students arrive at school between 8:30 and 8:35 a.m.
3. Bicycles are to be walked across the intersection within the crosswalk lines when students are given a verbal signal from the crossing guard.
4. If the crossing guard has a discipline problem with any student, the student's name will be reported to the school office and the parents will be notified.
5. Students 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. Only one student is allowed on a bicycle at a time.
8. A book bag must be used to ensure two handed steering.
9. Bicycles brought to school are left at each student's own risk, and should have appropriate locks.
10. At the end of the school day, students are to go directly home when dismissed.
11. If a student will not be riding directly home, a permission note with specific instructions including date, destination, and parental signature is to be given to the student's teacher.
12. Any student, who is dismissed early, for any reason, will not be permitted to leave school as a walker or bicycle rider. A parent, guardian, or designated person (from the emergency card) must sign out the student in the office.

Rules for Scooters/Skates/Skateboards

Due to safety considerations, the use of scooters, roller skates, roller blades, and skateboards are prohibited.

Ruth L. Chaffee School Behavior Standards

We believe it is the right of every student and staff member to work in an environment that is safe, pleasant, and conducive to learning. We wish to guarantee all students a chance for success; therefore, we have expectations for positive, cooperative behavior on the part of all. Parents, teachers, and administrators must work together to guide and support students in their development as responsible, cooperative members of the school community.

In order to protect the right of everyone to an education without interference, the following standards have been developed:

- ◆ We will be courteous and respectful to adults and other students.
- ◆ We will respect the property of others and property of the school.
- ◆ We will be aware of the safety of others and ourselves (no fighting, pushing, hitting, etc.).
- ◆ We will follow all school rules.

We regularly speak to all students about the following three important words:

BE Respectful...

- ❖ Treating someone the way you would want to be treated (the Cardinal Rule)

BE Responsible...

- ❖ Being responsible for completing homework, cleaning up a work area, doing chores at home
- ❖ Being responsible for your behavior, you make choices about how you respond and act

BE Safe...

- ❖ Be aware of the safety of other and ourselves
- ❖ Be in control of our body and our actions

The cafeteria, playground, and hallways are considered extensions of the classroom, and the same school standards apply in these areas. Students will follow the instructions of all adults, and conform to the following school rules:

Lunch Room Expectations

Be Safe:

- ❖ Sit appropriately in your seat
- ❖ Always use walking feet
- ❖ Keep the floor clean

Be Responsible:

- ❖ Clean up after yourself
- ❖ Line up quietly

- ❖ Raise your hand when you need help

Be Respectful

- ❖ Use Whisper Voices
- ❖ Use please and thank you
- ❖ Listen quietly when an adult is speaking

Playground Expectations

Be Safe:

- ❖ Stay in your designated area
- ❖ Play nicely – remember to include everyone
- ❖ Keep hands to yourself
- ❖ Use all equipment properly

Be Responsible:

- ❖ Line up the 1st time your teacher calls
- ❖ Remember to bring all of your belongings

Be Respectful

- ❖ Respect others/property
- ❖ Take turns
- ❖ Use polite language / kind words

Hallway Expectations

Be Safe:

- ❖ Hands to yourself
- ❖ Walk on the right side
- ❖ Face forward
- ❖ Walk in a single line

Be Responsible:

- ❖ Remain quiet (quiet voice/feet)
- ❖ Hold doors for others

Be Respectful

- ❖ Remember other classes are learning
- ❖ Respect others and their personal space

These expectations are also indicated in our Behavior Matrix that is sent home within the first week of school. Parents and their child (our students) are asked to read it together and sign that you understand and your commitment to adhering to these Cardinal rules.

Recognition for Positive Behavior:

Students who exhibit the above mentioned behavior consistent with our Cardinal Rules and our newly adopted acronym **SOAR** are recognized for their positive behavior and overall citizenship with a **SOAR card**. Our acronym means:

S: Safety

O: One Community

A: Always bucket filler

R: Responsible and Respectful

Chaffee SOAR card

(Please circle the appropriate behavior demonstrated)

Student's Name: _____

S- Safety

O – One community

A – Always being a bucket filler

R – Responsible and Respectful

Safe Respectful Responsible

***Thank you for SOAR-ing above our
expectations in the:***

*Classroom Hallway Cafeteria Bathroom Media
Center Nurse's Office Gym Outside / Bus*

(Please circle the appropriate behavior demonstrated)

Student's Name: _____

Issued by: _____

Date: _____



Students can be awarded a **SOAR** card by any staff member that notices their positive behavior. A portion of their **SOAR** card is given to the student to take home and share with their parents. We also recognize positive behavior within our PBIS/SOAR assemblies. These are held bi-monthly.

