

NEWTOWN MIDDLE SCHOOL

2022-2023

Student/Parent Handbook



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All other District Policies can be found on the Newtown District Website ([Newtown Board of Education Policies](#))

WELCOME

Welcome to Newtown Middle School. We are looking forward to a successful and exciting school year. The entire faculty is eager to offer you help and assistance, but remember you are responsible for your own success. You must be an active learner. You can guarantee your success by giving the maximum effort.

Do not hesitate to seek advice or assistance. Please ask your teachers, your counselor, assistant principal, or principal. We encourage your best efforts and are confident you will have a great year.

TELEPHONE DIRECTORY

Newtown Middle School
11 Queen Street
Newtown, CT 06470
Fax: (203)270-6102

Website: <https://newtown-nms.campuscontact.com/>

ATTENDANCE: (203) 270-6145 – CALL IF YOUR CHILD WILL BE ABSENT OR LATE

Principal - B-Wing Office (203)426-7642

Mr. Jim Ross Email: rossj@newtown.k12.ct.us

Administrative Assistant

Mrs. Terri Greenfield

Assistant Principal – C-Wing Office (203)426-7641

Mr. Brain Walsh

Administrative Assistant

Mrs. Sue Zimmerman

Attendance/C-Wing Office (203) 426-7638

Mrs. Mary Pat Frobey

Guidance Counselors (203)426-7644

Mrs. Tina Broccolo (8P/8B), Mrs. Tanya Hague-Doehr (7O/7R), Ms. Marisa Underberger (7G/8G)

Counseling Office Secretary

Mrs. Lisa Petrovich

Nurses' Office (203)426-7636

Mrs. Andrea Trager, RN

Edie Poidomani, RN

School Psychologists

Mrs. Erika Finklea (203) 426-7640

Bree Prezioso (203) 270-6129

School Resource Officer (203)270-7640

Officer Fernando Pereira

Social Workers

Mrs. Christen Cowden (203)270-6188 Mrs. Megan Hermanowski (203)426-7631

Speech/Language Therapist (203)270-6112

Ms. Kayla Garczynski

Library/Media Specialist (203)426-7633

Mr. Andrew San Angelo

The Newtown Public School District is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Newtown Public School District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Newtown Public School District does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Newtown Public School District's nondiscrimination policies and practices should be directed to:

Title IX, Title VI, and Section 504 District Compliance Officer
[Anne Uberti](#), Assistant Superintendent
3 Primrose Street, Newtown, CT 06470
(203)426-7617

Title IX, Title VI Coordinator
[Suzanne D'Eramo](#), Director of Human Resources
3 Primrose Street, Newtown, CT 06470
(203)270-6176

504 Coordinator
[Deborah Mailloux-Petersen](#)
Director of Pupil Personnel
3 Primrose Street, Newtown, CT 06470
(203)426-7629

NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the
Newtown Public Schools,
a partnership of students, families,
educators and community, is to

INSPIRE EACH STUDENT TO EXCEL

In attaining and applying the knowledge,
skills and attributes that lead to personal
success while becoming a contributing
member of a dynamic global community.

We accomplish this by creating an
unparalleled learning environment
characterized by:

- High expectations
- Quality instruction
- Continuous improvement
- Civic responsibility

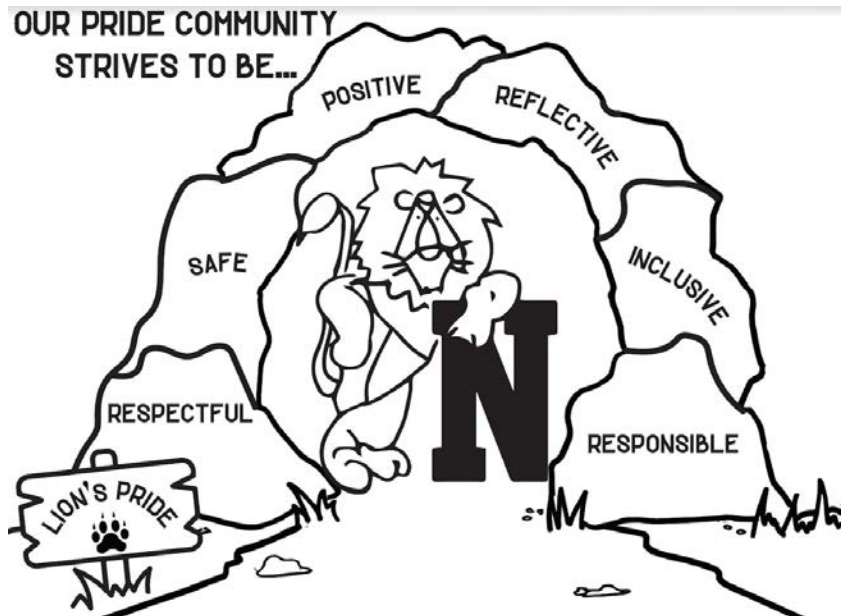
NEWTOWN PUBLIC SCHOOLS CORE BELIEFS

WE BELIEVE THAT:

- Each individual is unique and has value.
- Everyone can and will learn well.
- It takes effort and persistence to achieve one's full potential.
- High expectations inspire higher level of performance.
- Honesty, integrity, respect, and open communication build trust.
- Quality education expands the opportunities for individuals and is vital to the success of the entire community.
- Educating children is a shared responsibility of the entire community.
- Family is a critical influence in each individual's development.
- Understanding all forms of diversity is essential in a global society.
- All individuals are responsible for their behavior and choices.
- Educated and involved citizens are essential for sustaining a democratic society.
- Everyone has the responsibility to contribute to the greater good of the community.
- Continuous improvement requires the courage to change.



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



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NEWTOWN MIDDLE SCHOOL
2022-23
CLUSTER TEACHERS

7 ORANGE		
Teacher	Room	Subject
Mrs. Nucifora	A16	Language Arts
Ms. Stevens	A20	Mathematics
Mr. DeBenedetto	A17	Social Studies
Mrs. Catanese	A21	Science
Mrs. Bautista	A22	Spanish
Ms. Bachar	A19	Special Education
Mrs. Hague-Doehr	Counseling	School Counselor

8 GOLD		
Teacher	Room	Subject
Mrs. Kontra	A12	Language Arts
Mrs. Han	A13	Mathematics
Mr. Esposito	A14	Social Studies
Mr. Schupp	A3	Science
Mrs. Steeves	A7	Spanish
Mrs. Bisson	A-11	Special Education
Ms. Underberger	Counseling	School Counselor

7 GREEN		
Teacher	Room	Subject
Mr. Tremaglio	C11	Language Arts
Mrs. Morais	C14	Mathematics
Mrs. Pereira	C9	Social Studies
Mrs. Musco	C7	Science
Mrs. Wuhler	C5	Spanish
Mrs. Pace	C8	Special Education
Mrs. Underberger	Counseling	School Counselor

8 PURPLE		
Teacher	Room	Subject
Ms. Lang	A8	Language Arts
Mrs. Pope	A9	Mathematics
Mrs. Oliver	A10	Social Studies
Mrs. Betesh	A4	Science
Mr. Zetoff	A6	Spanish
Ms. Garrison	A5	Special Education
Mrs. Broccoli	Counseling	School Counselor

7 RED		
Teacher	Room	Subject
Mrs. Laferriere	C18	Language Arts
Mrs. Maag	C16	Mathematics
Mr. Ryan	C15	Social Studies
Ms. Dye	C13	Science
Mrs. Kane	C17	Spanish
Ms. Rousseau	C20	Special Ed
Mrs. Hague-Doehr	Counseling	School Counselor

8 BLUE		
Teacher	Room	Subject
Mr. Washburn	C4	Language Arts
Mrs. Hart	C3	Mathematics
Mr. Cruz	C2	Social Studies
Ms. Neff	C1	Science
Mrs. Santiago	C6	Spanish
Mrs. Skelton	C10	Special Education
Mrs. Broccoli	Counseling	School Counselor

NEWTOWN MIDDLE SCHOOL

UNIFIED ARTS & STUDENT SUPPORT STAFF

<u>Unified Arts Teachers</u>	<u>Room</u>
Art-Mrs. Hildebrandt	A1
Art-Mrs. Ladue	D4
Band/Music Lab– Mr. Mahoney	D9/D12
Orchestra/Music Lab – Mrs. Burns	D10/D12
Chorus/Music Lab-Mr. Pope	D7/D14
Computer Integration-Mr. Cirella	B5
Food Science – Mrs. Iacofano	D8/B8
French – Mrs. Malkin	A15
Health Education – Ms. Fontaine	B9
Health Education – Mr. Tammero	B9
Math Intervention – Mrs. Johnson	C22
Math Intervention – Ms. McKeegan	A18
Physical Education – Ms. Fontaine	A/B Gyms
Physical Education – Mr. Kantor	A/B Gyms
Physical Education – Mr. LaRosa	A/B Gyms
Project Adventure – Mr. Chivinski	B7/B Gym
Reading/Writing – Mrs. Colwell	B4
Reading/Writing – Ms. Papalia	B2
Technology Education-Mr. Eppley	A2
<u>Special Education</u>	
Special Education Supervisor – Mrs. Hall	C-Wing Office
Literacy – Ms. Rose	A-Annex
<u>Librarian/Media Specialist</u>	
Mr. San Angelo	Library Media Center
<u>Project Challenge</u>	
Mr. Myhill	A25
<u>SAIL Program</u>	
Ms. Simon	E2
Mr. Tammero	E2
<u>Administrators</u>	
Mr. Jim Ross - Principal	B-Wing Office
Mr. Brian Walsh-Assistant Principal	C-Wing Office
<u>Nurses</u>	
Mrs. Trager, RN	Health Office
Mrs. Poidomani, RN	Health Office
<u>School Psychologists</u>	
Mrs. Finklea	C-Wing Office
Ms. Prezioso	E1
<u>School Resource Officer</u>	
Office Fernando Pereira	C-Wing Office
<u>Social Workers</u>	
Mrs. Cowden	C-Wing Office
Mrs. Megan Hermanowski	A-Annex
<u>Speech Pathologist</u>	
Ms. Garczynksi	C-Wing Office
<u>Security Officers</u>	
Jim Jensen	Lobby
Joe Carlino	Lobby

**NEWTOWN MIDDLE SCHOOL
2022-23 DAILY SCHEDULE**

7 ORANGE			8 GOLD		
CLASS	8:00-8:04	Homeroom	CLASS	8:00-8:04	Homeroom
1	8:08-8:53	Core Academics	1	8:08-8:53	Core Academics
2	8:57-9:42	Core Academics	2	8:57-9:42	Core Academics
3	9:46-10:31	Core Academics	3	9:46-10:31	Unified Arts
4-1	10:35-11:05	Lunch/Core Academics	4-1	10:35-11:05	Lunch/Core Academics
4-2	11:05-11:35		4-2	11:05-11:35	
4-3	11:35-12:05		4-3	11:35-12:05	
5	12:09-12:54	Unified Arts	5	12:09-12:54	Core Academics
6	12:58-1:43	Core Academics	6	12:58-1:43	Unified Arts
7	1:47-2:32	Unified Arts	7	1:47-2:32	Core Academics
7 GREEN			8 PURPLE		
CLASS	8:00-8:04	Homeroom	CLASS	8:00-8:04	Homeroom
1	8:08-8:53	Core Academics	1	8:08-8:53	Unified Arts
2	8:57-9:42	Unified Arts	2	8:57-9:42	Core Academics
3	9:46-10:31	Core Academics	3	9:46-10:31	Core Academics
4-1	10:35-11:05	Lunch/Core Academics	4-1	10:35-11:05	Lunch/Core Academics
4-2	11:05-11:35		4-2	11:05-11:35	
4-3	11:35-12:05		4-3	11:35-12:05	
5	12:09-12:54	Core Academics	5	12:09-12:54	Core Academics
6	12:58-1:43	Core Academics	6	12:58-1:43	Unified Arts
7	1:47-2:32	Unified Arts	7	1:47-2:32	Core Academics
7 RED			8 BLUE		
CLASS	8:00-8:04	Homeroom	CLASS	8:00-8:04	Homeroom
1	8:08-8:53	Core Academics	1	8:08-8:53	Unified Arts
2	8:57-9:42	Unified Arts	2	8:57-9:42	Core Academics
3	9:46-10:31	Core Academics	3	9:46-10:31	Unified Arts
4-1	10:35-11:05	Lunch/Core Academics	4-1	10:35-11:05	Lunch/Core Academics
4-2	11:05-11:35		4-2	11:05-11:35	
4-3	11:35-12:05		4-3	11:35-12:05	
5	12:09-12:54	Unified Arts	5	12:09-12:54	Core Academics
6	12:58-1:43	Core Academics	6	12:58-1:43	Core Academics
7	1:47-2:32	Core Academics	7	1:47-2:32	Core Academics

**2022-23 NEWTOWN MIDDLE SCHOOL
2 HOUR DELAYED OPENING (LUNCH SERVED)**

7 ORANGE			8 GOLD		
CLASS	10:00-10:02	Homeroom	CLASS	10:00-10:02	Homeroom
1	10:06-10:33	Core Academics	1	10:06-10:33	Core Academics
2	10:37-11:04	Core Academics	2	10:37-11:04	Core Academics
3	11:08-11:35	Core Academics	3	11:08-11:35	Unified Arts
4-1	11:39-12:06	Lunch/Core Academics	4-1	11:39-12:06	Lunch/Core Academics
4-2	12:06-12:33		4-2	12:06-12:33	
4-3	12:33-1:00		4-3	12:33-1:00	
5	1:04-1:31	Unified Arts	5	1:04-1:31	Core Academics
6	1:35-2:02	Core Academics	6	1:35-2:02	Unified Arts
7	2:05-2:32	Unified Arts	7	2:05-2:32	Core Academics
7 GREEN			8 PURPLE		
CLASS	10:00-10:02	Homeroom	CLASS	10:00-10:02	Homeroom
1	10:06-10:33	Core Academics	1	10:06-10:33	Unified Arts
2	10:37-11:04	Unified Arts	2	10:37-11:04	Core Academics
3	11:08-11:35	Core Academics	3	11:08-11:35	Core Academics
4-1	11:39-12:06	Lunch/Core Academics	4-1	11:39-12:06	Lunch/Core Academics
4-2	12:06-12:33		4-2	12:06-12:33	
4-3	12:33-1:00		4-3	12:33-1:00	
5	1:04-1:31	Core Academics	5	1:04-1:31	Core Academics
6	1:35-2:02	Core Academics	6	1:35-2:02	Unified Arts
7	2:05-2:32	Unified Arts	7	2:05-2:32	Core Academics
7 RED			8 BLUE		
CLASS	10:00-10:02	Homeroom	CLASS	10:00-10:02	Homeroom
1	10:06-10:33	Core Academics	1	10:06-10:33	Unified Arts
2	10:37-11:04	Unified Arts	2	10:37-11:04	Core Academics
3	11:08-11:35	Core Academics	3	11:08-11:35	Unified Arts
4-1	11:39-12:06	Lunch/Core Academics	4-1	11:39-12:06	Lunch/Core Academics
4-2	12:06-12:33		4-2	12:06-12:33	
4-3	12:33-1:00		4-3	12:33-1:00	
5	1:04-1:31	Unified Arts	5	1:04-1:31	Core Academics
6	1:35-2:02	Core Academics	6	1:35-2:02	Core Academics
7	2:05-2:32	Core Academics	7	2:05-2:32	Core Academics

**2022-23 NEWTOWN MIDDLE SCHOOL
2 HOUR EARLY RELEASE (LUNCH SERVED)**

7 ORANGE			8 GOLD		
CLASS	8:00-8:02	Homeroom	CLASS	8:00-8:02	Homeroom
1	8:06-8:33	Core Academics	1	8:06-8:33	Core Academics
2	8:37-9:04	Core Academics	2	8:37-9:04	Core Academics
3	9:08-9:35	Core Academics	3	9:08-9:35	Unified Arts
4-1	9:39-10:06	Lunch/Core Academics	4-1	9:39-10:06	Lunch/Core Academics
4-2	10:06-10:33		4-2	10:06-10:33	
4-3	10:33-11:00		4-3	10:33-11:00	
5	11:04-11:31	Unified Arts	5	11:04-11:31	Core Academics
6	11:35-12:02	Core Academics	6	11:35-12:02	Unified Arts
7	12:05-12:32	Unified Arts	7	12:05-12:32	Core Academics
7 GREEN			8 PURPLE		
CLASS	8:00-8:02	Homeroom	CLASS	8:00-8:02	Homeroom
1	8:06-8:33	Core Academics	1	8:06-8:33	Unified Arts
2	8:37-9:04	Unified Arts	2	8:37-9:04	Core Academics
3	9:08-9:35	Core Academics	3	9:08-9:35	Core Academics
4-1	9:39-10:06	Lunch/Core Academics	4-1	9:39-10:06	Lunch/Core Academics
4-2	10:06-10:33		4-2	10:06-10:33	
4-3	10:33-11:00		4-3	10:33-11:00	
5	11:04-11:31	Core Academics	5	11:04-11:31	Core Academics
6	11:35-12:02	Core Academics	6	11:35-12:02	Unified Arts
7	12:05-12:32	Unified Arts	7	12:05-12:32	Core Academics
7 RED			8 BLUE		
CLASS	8:00-8:02	Homeroom	CLASS	8:00-8:02	Homeroom
1	8:06-8:33	Core Academics	1	8:06-8:33	Unified Arts
2	8:37-9:04	Unified Arts	2	8:37-9:04	Core Academics
3	9:08-9:35	Core Academics	3	9:08-9:35	Unified Arts
4-1	9:39-10:06	Lunch/Core Academics	4-1	9:39-10:06	Lunch/Core Academics
4-2	10:06-10:33		4-2	10:06-10:33	
4-3	10:33-11:00		4-3	10:33-11:00	
5	11:04-11:31	Unified Arts	5	11:04-11:31	Core Academics
6	11:35-12:02	Core Academics	6	11:35-12:02	Core Academics
7	12:05-12:32	Core Academics	7	12:05-12:32	Core Academics