When students fail to adhere to the rules, they can be sent to the principal's office. They are usually accompanied to the office with the following referral. All referrals are copied and sent home for parents to review, and in some cases, a signature is required.

Office Referral

Student: _____ Time: _____

Date: _____

Grade: _____ Staff Member: _____ Location of incident: _____

Student made a choice not to be: (please circle at least one offense)

Respectful	Responsible	Safe
<ul style="list-style-type: none"> Unacceptable Language Defiance Deliberate Disruption Vandalism 	<ul style="list-style-type: none"> Multiple Minor Infractions Continual Inappropriate behavior 	<ul style="list-style-type: none"> Physical Aggression/Fight Threatening/Harassment
Other: _____	Other: _____	Other: _____

Interventions or Actions Prior to Referral (required for repeated offenses ONLY)

(i.e., warning, called home, moved seat, conference with student, referral to School Social Worker or school psychologist, etc.)

1. _____ Date: _____

2. _____ Date: _____

3. _____ Date: _____

Brief description of behavior (please do not list victim's names)

Administrative Action:

☐ Warning ☐ Detention ☐ ISS ☐ OSS ☐ Community Service ☐ Teacher to Administer

Date: _____

Administrator's Signature _____

Time student sent back to class: _____ Copy given to: Parent _____ Teacher _____



Newington Public Schools Expected Behavior and Discipline Policy

Because students are individuals, their behavior is addressed on an individual basis. The consequences can and do vary depending upon the circumstances surrounding the situation. Students are also learning how to function as members of a group. This learning process allows for errors in judgment and making mistakes. In spite of recognized individual differences and the process of maturing, there are basic behaviors expected of all elementary school students:

1. Students will take proper care of all school property.
2. Students will walk while moving through the building.
3. Students will show proper respect to all adults.
4. Students will show proper respect to each other. (Kind words; hands to self)
5. Students will exhibit proper behavior in the classroom, lavatory, cafeteria, and hallways.
6. Students will not chew gum during school hours.
7. The playground and equipment will be used by all students in a safe and proper manner.
8. Students must walk their bicycles while on school property.

Serious Misbehaviors

- A. Aggressive behavior in school or on playground (threatening, fighting, punching, unruly conduct)
- B. Use of objectionable language (swearing, obscenities)
- C. Disrespectful behavior toward people or property (stealing, defacement of property, sexual harassment)
- D. Bringing dangerous objects to school (appropriate authorities will be notified, if justified)
- E. Leaving school property without permission (appropriate authorities will be notified, if needed)

Discipline at Ruth Chaffee School is designed to help students take responsibility for their actions, change inappropriate behaviors if needed, and preserve a safe and orderly school environment for all students.

Consequences

Students are made aware of the behavioral expectations and consequences through their teachers and principal. Suspension standards are clearly defined in the Board of Education policy JFD/JGE. The following consequences **can** be applied by the teacher and/or principal for violations:

1. Expressing the effects of their behavior (verbally and/or in writing)
2. Discussion with principal, teacher, and/or other student involved
3. Develop a plan of action for changing behavior
4. Parent notification and involvement
5. Replacement of or reimbursement for damaged property
6. Compensatory work for damaged property
7. Loss of recess
8. Staying after school
9. Suspension
10. Expulsion

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. Therefore, 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 rules of the Acceptable Use Policy. 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 of the information 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.

Safe School Climate Plan

Threats

Any student who threatens in any manner, including orally or in writing, harm to a 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 suspension/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.

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 days and will be brought before the Board of Education by the Superintendent for an expulsion hearing.

In addition to weapons and other dangerous instruments, laser pointers are not permitted on school grounds or in any public place.