**2022-23 NEWTOWN MIDDLE SCHOOL
3 HOUR DELAYED OPENING (LUNCH SERVED)**

7 ORANGE			8 GOLD		
CLASS	11:00-11:02	Homeroom	CLASS	11:00-11:02	Homeroom
1	11:06-11:26	Core Academics	1	11:06-11:26	Core Academics
2	11:30-11:50	Core Academics	2	11:30-11:50	Core Academics
3	11:54-12:14	Core Academics	3	11:54-12:14	Unified Arts
4-1	12:18-12:38	Lunch/Core Academics	4-1	12:18-12:38	Lunch/Core Academics
4-2	12:38-12:58		4-2	12:38-12:58	
4-3	12:58-1:18		4-3	12:58-1:18	
5	1:22-1:42	Unified Arts	5	1:22-1:42	Core Academics
6	1:46-2:06	Core Academics	6	1:46-2:06	Unified Arts
7	2:10-2:32	Unified Arts	7	2:10-2:32	Core Academics
7 GREEN			8 PURPLE		
CLASS	11:00-11:02	Homeroom	CLASS	11:00-11:02	Homeroom
1	11:06-11:26	Core Academics	1	11:06-11:26	Unified Arts
2	11:30-11:50	Unified Arts	2	11:30-11:50	Core Academics
3	11:54-12:14	Core Academics	3	11:54-12:14	Core Academics
4-1	12:18-12:38	Lunch/Core Academics	4-1	12:18-12:38	Lunch/Core Academics
4-2	12:38-12:58		4-2	12:38-12:58	
4-3	12:58-1:18		4-3	12:58-1:18	
5	1:22-1:42	Core Academics	5	1:22-1:42	Core Academics
6	1:46-2:06	Core Academics	6	1:46-2:06	Unified Arts
7	2:10-2:32	Unified Arts	7	2:10-2:32	Core Academics
7 RED			8 BLUE		
CLASS	11:00-11:02	Homeroom	CLASS	11:00-11:02	Homeroom
1	11:06-11:26	Core Academics	1	11:06-11:26	Unified Arts
2	11:30-11:50	Unified Arts	2	11:30-11:50	Core Academics
3	11:54-12:14	Core Academics	3	11:54-12:14	Unified Arts
4-1	12:18-12:38	Lunch/Core Academics	4-1	12:18-12:38	Lunch/Core Academics
4-2	12:38-12:58		4-2	12:38-12:58	
4-3	12:58-1:18		4-3	12:58-1:18	
5	1:22-1:42	Unified Arts	5	1:22-1:42	Core Academics
6	1:46-2:06	Core Academics	6	1:46-2:06	Core Academics
7	2:10-2:32	Core Academics	7	2:10-2:32	Core Academics

**2022-23 NEWTOWN MIDDLE SCHOOL
3 HOUR EARLY DISMISSAL (GRAB & GO LUNCH)**

7 ORANGE			8 GOLD		
CLASS	8:00-8:02	Homeroom	CLASS	8:00-8:02	Homeroom
1	8:06-8:32	Core Academics	1	8:06-8:32	Core Academics
2	8:36-9:02	Core Academics	2	8:36-9:02	Core Academics
3	9:06-9:32	Core Academics	3	9:06-9:32	Unified Arts
4	9:36-10:02	Core Academics	4	9:36-10:02	Core Academics
5	10:06-10:32	Unified Arts	5	10:06-10:32	Core Academics
6	10:36-11:02	Core Academics	6	10:36-11:02	Unified Arts
7	11:06-11:32	Unified Arts	7	11:06-11:32	Core Academics
7 GREEN			8 PURPLE		
CLASS	8:00-8:02	Homeroom	CLASS	8:00-8:02	Homeroom
1	8:06-8:32	Core Academics	1	8:06-8:32	Unified Arts
2	8:36-9:02	Unified Arts	2	8:36-9:02	Core Academics
3	9:06-9:32	Core Academics	3	9:06-9:32	Core Academics
4	9:36-10:02	Core Academics	4	9:36-10:02	Core Academics
5	10:06-10:32	Core Academics	5	10:06-10:32	Core Academics
6	10:36-11:02	Core Academics	6	10:36-11:02	Unified Arts
7	11:06-11:32	Unified Arts	7	11:06-11:32	Core Academics
7 RED			8 BLUE		
CLASS	8:00-8:02	Homeroom	CLASS	8:00-8:02	Homeroom
1	8:06-8:32	Core Academics	1	8:06-8:32	Unified Arts
2	8:36-9:02	Unified Arts	2	8:36-9:02	Core Academics
3	9:06-9:32	Core Academics	3	9:06-9:32	Unified Arts
4	9:36-10:02	Core Academics	4	9:36-10:02	Core Academics
5	10:06-10:32	Unified Arts	5	10:06-10:32	Core Academics
6	10:36-11:02	Core Academics	6	10:36-11:02	Core Academics
7	11:06-11:32	Core Academics	7	11:06-11:32	Core Academics

SECTION B

STUDENT INFORMATION

ARRIVAL PROCEDURES FOR STUDENTS

Students should not arrive at school before 7:30AM, unless they have made prior arrangements with their teachers to receive extra help.

A-Wing students will report to the A-Gym and C-Wing students will report to either the cafeteria until 7:50AM. Students will report to their homeroom beginning at 7:50AM.

For students being dropped off by a parent or guardian, A-Wing students should be dropped off at the horseshoe area and C-Wing students should be dropped off at the cafeteria doors. **DO NOT USE THE MAIN PARKING LOT, INCLUDING THE C-WING ENTRANCE FOR DROP-OFFS UNTIL AFTER 8AM.** Please do not park in the horseshoe parking area.

We value every child's safety and appreciate your cooperation.

BICYCLES

If you ride a bicycle to school, park it in the bike rack provided. Do not ride the bike on school property between 7:30AM and 3:00PM instead walk your bike on or off campus. All bicycles should have locks. Reminder: Students must follow state law when riding a bike, including use of a helmet.

BOOKBAGS

Bookbags must be stored in lockers during the entire school day. Certain circumstances may require modifications to this rule.

BUS INFORMATION

Be on time at your designated bus stop. Wait until the bus comes to a complete stop before attempting to enter. You may not ride on any bus other than the one to which you are regularly assigned without permission from the office. Such permission will be granted only in emergencies or in cases of verified job requirements and temporary or permanent changes of residence. Written requests must be sent to Mrs. Frobey in the C-Wing office by your parents if these circumstances occur. Bus passes cannot be issued for a Friday night sleep-over at a friend's house, etc.

BUS RIDER SAFETY REGULATIONS

All school behavioral standards apply to the bus.

1. Remain seated at all times.
2. Keep arms, legs, head, and any materials you may be carrying inside the bus at all times.
3. Observe all other safety rules regarding entering or leaving the school bus. When crossing to the opposite side of the street, proceed only after checking for approaching cars from either direction and upon signal from the bus driver.
4. Do not walk in between buses parked on school property. Students must form an orderly line prior to boarding their bus at its departure point and time. All students waiting for buses outside the school are to wait quietly without running and playing in the bus area.
5. Refrain from eating food or drinking beverages on the bus.

CAFETERIA

All School Behavioral Standards apply in the cafeteria.

CELLPHONES

Cell phones/electronic devices, including bluetooth/wireless earbuds, must be kept in student lockers from 8:00AM - 2:32PM and are brought to school at students' own risk. Exceptions will be made for students that have a medical diagnosis requiring them to be in the students' possession. Students can use phones located in the offices if they need to contact home.

CLOSED CAMPUS

You must remain on school grounds from 7:50AM or your time of arrival until you board the school bus after dismissal. You may not leave school grounds without a teacher or administrator's permission.

When going from one area in the building to another, always remain inside the building unless accompanied by a teacher.

DELIVERIES

Deliveries from home should be left in the vestibule marked with the student's name and cluster. Messages and deliveries received from home will be forwarded to students at lunchtime or at the end of the school day ONLY in order not to interrupt instruction.

DISMISSAL

Students who ride school buses are dismissed at 2:32PM through the doorways that open to our parking lot. Students should walk directly to their bus or designated waiting area while waiting for their bus.

Students who are not on a bus route and walk to their homes will be dismissed from the main entrance. These students are to leave at dismissal time.

Walkers

Regular bus students are discouraged from walking! If parents/guardians would like to allow their student to walk home from school, they must check the appropriate box in the PowerSchool portal (Signatures & Opt-Outs page). In the event of an emergency requiring the need for your child to walk and you have not given this permission in PowerSchool, please call (203)426-7642 to make arrangements. Students that walk after school without permission may/will be subjected to a school consequence.

Parent Pickup at end of the day

Parents/guardians picking up their child at dismissal may do so at the assigned pick up location. Students in the A-Wing will be picked up from the horseshoe area and students in the C-Wing will be picked up from the cafeteria. Students will be released at 2:32PM for dismissal. Student's not picked up by 2:45PM will need to be picked up from the main lobby.

DISMISSAL (EARLY)

If a parent/guardian must pick up their child early from school, please email nmsattendance@newtown.k12.ct.us before the start of the school day. If notifying the school after the start of the school day please call (203)426-7638 with the student's name and pick-up time. Parent should check in with the security guard (will need driver's license) and security will direct parents to the C-Wing

Due to bus traffic, we ask parents to pick up students by 2:00PM for early dismissal requests.

Unplanned Dismissal From Nurse's Office

After the nurse contacts the parent(s) and arranges for the student to be picked up, the student will remain in the Nurse's Office. Parents will need to sign in with security and go to the C-Wing Office to sign your student out and pick up your student from the Nurse's Office.

DISTRICT DRESS CODE **Student Dress and Grooming**

Policy 5132
adopted July 21, 2016

Students shall dress in professional clothing appropriate to the school setting. Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. is unsafe either for the student or those around the student;
2. is counterintuitive to school operations and the education process in general;
3. is contrary to law.

NMS CLARIFICATION OF DRESS CODE

1. Shirts, shorts and dresses must not be overly brief. A helpful guideline is that shorts or skirts should be mid-thigh length.
2. Revealing necklines, strapless tops and visible bra straps are prohibited.
3. Exposed midriffs are prohibited.
4. Underwear must not be visible.
5. Jackets, coats, sunglasses, and headgear (including hats) are considered to be outerwear. These items must be stored in lockers during school hours, 7:50AM to 2:32PM.
6. Articles of clothing which have inappropriate words/pictures, or alcohol/tobacco references, or phrases with double meanings may not be worn.
7. Footwear must be worn at all times.
8. Sweatshirts with hoods must be worn with the hoods off of student's heads

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the signal is given, every person leaves the building by the prescribed route – quickly and silently. The teacher in each classroom will give the students instructions. Signs in each classroom indicate which exits are to be used.

HALL PASSES

Students should not be in the halls during class periods unless they are accompanied by or have a pass from a teacher. Special room passes are available from your teacher to be used to go to the lavatory or lockers. Students are required to sign in and out when they leave a classroom, gymnasium, cafeteria, etc.

LIBRARY MEDIA CENTER

The Library/Media Center contains a variety of print (books, magazines, newspapers, etc.) and non-print (computer) resources which may be used by students for assigned study. It is open from 7:30PM to 3:00PM daily.

Students must use the media center responsibly. Periodically, teachers reserve the Library/Media Center for full classes. If you wish to use the Center on an independent basis during the day, schedule a time through one of your cluster teachers. Your teacher will then issue you a pass for a specific time. Present your pass to the media specialist, and sign in when you arrive. Students wishing to use the media center before or after school may do so without passes.

Fines are charged for overdue books at a rate of five cents per day. You are personally responsible for any library materials which you use. At the conclusion of the school year, report cards, yearbooks, and awards are withheld from any students who have either not returned overdue materials or paid overdue book fines.

LOCKERS

At the start of each year you will be issued a locker with its own special combination. You are expected to keep your locker clean and orderly. To help you with this, we will have locker clean-out several times a year. Please do not write or put decals or stickers on your lockers. Instead, use magnets to post information in your locker.

Your locker combination should not be shared with anyone. If you forget your combination, please see your homeroom teacher. Desks and lockers are the property of Newtown Public Schools. Therefore, they may be inspected by school officials at any time.

To Open Your Locker

Set the lock to zero, turn to the right two times **past** zero to the first number, left **past** the first number to the second number, (make sure you go **past** the first number), then right for the third number, and the lock should open.

LOST & FOUND

If you find something, take it to the C-Wing office where it can be claimed by the owner. Lost and found items will be placed in the back of the cafeteria. Lost articles will be kept for two weeks. After that, the articles will be given to a charity. Eye glasses will be given to the Health Office to hold and higher value items will be held in the C-Wing Office.

PHYSICAL EDUCATION

In the event you have a medical excuse and cannot participate in Phys Ed class either permanently or for a short period of time (more than 2 classes) you must have a written excuse from your doctor on file with the school nurse.

PHYSICAL EDUCATION DRESS CODE

Flip flops, sandals, crocs, boots, slip on sneakers, and dress shoes **are not acceptable** footwear for physical education classes.

SCHOOL COUNSELORS

The school counselors at the Middle School will help you understand our school and its programs. They can also help you with any questions, problems, or concerns you might have while you're at the Middle School. They are available, too, if your parents have questions about the needs of a student your age, the school, or its programs. The school counselors can be contacted at (203)426-7644. Requests for an appointment with your school counselor can be made before and after school and between periods. Your school counselor will give you a pass to confirm your appointment time.

SELLING OF MERCHANDISE

Students may not solicit or sell any items in the building without prior approval from the administration. This includes candy, soda, tickets, etc.

SKATEBOARD/SCOOTERS/ROLLERBLADES

Skateboards, scooters and rollerblades are prohibited in school and on school grounds.

STUDENT VISITORS

Student visitors are allowed in the building or on campus after 2:45PM.

Students who wish to visit former teachers on a day when school is in session should call the principal's office to make an appointment. Student visitors should not interfere in any way with the dismissal of Middle School students. No children are allowed to sit in on a class regardless of residency status.

TEXTBOOKS

Make sure you cover all textbooks. Print your name, in the space provided, on the inside front cover of each book. A lost or damaged book is your responsibility, and you will be expected to pay for it.

SECTION C

DISCIPLINARY GUIDELINES

NEWTOWN MIDDLE SCHOOL PHILOSOPHY OF DISCIPLINE

Discipline is an active teaching and learning process which reflects the mission and core beliefs of the Newtown Success-Oriented School Model. Quality behavior emphasizes appropriate habits of self-discipline demonstrated by respect, responsibility, independence, and individual accountability.

Errors in judgment that lead to disciplinary referrals are viewed as opportunities for learning. Therefore, with their teachers, students who violate school rules develop plans to correct their mistakes. This approach emphasizes solutions to problems rather than punishment. If a student makes an error in judgment which cannot be easily rectified by the student and teacher, the teacher may refer the student to the appropriate administrator who then works with the student to determine the cause of the conflict and to develop a plan that will "make the situation right" (restitution). When appropriate, a consequence is also assigned.

Teachers or administrators notify parents of all discipline interventions and plans. If a plan is not working, the matter is revisited. Repeat offenders are referred to the SRBI Team and/or an administrator as well as to the appropriate guidance counselor. In serious situations, an administrator is contacted immediately.

BEHAVIORAL EXPECTATIONS

Level I - Interventions and Consequences

Level 1's are typically less serious behaviors regarding school expectations. Students normally first meet with a teacher before the behavior is communicated to the administrator to discuss the issue and to review school and district policies to support them in making better decisions in the future. Interventions and consequences below may vary depending on the nature of the offense and the student's prior history or behavior.