Bullying

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board of Education believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

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:

- a. causes physical or emotional harm to such student or damage to such student’s property,
- b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- c. creates a hostile environment at school for such student,
- d. infringes on the rights of such student at school, or
- e. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, 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
 - a. appropriate disciplinary action up to and including suspension, expulsion and/or referral to law
 - b. 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 Strategies

1. Implementation of a positive behavioral intervention 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>

Sexual Harassment

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:

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: Mrs. Beverly Lawrence, Ruth Chaffee Elementary School
Office Address: 160 Superior Avenue, Newington, CT 06111
Telephone number: 860.666.4687
Email Address: blawrence@npsct.org

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: Mr. Enzo Zocco, Newington High School
Office Address: 605 Willard Avenue. Newington, CT 06111
Telephone number: 860.666.5611
Email Address:

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/>

NON-DISCRIMINATION STATEMENT:

Equal Opportunity - Nondiscrimination

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.

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

Child Abuse

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 members receive training in their use.

Reporting of child abuse and neglect is a responsibility that 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 is also considered child abuse.

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 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

allow s desks and lockers to be inspected if the administration has reason to believe those materials injurious to the best interests of students and the school are contained therein.

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.

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, bibliographies, suggestions for faculty response to crisis, identification of outside resources and communication with the home are all part of the support service 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.

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
- ◆ Student performance - the results of the instructional process

Strategic School Profiles are available in October each school year. If you would like a copy, please contact the school office.

Transfer of Students

Students leaving our school system should give the building principal their new address so that the transfer card can be made out properly. A parent or guardian is asked to

inform the school office so that student information concerning the student can be prepared for the new school. All materials that are the property of the school must be returned to the classroom teacher. When transferring from one school to another within Newington or changing an address within the same district, the parents/guardians must contact the Residency Office at Newington High School at (860) 666-5611 Ext. 131 to obtain the necessary paperwork to fulfill the residency requirements.

Student Education Records

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

- ◆ The right to inspect and review the student's educational 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 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 where the records may be inspected.
- ◆ The right to request the amendment of the student's education records that a parent or eligible student believe 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.
- ◆ The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the District as 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 educational records without consent to officials of another school district in which a student seeks or intends to enroll.
- ◆ The right to file a complaint with the United States Department of Education concerning alleged failures by the District to comply with their requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

U. S. Department of Education Office for Civil Rights

The office for Civil Rights enforces several federal civil rights laws that prohibits discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. Their new address is:

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

Early Intervention Plan

The Early Intervention Plan (EIP) is a process designed to benefit students experiencing difficulties with learning and/or social behavior. The intent of EIP is to have a system that enables educators to communicate on a frequent basis about student's needs so that agreed upon modifications are put into practice in an effective and efficient manner.

At Ruth L. Chaffee School, cross grade level teams provide the opportunity for joint problem-solving so that classroom teachers can effectively and efficiently meet student's diverse educational needs. Student's needs are determined early, before a cycle of failure develops. Teamwork brings a variety of perspectives, experiences, and skills together for the benefit of all students.

The teamwork approach is based on the philosophy that educators and parents work most effectively when they are able to communicate and collaborate systematically. Students are the benefactors of this collaborative partnership.

Student Support Programs

Scientific Research-Based Interventions (SRBI)

The Newington Public Schools implement a framework to improve teaching and learning known as Scientific Research-Based Interventions, or SRBI. 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 in either academic or behavioral areas.

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

Special Education

The special education teachers and classroom teachers work together to help identified special education students as well as unidentified students. A team consisting of classroom teachers, special education teachers, language arts consultant, school psychologist, and speech clinician also meets on a regular basis to assess student referrals. Personnel of Human Services attend as needed. 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. On-going concerns may be referred to the Planning and Placement Team.

If interventions have not been successful, students may qualify to receive special education services as determined by the Planning and Placement Team. The Individuals with Disabilities Education Act (IDEA) requires that each public school or agency insure that:

- 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. (34CFR 300.552). Section 504 of the Rehabilitation Act of 1973 requires that recipients of federal funds provide for the education of each qualified handicapped person in each jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. (34CFR 104.34).

- The spirit behind 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.

The Newington Public Schools utilize the inclusion model. 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/or classroom that he or she would otherwise attend if he or she were not disabled. It is a process that involves bringing support services to the child rather than moving the child to the services. Students with special needs are taught with the rest of the class by the classroom teachers and the special education teacher. Flexible grouping, individual instruction, and co-teaching are utilized to meet the needs of all students. 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. Small group instruction may take place in the classroom or in a separate setting.

Psychological Services

The Ruth L. Chaffee School has a full time school psychologist who provides a variety of services, including assessment, counseling, and consultation. Formal psychological evaluations are available to students referred through the Planning and Placement Team (PPT) process. Appropriate evaluations are requested if pre-referral interventions have been unsuccessful. Written parental consent must be obtained for these evaluations.