Behaviors	Interventions and Consequences		
Dress Code Violation	Change of Clothes/Warning	Parent brings appropriate clothes/Administrative Detention	Parent Pick Up
Electronic Device/Cell Phone/ Personal Device during school day	Teacher Warning	Confiscation/student picks up in AP office at end of day	Parent picks up phone/Administrative Detention
Inappropriate behavior/ disrespect in class/hallways/ school events	Teacher/Administrative discussion with student	Detention/Community Service	Community Service/Suspension
Inappropriate Language/ Gestures/Writings	Teacher/Administrative discussion with student	Detention/Community Service	Community Service/ Suspension
Inappropriate Use of Technology	Teacher/Administrative discussion with student	Detention/Community Service	Community Service/ Suspension
Tardiness	Teacher referral	Detention	Community Service
Cut Classes	Administrative discussion with student and possible Community Service	Community Service	Suspension

BEHAVIORAL EXPECTATIONS (continued)

Level II – Interventions and Consequences

Level II's are typically behaviors that are more disruptive in nature or may have been exhibited previously. Level II behaviors may lead to in-school suspension. Students normally meet with an administrator to discuss the seriousness of the issue and to plan strategies for better decision-making in the future. Parents will be contacted by the administrator.

Behaviors	Interventions and Consequences		
Cheating	Student receives a zero and parent contact	Student receives a zero, parent contact, Restorative Worksheet	Student receives a zero, parent contact, detention
Disruptive Behavior	Teacher/Administrative discussion with student	Detention/Community Service	Community Service/Suspension
Forgery/Falsifying Documents	Administrative discussion with student	Detention/Community Service	Community Service/Suspension
Gambling	Administrative discussion with student	Detention/Community Service	Community Service/Suspension
Harassment of Other Students or Staff	Teacher/Administrative discussion with student	Community Service/Suspension	Suspension
Inappropriate Physical Contact	Teacher referral	Community Service/Suspension	Suspension
Insubordination	Teacher referral	Community Service/Suspension	Suspension
Leaving School Grounds Without Permission	Teacher referral	Community Service/Suspension	Suspension
Mean/Cruel Behavior Towards Others	Teacher referral	Community Service/Suspension	Suspension
Possession of Lighters and/or Matches	Teacher referral	Community Service/Suspension	Suspension

Level III & IV - Interventions and Consequences

Level III & IV are typically more serious behaviors that are disruptive to the education process and the school community. Level III & IV behaviors are in direct conflict with district policies and/or law. Level III & IV consequences may include in or out-of-school suspension, expulsion, and/or police involvement. Students will meet with an administrator to discuss the serious nature of the behavior. Parents will be contacted to review the student's behavior, the implications the violation has on the educational community, and the consequences that will result. Students at Level III & IV will also be referred to counseling. Interventions and consequences below are dependent on the nature of the offense, the student's prior history or behavior, and mandatory actions that may be required by the Newtown Board of Education (BOE) and/or the police.

Behaviors	Interventions and Consequences		
Alcohol/Drugs/Paraphernalia/Possession/Use	1 day in-school suspension; parent contact & referral to support staff	5 day school suspension & referral to support staff	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing
Bullying / Cyberbullying Mandatory Letter to Assistant Superintendent	1 day in-school suspension; parent contact & referral to support staff	5 day school suspension & referral to support staff	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing
Disruption to Educational Process	1 days in-school suspension	3 day school suspension & referral to support staff	5 day school suspension; referral to support staff
False Alarms	1 days in-school suspension	5 day school suspension & referral to support staff	5 day school suspension, may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing
Physical Aggression/Fighting	1 days in-school suspension	5 day school suspension & referral to support staff	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing
Inappropriate Sexual Behavior	1 day in-school suspension; parent contact & referral to support staff	5 day school suspension & referral to support staff	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing
Theft	Community Service/ Suspension & Restorative practices	3 day school suspension & Restorative Practice	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing

Level III & IV - Interventions and Consequences (continued)

Threatening/Endangering Students and/or Staff	1 day in-school suspension; parent contact & referral to support staff	5 day school suspension & referral to support staff	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing
Vandalism	Community Service, 1 day in-school suspension, & referral to support staff	3 day suspension & referral to support staff	10 Day school suspension; may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing

Level IV – Interventions and Consequences

Behaviors	Interventions and Consequences
Intent to Sell (Alcohol/Drugs/Paraphernalia)	Administration will investigate and determine the level of consequence for these serious behaviors. These consequences may include out-of-school suspension, police involvement, and/or a recommendation to the superintendent and/or BOE for mandatory expulsion hearing.
Threatening/Endangering/Students and/or Staff	
Weapons – Possession/Use	

SECTION D

ACADEMIC INFORMATION

ACADEMIC CONCERN/RETENTION PROCEDURE

After First Marking Period

- Concern list is compiled by cluster teachers, counselor and administrator
- Counselor meets with students failing one or more core subjects
- Parents conference with teachers in the fall
- Cluster revises or develops Scientific Research-Based Intervention (SRBI) plans based on academic concerns

After Second Marking Period

- Concern list reviewed and revised by teachers, counselor and administrator
- Counselor meets with students who have multiple D's and F's in core classes to create an action plan
- Parents of those students with multiple D's and F's will be invited in for spring conferences with cluster teachers
- Cluster revises or develops SRBI plans based on academic concerns
- A letter from the principal will be sent to the parents of students with multiple D's and F's in core classes

After Third Marking Period

- Concern list reviewed and revised by teachers, counselor and administrator
- Cluster revises or develops SRBI plans based on academic concerns
- A letter will be sent to parents of students with the potential of failing two or more core subjects to schedule a meeting
- Students who receive a letter will conference with the principal, counselor, and parents to review/revise an action plan and will be given summer school information

ACHIEVEMENT RATINGS

Outstanding Progress	A+ (97-100)	A (93-96)	A- (90-92)	
Very Good Progress	B+ (87-89)	B (83-86)	B- (80-82)	
Satisfactory Progress	C+ (77-79)	C (73-76)	C- (70-72)	
Needs to Improve, Poor Progress, Passing	D+ (68-69)	D (66-67)	D- (65)	
Unsatisfactory, Work not acceptable with respect to individual ability, Failing	F=Below 65	NM=No Mark	P/F=Pass/Fail	I=Incomplete

EFFORT RATINGS (Citizenship)

Outstanding	A
Very Good	B
Satisfactory	C
Needs to Improve	D
Unsatisfactory	F

CHANGING OF GRADES

Deadline for teachers to make changes to grades is 2 weeks from the date the report card is issued. Grade changes are for incomplete grades due to overdue assignments, illness, etc. After 2 weeks, an incomplete grade may become an "F". Extenuating circumstances will be considered on an individual basis.

HOMEWORK

Homework is the independent practice of the content and skills learned at school. On average students should expect between 70-80 minutes of focused homework each night. The expectation is that daily homework assignments are due the next day.

- Students will not earn credit for late homework. Students who are absent will have additional time to turn in their homework. Zeros for homework missing due to absence will be entered into the PowerSchool until the missing work is completed and those zeros would have a comment or absence flag to distinguish them from actual earned homework zeros.
- Students can still earn credit for long-term assignments if not completed on the due date; however, there will be a late penalty.
- There will be discretion for students with circumstances.
- Homework will not count for more than 20% of the overall grade for the marking period.

HONOR ROLL

Achievement grades in all subjects will be considered to determine eligibility for the honor roll. A student must receive an overall achievement grade average of 85% or higher. A grade of C+ or lower in any subject or a Pass (P) designation will exclude the student from the honor roll.

Note: Pass/Fail (P/F) option for grading may be used only if stated in Individual Educational Plan (IEP) or through prior arrangement by a team consisting of school counselor, parent, teacher, and administrator.

When the computer calculates the average, it will use the following numerical values for the letter grades:

A+ (97-100)	C+ (77-79)
A (93-96)	C (73-76)
A- (90-92)	C- (70-72)
B+ (87-89)	D+ (68-69)
B (83-86)	D (66-67)
B- (80-82)	D- (65)

NM = No Mark

F= Below 65

PROGRESS REPORTING

Report Cards and Interim Progress Updates: There are four Report Card Terms each school year. To view your child's academic progress, please visit the PowerSchool Parent/Student Portal through the web link on our website. If you would like to set up a PowerSchool account or would like to request a paper copy of a Report Card or Interim Report please contact our School Counseling Office.

TEACHER PARENT CONFERENCES: The entire faculty is available for scheduled conferences on early dismissal days in the fall and the spring.

STANDARDS FOR PARTICIPATION IN SCHOOL ACTIVITIES

Participation in field trips, activities, and the Moving-Up ceremony will be determined on an individual basis.