The school psychologist provides individual and group counseling to students who have been identified through the PPT process as needing help with learning, behavioral, and family problems. Students receive counseling services based on their individual needs and with parental consent. In addition to counseling services, the school psychologist consults with administration, teachers, and parents to interpret test results, share insights into the child's behavioral characteristics, and develop learning and behavioral strategies.

Social Worker

Ruth Chaffee 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 Team.

English Language Learners (ELL)

The district wide ELL program provides services to all eligible students in grades 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 services.

Health Services

A full time registered nurse is available to all students. There is a health room where students can be evaluated when the need arises (see School Health Policies).

Speech and Language Services

Speech and Language services are available to students who have been identified through the PPT process. Services are implemented in the classroom and in the speech resource room.

Helping Hands Program

The Newington Public Schools Helping Hands Program is a mentor program that provides the opportunity for students with various social needs to be matched with an adult within the building for the purpose of establishing a positive personal relationship between the mentor and student during the school day. The mentor makes frequent contact with the student in many ways, such as a friendly greeting in the hallway, notes left for the student, or having lunch together. In addition, special activities, arranged by the Helping Hand Coordinator, are planned throughout the year to provide the mentors and students an opportunity to interact with each other in social activities.

School Programs

Below you will find the links that will take you directly to our Newington Public School Website. These specific links will take you to the current, updated curricula for each of our elementary grade levels. If you have a paper copy of your handbook, please copy the web address into your browser to access the appropriate grade's curricula.

NPS Website Links

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Language Arts

Language Arts instruction is carefully planned and integrated across the curriculum. Language Arts is taught in all classes, kindergarten through grade four. Whole class lessons, small group instruction, cooperative groups, pairs, and individual learning opportunities are provided. Flexible grouping is used to meet the individual needs of all students within each classroom. Materials include an anthology *Harcourt Trophies Reading*, as well as a variety of leveled readers that target specific reading skills to improve fluency, vocabulary, and comprehension coupled with the use of authentic literature to promote the love for reading at each child's level. Writing is stressed across the curriculum with a focus on narrative and expository writing. Spelling, grammar, and mechanics support those skills necessary to improve revising and editing skills.

The primary goal of the Ruth Chaffee Language Arts program is to develop students' abilities to read, write, listen, and speak. Literacy forms the foundation for successful, lifelong learning. Cooperation and collaboration among classroom teachers and support staff at all grade levels allows us to meet the needs of all students. Our reading consultant and reading teacher offer reading support to children with specific needs. Learning Tutors provide reading, writing, and math support to students in various classrooms.

Mathematics

In grades K-4, each classroom teacher presents mathematics instruction based upon the state standards. The ability to compute, solve problems, and analyze information is a necessity in our rapidly changing society. By using a multi-sensory approach that emphasizes the use of manipulatives, individual learning styles and developmental levels are accommodated. Instruction and pacing are also commensurate with development. Support staff collaborates with classroom teachers to meet the needs of all students.

Science

The classroom teachers teach science. 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. Science supplies and equipment provide students with learning opportunities that encourage active participation through an inquiry approach to science instruction. Assessment of student learning is based on

student performance and on their ability to use strategies to solve problems.



Social Studies

Classroom teachers in kindergarten through grade four teach Social Studies. 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 3 and 4 are involved in Student Council elections and activities. Individual classrooms may participate in activities such as mock elections, inaugurations, and courtroom procedures.

Health and Safety

The classroom teacher teaches our Health and Safety program in each classroom. Some health lessons are integrated into thematic units. Many are integrated with the language arts 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.

Technology Integration

Technology integration teachers serve grades K – 4 using a prescribed computer curriculum where certain skills are taught while supporting all the subject areas in view of classroom projects. A fully equipped computer lab is used as well as computers located in the library/media center and the classrooms. Our students in grades 3 – 4 are totally equipped with 1:1 Chrome books, and our students in K-2 have Ipads within each classroom

Through computer 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. Computer education provides the technological background for middle school and future experiences.

Library/Media

The mission of the Newington Public School Library/Media program is to ensure that all students and staff have the skills and opportunity to access, evaluate, and use information. Library/Media specialists introduce new learning technologies, support the curriculum in a variety of ways, and teach information skills in a positive learning environment in which all students can become independent, lifelong learners. 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 grades K – 4, 45 minutes; and grades 3 and 4, 45 minutes. In order to help students become productive citizens, library/media classes provide opportunities to make decisions and assume responsibility for the materials used. Parent volunteers play an important role in the day-to-day functioning of the Media Center by assisting with circulation procedures.

Art



A certified art teacher teaches Art classes. 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 integrated with other curricular areas to broaden the 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 technique. Students of all grade levels benefit from participation in school wide projects and town wide art shows.

Music



A certified Music instructor teaches music classes. Each class meets once a week for all students in kindergarten through four. The time allotment is 45 minutes for grades K- 4. The Music teacher teaches general, instrumental, and choral music.

Students in grade 4 are encouraged to join the chorus that meets once a week during their recess period. Instrumental music lessons are also voluntary for students in grade 4. Weekly lessons, lasting from 25-30 minutes, are presented on a rotating schedule. Instrumental music classes may contain from 1-12 students depending on the instrument selected. Band and orchestra rehearsals occur weekly during recess.

Music instruction is provided through a multi-sensory approach that enhances students' abilities to think creatively and critically. Students are exposed to a wide variety of music representing various types, cultures, and time periods. This builds student awareness and appreciation 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 Education

The Wellness Education Program is comprised of five core concepts that address the importance of leading a healthy life-style that is more far-reaching than any traditional physical education program. The five core concepts are:

- Life-long fitness – Focusing on the five components of physical fitness that include cardio-vascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
- Nutrition – Making healthy eating choices that will ensure proper nutrition.
- Stress Management – Identifying the causes and effects of stress while learning ways to better manage everyday life events.
- Decision Making – Helping children make better decisions that will benefit them and the others around them.
- Respect for Self and Others – Stressing the importance of maintaining a positive self-image while respecting the differences in others within a global society.



An important aspect of the Wellness Education program also includes the support the children receive at home as well since the home / school connection must remain strong. Promoting aspects of the five core areas during day-to-day living will only further enhance the success of the program by developing the skills and mindset that will be required of our children in the 21st Century.

General Information

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 Mrs. Marilena Gulioso, (860) 665-8651.

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 Programs, 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.

Teacher and Tutor 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 tutors and their qualifications.

Title I Parent Involvement

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

Student Recognition Programs

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 in grades 1 - 4 are given the opportunity to nominate students from their classroom each month, October through May, as 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, and so forth. A committee comprised of the principal and special area teachers select one of the nominated students as 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, to provide positive reinforcement, and reward them 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. Only parents of students receiving the Dr. Ernest L. Perlini Leadership Award, David I. Gowell Citizenship Award, the Josephine R. Bojnowski Reading Achievement Award, Dr. William C. Collins STEM Award, the Norman J. Schmitt Writing Prize, the William P. Ward Humanitarian Prize, and the Chaffee School Art Collection will be notified in advance. **Students receiving all other awards will be notified the previous day.**

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 or after the school-wide *Celebration of Learning* assembly. Classroom teachers use a variety of sources to choose a meaningful award for each child. Some of the sources include: Student Learning Plan information, input from special area teachers, and classroom performance – strengths and areas of improvement.

Achievement Awards are as follows:

The **Lewis A. Pillsbury Economic Award**, in honor of the first principal at John Paterson School who shared his passion for Economic Education. This award is given to class or group of students who have worked to learn about economics, the study of money and spending.

The **Josephine R. Bojnowski Reading Achievement Award** and is given in honor of a former Reading Consultant in Newington Public Schools whose love for reading inspired many to read as well. One student is selected on the basis of outstanding growth in reading, solid improvement in classroom reading activities, and has demonstrated a keen interest in reading for pleasure.

The **Norman J. Schmitt Writing Prize**. Norman Schmitt was an Assistant Superintendent in Newington and he truly loved the art of writing. This honor is given to a student who has performed consistently high in writing and has a flare for writing down their ideas.

The **David I. Gowell Citizenship Award**. Mr. Gowell was a principal at both Ruth Chaffee School and John Paterson School before being appointed Assistant Superintendent. He is a man of integrity would expect that this recipient possessed the same. This award is given to one student in Grades 4, 8, and 12 who consistently demonstrate the attitude, skills, and knowledge required to be an outstanding school citizen.

The **Ernest L. Perlini Leadership Award** in honor of the fifth Superintendent in Newington. He dedicated 41 years to the Newington Public Schools and throughout that time he was an outstanding leader. This award is given in his honor to a student who consistently exhibits exemplary leadership skills.