STANDARDS FOR PROMOTION/SUMMER SCHOOL

In order to advance to the next grade, grade 7 and 8 students must pass three of the four core subjects (language arts, math, science and social studies). If a student passes only two of the core subjects, he/she will need to pass one course in summer school in order to be promoted. If the student passes only one course, or passes two courses but does not attend summer school, he/she will be retained. **Students may take only one course in summer school.**

SECTION E

ACTIVITIES

WHEN SCHOOL IS CANCELED, ALL SCHEDULED ACTIVITIES ARE CANCELED.

AFTER SCHOOL GAMES

If students plan to attend games, they are not allowed to remain in the school unsupervised until the games begin. Students must go home on their buses first and then return to view the games. Thank you for your attention to this matter.

EIGHTH GRADE MOVING-UP DINNER DANCE

The purpose of this eighth grade Moving-Up Dinner Dance is to provide a continuing social opportunity reserved for eighth grade students only at Newtown Middle School. A catered buffet will be included in the cost of the ticket. Middle School age appropriate party attire is recommended.

Parents: Please avoid scheduling medical, dental, or other appointments for your child between 8:00_{AM} and 2:32_{PM} on this date. Early dismissals are not permitted.

Students must attend school for the entire day in order to be admitted to the Moving-Up Dance.

Students are not allowed to arrive in a limousine.

Attire is semi-formal. Boys are encouraged to wear a collared button shirt with khaki type pants. Jackets are not required.

Students arriving under the following circumstances will be sent home to change:

- Boys wearing tuxedos, T-shirts, shorts, jeans, or sweat pants
- Girls wearing backless or strapless dresses or dresses with hems below calf length or dresses with bare midriffs or formal prom gowns

FIELD TRIPS

All field trips require permission from your parents. Most will require fees. If the cost of a field trip presents a financial hardship, please have your parents inform your teachers or the principal. When attending a field trip, students must follow all school rules.

Since field trips are a privilege, violations of School Behavioral Standards can result in loss of these activities.

Reminder: It is the responsibility of the student/parent to arrange transportation for all school activities on a timely basis.

INTERSCHOLASTIC SPORTS

Interscholastic sport teams at Newtown Middle School include boys' baseball and basketball and girls' softball and basketball, cross country and track. Tryouts for these teams begin in the fall and spring. Listen to the morning announcements for the time and place of tryouts. **Students that are absent are not eligible to participate in practice or games for that day.**

In order to participate in interscholastic sports, a student cannot have a failing report card grade (F) in more than one subject on the most recently issued report card. They must also have a current year physical on file. Physicals must be on the [CT State Health Assessment Record](#) and must be submitted to the Health Office before try-outs.

INTRAMURALS/ACTIVITIES

This program offers a variety of sports and clubs. Everyone can join; no one is cut. Listen to the morning announcements for information on the intramural sports program. **Students that are absent are not eligible to participate in practice or games for that day.**

Some activities include: Art Club, Chamber Orchestra, Debate Club, Drama Club, Jazz Band, Literary Magazine, Pinata Club, Robotics Club, Ski & Snowboard Club, Student Council, Yearbook, Volleyball, and Technology club.

STUDENT COUNCIL

The Student Council of Newtown Middle School is an exciting opportunity for students to be engaged in the planning of student activities, events, and school spirit.

Some of the many activities sponsored and directed by the Student Council include: dances, community service, spirit days, and other school events. Regular meetings involve Student Council members, faculty advisors, and administrators. Student Council members must model School Behavioral Standards.

SECTION F

PARENT INFORMATION

ACCIDENT INSURANCE

On a yearly basis, Newtown Public Schools purchases an Interscholastic Insurance for all injuries sustained in Interscholastic sports for all grades and a mandatory Accident Plan for all students for school-time related injuries on school property. These insurance plans are in excess of all primary insurance plans the injured party carries. If the injured party has no insurance then these plans become the primary. Newtown Public Schools no longer provides the option to purchase an insurance plan for their children. Please see the district website under the Parents tab at the very top of the page and click on the link Student Accident Insurance Info or click the following link: <https://www.newtown.k12.ct.us/StudentAccidentInsurance>

ADDRESSING CLASSROOM CONCERNS

Your concern must first be brought to the attention of the appropriate teacher. If the matter is not satisfactorily resolved, you are encouraged to discuss your concern with the administrative team.

If, after meeting with the principal, you feel that the matter has not been satisfactorily resolved at the school level, you may then put an appeal in writing to the Superintendent of Schools. The Superintendent will attempt to resolve the matter quickly and will communicate a decision in writing. If you are not satisfied with the Superintendent's decision, an appeal in writing should be addressed to the Board of Education. After a review and hearing by a committee of the Board of Education, the Board will render its decision in writing.

ATTENDANCE PROCEDURES

If sickness or emergency arises and your child must be absent from or late to school, email the Attendance Office at nmsattendance@newtown.k12.ct.us or call the attendance line at (203)270-6145. If the parent/guardian does not inform the Attendance Office, the student will be marked as absent unverified (unexcused absence). To receive notification of student absences please sign up for alerts in PowerSchool.

If you have any questions please call the C-Wing Office at (203)426-7638.

When your child is absent for more than one day, parents may request assignments by calling the School Counseling office at (203)426-7644. Please allow 24 hours for this material to be compiled. All work missed during your absence must be made up within a reasonable period of time following your return to school.

If your child will be absent from school for an extended period of time due to accident or illness, you may initiate procedures for homebound tutoring through the School Counseling Office. **Personal vacations which do not coincide with the district's vacation schedule are not considered a legal absence from school.** However, all requests to take students out of school for personal vacations should be directed in writing to the C-Wing Office.

An undocumented absence, i.e. truancy, occurs when a student is absent for the entire school day or part of a day without parental consent, or with parental consent when the school deems that consent is not to be in the best interest of the student.

Students may not leave school grounds without written parent permission, notification of teachers, and notification of administrators. This rule applies to the normal school day as well as extra-curricular activities.

TARDY POLICY

It is the expectation of Newtown Middle School that students arrive at school on time to receive the maximum benefits of classroom instructions. Parents will be notified of their child's tardy record. A pattern of tardiness will require the school to take action.

Absent/tardy procedure: letters & calls home for 10, 20, and 30 incidents by attendance office, counselor, and administrator.

CHILD CUSTODY

If parents have specific custody arrangements about the rights or lack of rights of one of the parents to pick up the youngster at school, it is very important that the school is given a copy of the legal document issued by the court. The custodial parent(s) should also make an appointment with the principal to discuss the Agreement.

EMERGENCY PROCEDURES

- In state or national emergency situations, the Governor will give us information about the threat or order the closing of all public facilities. Building-based Crisis Management Teams will lead the implementation of the emergency procedures. We will coordinate our efforts with other town services including the health department, police, and fire departments.
- During emergency situations, children need to feel they are safe and that they will not be abandoned. They should be in a familiar environment with people they know. Therefore, our goal is to provide as normal a routine as is possible given the situation. If we need to dismiss, we will follow the regular procedures and add appropriate actions to ensure emotional security during such a dismissal.
- In the event you decide to remove your child from school, **please go to the main (B-Wing) office.** This process will allow us to monitor the location of all students. In grades K-8, we will only release a child to his/her parent or guardian, or to an adult you designate specifically for this purpose. In grades 9-12, parents may communicate with the school to arrange for their children to be released to a person listed on the emergency information card.

HEALTH EDUCATION PROGRAM

The Newtown Board of Education has adopted a comprehensive health curriculum that emphasizes wellness, safety, life management skills, and decision-making. In the middle school, units include the following: Safety, Social/Emotional Health, Substance Use/Abuse, Healthy Body, Disease Prevention/Management (including HIV/AIDS), and Growth and Development.

HEALTH SERVICES

For the Latest Information on COVID protocols visit Newtown Public Schools Health Services Homepage: [Newtown Public Schools Health Services](#)

PRE-ENTRANCE REQUIREMENTS FOR ENTERING STUDENTS

1. Physical Examinations are required before entry into Pre-school, Kindergarten, prior to school enrollment (if a new student coming from outside the state of CT) and in Grades 6 and 10. (A physical exam done within one year is acceptable).