The **Dr. William C. Collins STEM Award** is in honor Dr. Collins's visionary leadership, fortitude, creativity, and dedication to NPS. This award will be given to a student at each exiting level of the district's organizational structure; grades 4, 8, and 12. The student receiving this award demonstrates the following skills, knowledge and dispositions: consistently demonstrates responsible and ethical use of technology; integrates and applies skills and knowledge to design solutions to authentic problems or critical issues; consistently exhibits the 4C's- Collaboration, Creativity/Innovation, Communication, and Critical Thinking skills; and demonstrates a passion for STEM (i.e. classroom/school activities or clubs; career aspirations, hobbies, etc.).

The **William P. Ward Humanitarian Project**. William Ward was the fourth Superintendent of Schools. He encouraged and modeled the importance of service to others. This award is given in his honor to a classroom or group of individuals that support the well-being of others for the betterment of the school, community, or society.

The **William P. Ward Humanitarian Prize** is in honor of Dr. Ward, who always demonstrated concern for others and knew that actions spoke louder than words. This award is given to a student who has demonstrated in a significant way concern for others, caring, generosity of oneself, and a sense of responsibility towards others.

Classroom Awards

Award: **Participation**

Group: Student Council, Band and Orchestra, Chorus, 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 adviser or teacher.

Eligibility: All students meeting stated criteria.

Award: **Service**

Activity: Safety Patrol, 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.

Eligibility: All students meeting stated criteria.

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 06111



Ruth Chaffee Elementary School

160 SUPERIOR AVENUE NEWINGTON, CONNECTICUT 06111 860-666-4687

August 29, 2018

Dear Parent/Guardian,

The Connecticut State Board of Education, effective July 1, 2012, adopted definitions of excused and unexcused absences. These definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions on Connecticut General Statute 10-198a and the reporting of truancy. Because Newington Public Schools has to report on these definitions, we adapted our current definitions. This letter is to (1) inform you of the state definitions and (2) clearly delineate our practices with respect to attendance.

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. The state requires a physical, written note signed by a parent/guardian. *We can no longer accept an email from a parent/guardian to excuse absences one through nine.*
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). *(written note signed by a doctor or licensed medical professional must be provided).*
 - 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.

Under these definitions, *parents are required to submit written documentation for the absences to be excused.* This means that a phone call **or email** with no written follow-up will automatically be coded as verified, which is considered **unexcused**.

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.

If a student has an absence that is a result of the school or district disciplinary action, they are excluded from the definition of excused or unexcused.

In order to maintain adequate records of your child's absence, it is critical that a note accompany a phone call. We appreciate your attention to this matter.

Due to the state's adoption of the definitions we have adopted attendance codes in PowerSchool. The following documentation is used for absences in PowerSchool:

- **A** – Unexcused Absence – used when a student is absent and there is no contact with the school.
- **VA** – Verified absence (unexcused) – used when a student is absent and the parent phones or emails the school (no written/signed documentation).
- **EA** - Excused absence - used for the **first nine absences** when a parent submits a written note signed by a parent/guardian documenting that their child is absent; or used for times that a student is absent and a note is received from a physician, for a religious holiday, death in the family, court appearances or educational opportunities (pre-approved by administration). This is typically used for absences beyond the ninth absence.

Please do not hesitate to contact me, should you have any questions or concerns regarding the change in the definitions.

Sincerely,



Beverly A. Lawrence
Ruth Chaffee Principal

**** This letter went home on first day of school with a bottom portion to sign and return****

FOOD ALLERGY MANAGEMENT PLAN



**Newington Public Schools
Newington, Connecticut**

**June 2016
Revised March 2017**

**Newington Public Schools
Food Allergy Management Plan**

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**Newington Public Schools
Food Allergy Management Plan**

Introduction

The goal of Newington Public Schools Board of Education is to maintain the health and safety of all students, including those with medically documented life-threatening food allergies and other medically documented food related conditions.

The basis of the following Food Allergy Management Plan is to assist a student who has a known food allergy in avoiding exposure to the allergen(s). It is recognized, however, that the school district cannot guarantee an allergy free environment for students, and that possible risk of exposure to all allergens is possible.

While this plan focuses on life-threatening food allergies, it also includes other medically documented food-related conditions such as, but not limited to, Celiac Disease and Diabetes.