[CT State Health Assessment Record](#)

2. State and local laws require the following immunizations to be completed **before** entry into school for grades 7-8:

HEP B:	3 doses, last dose on or after 24 weeks of age
TDAP/TD:	1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
POLIO:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
VARICELLA:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification Of disease. 28 days between doses is acceptable if the doses have already been Administered.
HEPATITIS A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday
MENINGOCOCCAL:	1 dose

NOTE: Laboratory confirmation of immunity is only acceptable for Hepatitis B, Measles, Mumps, Rubella, Hepatitis A, and Varicella. Verification of Varicella Disease needs to be confirmed in writing by a MD, PA, or APRN that the child has a previous history of the disease, based on family or medical history.

EXEMPTIONS

1. Religious (proper forms are required)
 2. Medical (certification from a physician stating that the immunization is contraindicated)
3. **TUBERCULIN TESTING:** This applies to foreign and foreign-born students (new entrants and Kindergarten students) entering from a high risk country*. Physician's verification of a tuberculin test (Mantoux) given in the USA, including the date given and the results of the test.
 - ***High Risk Country (As identified by the Center for Disease Control)** – Central and South America, Philippines, Asia, India, Haiti, Russia, Africa and Dominican Republic.
 - **RESPONSIBILITY FOR COMPLIANCE with the State Immunization and Local Laws lie with the PARENTS.** The immunization record **MUST** be one that provides the necessary information about the type, date, and dosage and is to be signed by a physician. A health record from the previous school will also be accepted.

State requirements **require written** evidence of immunization, signed by your doctor, provided to the school prior to enrollment of student:

All requests for exemptions from immunizations based on religious grounds must be by written notification by the parent. Medical exemptions must be by order from a physician (MD) licensed to practice medicine in the United States.

Exemption forms may be obtained from the health office.

Physical examinations are also required for new entrants: **Sports physicals** are required for tryouts and athletic team participation and must be updated yearly. Physicals must be performed by a legal practitioner of medicine. Forms may be obtained on-line or from the health office.

HEALTH SERVICES - SCREENING PROGRAMS

The following screening programs are conducted at Newtown Middle School:

7th grade – Scoliosis screening 8th grade – Hearing and scoliosis screening

HEALTH SERVICES - ADMINISTRATION OF MEDICATION

Nurses/trained school personnel may administer medication during school hours with the written permission of a parent **and** the written order of a physician. **Medication forms** may be obtained on our website or from the health office. Medication should not be transported by the student on the school bus, with the exception of inhalers and EpiPens. Here is the link for the necessary forms on the Student Health Services Website: [Newtown Public Schools Health Services Offices](#)

Medication to be given should be brought to the school in the original prescription bottle by the parent and must be identified with the following:

- | | | |
|-----------------------|------------------|---------------------------------|
| - prescription number | - student's name | - medication name |
| - dosage | - doctor's name | - directions for administration |

HEALTH SERVICES - EXCLUSION FOR COMMUNICABLE DISEASES

Students with a communicable/infectious disease or condition may need to be excluded from school pending medical diagnosis treatment. Some of the most common diseases/conditions requiring possible exclusion are chicken pox, strep throat, skin rashes, lice, pneumonia, etc.

For additional information or questions about any disease or condition please contact the school nurse at 203-426-7636.

HEALTH SERVICES - PHYSICAL EDUCATION EXCUSES

Students may be excused from a PE class for a maximum of two classes with a parent/guardian note. Excuses greater than two days require a note from a medical doctor. Excessive use of a parent's notes will necessitate a conference with a PE teacher and nurse. A student physically unable to participate will be required to complete a written assignment during class period. A student with a long term absence will be required to complete an in-depth research assignment.

HEALTH SERVICES - GENERAL SUGGESTIONS

1. Sick children having temperatures of 100 degrees or above, vomiting, or other serious conditions, etc. will be sent home at the discretion of the nurse.
2. First aid will be given if your child is injured at school. If the ambulance or further medical attention is necessary, we will attempt to notify you immediately. Please update your child's health emergency form as information changes.
3. Children with rashes may be excluded pending diagnosis.
4. A child should have a normal temperature for 24 hours before returning to school after an illness.
5. Parents are responsible for reporting any special health problems or students with allergies to the school nurse. If medication is required follow the "Administration of Medication" policy.

Please contact the nurses for additional information at 203-426-7636 or Fax 203-270-4553(attention Health Office)

HEALTH SERVICES - PASSES

Students will not be admitted to the Health Office without passes except in emergencies. Students should first report to their classes and obtain passes from the teacher. Students who are ill may not leave school without first reporting to the nurse.

INCLEMENT WEATHER

In the event school is canceled, delayed, or closing early due to inclement weather or other reasons, the Superintendent will send a message to parents via Blackboard. The announcement will also be posted on the district website, newtown.k12.ct.us, CTWeatherCenter.com, newtownbee.com; radio stations: WEBE – 107.9 FM, WINE – Brookfield 940 AM, WLAD – Danbury 800 AM, WICC – Bridgeport 600 AM; TV stations: NBC channel 30, WFFB channel 3, and WTNH\channel 8.

NEWS RELEASES

If you prefer that your child's photo not be published please opt out in PowerSchool under Signatures & Opt Outs.

P.P.T. SCHEDULE ON DELAYED-START DAYS

If there is an unscheduled delay, all PPTs scheduled before 10:30AM will be canceled. PPT's scheduled for 10:30AM or after will take place according to the scheduled period time for the day.

PTA BOARD - 2022-23 SCHOOL YEAR (EMAIL ADDRESS: newtownmspta@gmail.com)

Co-Presidents: Jenn Atherton and Lisa Harrison

Vice President: Debbie Clark

Secretary: Meredith Campbell Britton

Treasurer: Rachel Mele

Faculty Representative: Andrew Tammero

SCHOOL BREAKFAST AND LUNCH PROGRAM

The food service department provides a daily lunch program. A student lunch includes: one entrée, 2 bread or grain components, one 8 oz. milk and fruit and vegetables selections.

Student meals are planned with the USDA approved *Food Based Menu Planning* approach for school lunch. Planned lunch menus will supply at least one-third of the Recommended Dietary Allowance (RDA) for calories, protein, Vitamins A and C, calcium, and iron and will supply no more than 30% calories from fat and no more than 10% calories from saturated fat (analyzed over a one-week period).

The menu is published in the Newtown Bee, and is on the Newtown School District website under [Nutrition & Lunch Menus](#).

SCHOOL LUNCH PROGRAM

If you have any questions regarding how the school lunch program can accommodate students with dietary restrictions, please contact the Director of Food Services, John Morris at (203)426-7637. (This is handled on an individual case-by-case basis).

Applications for free and reduced price meals can be found on the district website under the Parent tab/Nutrition and Lunch Menus. If you need a paper application please contact the C-Wing office at (203)426-7638 and one will be sent home with your student. Applications should be returned by no later than September 16, 2022, to the Newtown Food Service Department, Newtown High School, 12 Berkshire Road, Sandy Hook, CT 06482 Attention: Jacki Kulikowski. For more information regarding the school lunch program, please visit the Newtown School District website. Click on the following link: [Nutrition & Lunch Menus](#)

- The monthly school lunch menu
- Information regarding My School Bucks and Point of Service System
- Nutrition news from the dietitian
- And much more!!!

Any questions should be directed to the Food Service Department (203)426-7637.

STUDENT OBLIGATIONS

Moving-Up certificates and awards will be distributed after student obligations have been met.

STUDENT RECORDS

You have the right, upon written request, to inspect or review all material that is incorporated in your child's cumulative record folder. This would include all materials intended for school use or that would be available to parties outside the school system. If a student moves to another school system, records cannot be forwarded unless all the financial obligations for lost books, etc. have been met.

VISITORS AND VOLUNTEERS

Upon entering Newtown Middle School, each person will be asked to show a form of photo identification to the security guard. The visitor will then sign-in and be given a pass. Upon leaving, each visitor is to sign-out and return the pass to the security guard.

SECTION G

STUDY SKILLS STANDARDS

Good study skills help students to learn; these skills can become habits for life. The Newtown Middle School dedicates itself to improving student demonstration of learning as reflected in achievement and overall academic performance. It is our aim to foster the development of independence through self-motivation, self-discipline, and responsibility.

The Newtown Middle School Study Skills Standards were developed with these goals in mind. The following standards have been formulated to assist you in the acquisition of basic life-long study skills so that you will grow to be a self-directed learner.

1. Always have pens, pencils, and erasers.
2. Have textbooks covered at all times.
3. A Student Planner will be given to each student to use daily.
4. Adhere to the Guidelines for Productive Study.
5. Adhere to Written Work Standards.
6. Always proofread written work.
7. Complete all assignments in a timely manner.

HOMework AND STUDY

It is expected that students will have homework assignments each night. The lengths of the assignments will vary with the grade level and the manner in which the student approaches the individual tasks.