Overview

In severe cases, consuming a food to which one is allergic can cause a life-threatening reaction called anaphylaxis. Anaphylaxis is defined as a systemic allergic reaction that can be severe and sometimes fatal. Essentially any food can trigger an allergic reaction, but some of the most common ones that can cause severe anaphylaxis are: peanuts, tree nuts (e.g., walnut, cashew, and Brazil nut), shellfish, fish, milk, soy, wheat and eggs. Food additives such as sulfites can also sometimes trigger anaphylactic reactions.

Symptoms of anaphylaxis are sometimes reversed by treatment with injectable epinephrine (e.g. EpiPen), and other emergency measures. The first signs of anaphylaxis may be a feeling of warmth, flushing, tingling in the mouth, or a red, itchy rash. It is essential that anyone with symptoms suggesting possible anaphylaxis get emergency treatment immediately. 911 is to be called whenever an injectable epinephrine device, such as an EpiPen, is administered, or an emergency situation exists.

Symptoms of Anaphylaxis

Symptoms of anaphylaxis can vary from mild to severe and may occur alone or in any combination. Symptoms may occur within minutes or sometimes hours, even after receiving an EpiPen.

Skin: hives, swelling, itching, warmth, redness, rash

Breathing: wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion/hay fever-like symptoms, trouble swallowing

Stomach: nausea, pain/cramps, vomiting, diarrhea, itchy mouth/throat

Circulation: pale/blue color, poor pulse, passing-out, dizzy/lightheaded, low blood pressure

Other: anxiety, feeling of "impending doom," itchy/red/watery eyes, headache

Reactions can begin within minutes of exposure, but may be delayed. Sometimes symptoms resolve, only to recur or progress a few hours later. The most dangerous symptoms are low blood pressure, breathing difficulties, and loss of consciousness, all of which can be fatal.

FOOD IN SCHOOL AND CLASSROOM

All classrooms will be peanut/tree nut free (including Special Area's and Encore/Reach areas).

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Snacks in the Classroom

- All classroom snacks must be peanut/tree nut free.
- If a student brings in a snack that is not peanut/tree nut free, they will not be allowed to eat the snack.
- Snacks brought in from home for individual consumption cannot be shared.
- Classroom teachers who want to distribute a community snack must ensure that:
 - All students in the classroom can safely consume the same snack.
 - The snack is peanut/tree nut free and not manufactured in a facility that processes peanuts/tree nuts.
 - The snack must be labeled and pre-approved by the school nurse at least 1 week prior to giving the snack.
- Students should wash their hands and their desks before and after eating.

Lesson Planning

- Any food used in a lesson needs to be pre-approved by the school nurse at least 1 week prior to the lesson. If at least 1 week notification is not given, using the food item during the lesson may be denied.
- All students in the classroom must be able to use the same food item(s) for the lesson.

Birthday Celebrations

- No food is allowed.
- Birthdays may be acknowledged with non-food items such as stickers, colored pencils, homework passes, classroom book donation, extra recess, or other non-food items.
- Birthday invitations may not be sent out in school unless the ENTIRE class is invited.
- For a more extensive list of non-food suggestions, see the school nurse.

Classroom Celebrations

- No home-prepared foods will be accepted.
- All food must be prepackaged and/or ingredients clearly labeled.
- All food needs to be approved by the school nurse at least 1 week prior to any celebration. If at least 1 week notification is not given, use of food for the celebration may be denied.
- The school must provide an equivalent food option for all students with food allergies or other medically documented food-related conditions to consume. (e.g.: if pizza is served, gluten free or dairy free pizza will be provided.)

SCHOOL-WIDE EVENTS/CELEBRATIONS - During school hours

- All food needs to be approved at least 4 weeks prior to any school-wide event/celebration with the school nurse. If at least 4 week notification is not given, use of food for the celebration may be denied.

- All food must be prepackaged and clearly labeled with allergens (signs posted in front of food.)
- Alternative food must be provided to all students with food allergies or other medically documented food-related conditions. (e.g.: if pizza is served, gluten free or dairy free pizza will be provided.)
- No home-prepared goods will be accepted.
- All school-wide events/celebrations must be peanut/tree nut free.
- The teacher in charge of the celebration will provide all parents/guardians written notice of the celebration 1 week prior to the event. The written notice will state all food that will be available during the celebration.

SCHOOL-WIDE EVENTS/CELEBRATIONS/CLUBS/SPORTS HELD ON SCHOOL GROUNDS - After school hours

- All food needs to be approved 4 weeks prior to any celebration with the school nurse. If at least 4 week notification is not given, use of food for the celebration may be denied.
- Food must be prepackaged and labeled with allergens (signs posted in front of food).
- Alternative food must be provided to all students with food allergies or other medically documented food-related conditions. (e.g.: if pizza is served, gluten free or dairy free pizza will be provided.)
- No home-prepared goods will be accepted.
- All events/celebrations must be peanut/tree nut free.

FIELD TRIPS

- The Field Trip Coordinator must inform the school nurse regarding in-state field trips (anywhere outside of building, including in-district) 4 weeks prior to the field trip. If at least 4 week notification is not given, the field trip may need to be cancelled.
- The Field Trip Coordinator must ensure that all students may participate in all parts of the field trip. If food is served to, or prepared by students, all students must be able to participate fully (e.g. if there is one student in one class who cannot fully participate in the field trip due to food allergies or other medically documented food-related concerns, then no class at that grade level may participate in the field trip.)

- If food is to be served, all teachers, who have students attending the field trip, are required to fill out the Teacher's Risk Assessment for Field Trips form. All teachers will review this form with the Field Trip Coordinator. A copy of the Teacher's Risk Assessment for Field Trips forms will be submitted to the school nurse.

SCHOOL BUSES

- No food or beverages will be allowed on school buses. This includes after school events such as athletic activities.

Acknowledgements

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Food Allergy Association of Connecticut

The Food Allergy & Anaphylaxis Network

West Hartford Public Schools Life-Threatening Allergy Management Plan, West Hartford, CT.

State of Connecticut Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools

Committee Members

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 Newington Public Schools
Teacher's Risk Assessment for Field Trips

Field Trip Destination: _____

Teacher in Charge: _____

Field Trip Date: _____ Field Trip Time: _____

Destination Contact Person: Name _____

Telephone Number _____ Date of Conversation _____

Nurse Attending for non-delegated task (e.g. insulin pump, tube feeding): (circle) Yes No

Students with Life-Threatening Food Allergies or other medically documented food related conditions:

Name

Allergy

Student's Parent Attending (yes/no)

<u>Name</u>	<u>Allergy</u>	<u>Student's Parent Attending (yes/no)</u>

Questions to Consider

1. Do the parents want to be able to accompany the student on a field trip?
2. Is there any food used or displayed at the site, what is it and how is it used? Will the students on the field trip be touching any type of food, and what is it?
3. Are there any hands-on activities that involve food, and what is it?

4. Will anyone at the field trip destination be distributing any food or beverage of any type, and what is it?
5. Which trained adult will chaperone the student with food allergy while s/he is washing his or her hands with soap and water before snack/lunch? Are wipes needed?
6. How will snack/lunches be stored on the bus ride to the fieldtrip destination? What steps will be taken to keep the student's lunch/snack separate from the others?
7. Which adult will be responsible for storing and distributing the student's snack/lunches?
8. Where will students eat snack/lunch? Are the tables where the students eat able to be adequately washed with soap and water (and by whom?) or do they need plastic tablecloths?
9. Which trained adult will be in charge of the student's snack / lunch who has food allergy?
10. Will the teacher in charge (**with parental permission**) discuss with teachers/chaperones responsible for the student, that under no circumstances is the student to be allowed to eat, touch or be given any food or drink unless approved by parent/legal guardian?
11. Will the EpiPen and appropriate plans be with the student on all fieldtrips, both long and short, that leave school grounds?
12. Will the student's regular classroom teacher be his or her chaperone on a field trip and carry the medications in a secure manner?
13. Will the teachers review the Emergency Care Plans **prior** to the field trip?
14. If a nurse is necessary for a non-delegated task (e.g. insulin pump care, tube feeding), will the nurse not be given a group of students to chaperone, but travel with the regular classroom teacher?
15. How would the teacher contact 911?
16. What steps will be taken if 911 cannot be reached (no cell phone connection) in the event of an emergency after the student has received the EpiPen? Is there a land line available on-site?
17. Will the teacher carrying the medicine pack carry a charged cell phone?

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Notes: _____

Adapted 04/06 from 2004-2005, AllergySupport.Org./Provided by the Connecticut State Department of Education, Guidelines for Managing Life-Threatening Allergies in Connecticut Schools.

Telephone Numbers

Notes

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