The total working time seventh and eighth grade students should expect is an average of seventy minutes for seventh grade, eighty minutes for eighth grade.

Long-term assignments might include some or all of the following: book reports, written compositions, term papers, research projects, or preparations for demonstrations and exhibitions.

WRITTEN WORK STANDARDS

1. You are expected to complete all assignments by the dates they are due.
2. Homework must be done on standard-size, lined, 3-ring, loose leaf, paper unless otherwise indicated by your teacher.
3. Answers to assignments must be written in complete sentences unless otherwise indicated by your teacher.
4. Spelling and grammar are considered important. Homework turned in with numerous grammatical and spelling errors will be returned to be rewritten.

SPECIAL PROCEDURES

1. Late assignments may affect your grades. To complete a late assignment, you may be required to report after the school day or before classes the following morning.
2. Your parents will be notified if your teachers recognize a problem with completion of assignments.
3. When no written work is given for the following day, you should spend time studying, reviewing, reading, or working on long-term assignments.
4. If you are absent but well enough to do work, or if you miss a class during the day for any reason, you should contact a classmate before returning to school the next day for the assignment. By doing this, you will be able to complete your assignments. You should also touch base with your teacher upon return.

If you are absent for a short period of time, your parents may request assignments by calling the School Counseling Office at 203-426-7644. Please allow 24 hours for this material to be compiled. All school work missed during the absence must be made up within a reasonable period of time following your return to school.

If you will be absent from school for an extended period of time due to accident or illness, your parents may initiate procedures for homebound tutoring through the School Counseling Office.

5. A vacation is not considered a legitimate reason for absence from school. All requests to take students out of school for vacations should be directed in writing to the appropriate homeroom teacher in advance.

GUIDELINES FOR PRODUCTIVE STUDY

- 1. PLACE:** Choose a quiet place for study. Distractions can hinder your concentration and time on task.
- 2. TIME:** Budget your time. Set aside a specific time during the afternoon or evening; plan on using this time each day for daily homework. On long term assignments do a little each day. Some students prefer to do easier assignments first while others prefer to begin with more challenging work. Develop a systematic approach which is effective for you.
- 3. MATERIALS:** Have pencils, pens, assignment book, notebook, dictionary, and other reference materials at hand before you begin to study.
- 4. HELPFUL HINTS:** For most of us, quiet is necessary for concentration. Conversations, visitors, and electronic devices can interfere with concentration and learning. Don't dawdle over your work. Keep your mind on the task at hand. Try to pick out essentials. Review notes frequently. Do not wait for the night before a test to study. Study independently unless your teacher suggests that you work cooperatively with another student. Always do your own work.

Parents, in an effort to help your child formulate a process when they embark upon a research project, it is hoped that you will find the "Ready To Research" a useful guide.

RESEARCH GUIDELINES

(Newtown Middle School Library)

1. RESEARCH TOPIC/QUESTION

Brainstorm related key words, phrases related to the topic; use a graphic organizer to help map ideas.

Understand the research purpose, question or problem to solve. Get a definition, if needed!

2. GATHER AND ACCESS INFORMATION

Decide which resources you will need to use:

Books: use Destiny —remember, keyword, subject and power search options. Distinguish between primary and secondary resources; primary are written in or near the time period but may have gone through some revision.

Electronic: Internet? Combine key terms to narrow search if the topic is broad. Use a subject index such as Google if unsure of terms.

Databases: www. iConn.org and others are available on the school library web page: destiny.newtown.k12.ct.us. Click on Newtown Middle School

3. EVALUATE AND ANALYZE INFORMATION

Cross-reference information; use many reliable resources

Evaluate websites: How do you know if the web site is valid and meets the research purpose? Check for the 5 W's!

Paraphrase: You **must** restate the writer's ideas. Changing one word for another synonym in the same sentence is still considered plagiarism! Take the main idea and restate your understanding of it in your own words.

4. Self-Reflect

Re-read the rubrics of the assignment. Did you complete each to the best of your ability?

Check mechanics and works cited format.

SELF DIRECTED LEARNING

A Guide for Parents

In accordance with the Parent Involvement Policy/School-Parent Compact (“No Child Left Behind” Sec. 1118), our Newtown Mission Statement and Core Beliefs have established our commitment to provide high-quality curriculum and instruction in a supportive and effective learning environment. The following pages outline additional support of a school-parent compact and show how parents, staff and students will share the responsibility for improved student academic achievement.

WHAT IS SELF-DIRECTED LEARNING?

A self-directed learner actively participates in the learning process and takes responsibility for his or her learning.

WHY IS SELF-DIRECTED LEARNING SO IMPORTANT?

In a study conducted by the District Quality Council during the 1996-97 school year, focus groups comprised of parents, staff, and various community members came to the conclusion that the skills and attitudes of a self-directed learner were essential to the development of a student’s self-esteem and his/her desire to succeed.

WHAT CAN I DO TO HELP MY STUDENT BECOME A SELF-DIRECTED LEARNER?

The following information will provide you with an outline of self-directed skills and ways you can help foster them with your child.

A Self Directed Learner will use the following skills to varying degrees:*

- Observes the world and interprets it through discussion and critical thinking
- Seeks opportunities
- Finds and uses resources
- Sets goals and make plans to achieve those goals
- Self-evaluates and learns from experience
- Perseveres

Parents can help foster self-direction:

1. **Provide a comfortable setting, adequate amount of time, and appropriate materials for daily work, assignments, and projects.**

A work area which is well lit and equipped with grade-level appropriate materials such as paper, pencils & pens, a calculator, a basket of colored pencils, markers, glue, ruler, etc.

2. **Assist your child in understanding directions when necessary.**

Ask your child to read the directions out loud and discuss any aspects of the assignment that are unclear.

3. **Ask your child questions that facilitate a well-planned and organized approach to meeting the objectives of the assignment.**

Tell me about your assignment. What materials or information do you need to complete it? How will you manage your time in order to have it completed by the due date?

4. **Encourage your child to use the library, technology and other available resources.**

Have handy or know where to find maps, atlases, encyclopedias, a dictionary and thesaurus, internet- accessed information, fiction and non-fiction books related to your child’s topic of study.

5. **Ask your child questions that require reflection on what he or she has accomplished.**

*What did you learn from this assignment? What would you do differently next time? What are you really proud of?**

6. **Facilitate good communication between your child and his or her teachers.**

If your child encounters difficulty with an assignment, start with the questions: Do you need me to help you figure out what to do next? Encourage your child to take the initiative to approach his/her teacher with further concerns. Assure your child that you will contact the teacher if he/she is unable to resolve the situation independently.

7. **Encourage your child’s efforts to explore his/her world.**

Listen carefully to your child’s discoveries, observations, and natural curiosities. Help your child make connections and apply his/her knowledge to specific questions. Provide opportunities for further learning experiences.

- *Self-directed learner skills adapted from the Newtown Public Schools Success-Oriented School Model, page A1*

WHAT PARENTS CAN DO TO HELP

1. Check with your children to be sure that they understand objectives and scoring rubrics for all projects.
2. Check PowerSchool regularly.
3. Help your children find resources and materials.
4. Help your children think of creative alternatives for materials to keep the project cost to a minimum.
5. Keep your children focused and on-task, adhering to the time-lines and schedules set by the teacher.
6. Encourage and praise your children to help them stay motivated.

7. Act as guides or facilitators, when children are assigned projects. Please do not do the project!
8. Remind your children that they should strive to be resourceful and self-directed, as well as persevere to produce quality work.
9. When your children have completed the projects, ask them:
 - What did you learn from this project?
 - What would you do differently next time?
 - What are you really proud of?
10. Contact the teacher if your child: is either not clear about the concept or is struggling with a concept

From time to time, teachers may ask your children to discuss a concept with you. The teacher does not expect you to know the answers to all of your children's questions!

- Brainstorm with your child.
- Remember: It's okay not to know the answer!
- Do not be quick to supply answers. Instead, ask questions that will direct your child's thinking.
- Direct your children to their textbooks (for science - the binder of handouts), class notes, as resources.

SHARED RESPONSIBILITIES

STUDENT	PARENT	TEACHER
Write all assignments in planner.	Check planner, PowerSchool and student's work to monitor completion of each assignment.	State assignments and deadlines clearly.
Take home materials needed to complete homework.	Make sure your child has materials; if not, develop a plan to get them.	Direct students to insert them in the plastic folders in their planners.
Do homework as assigned.	Provide an appropriate environment for the completion of homework.	Advise students of materials needed to complete assignments.
Inform teacher when experiencing difficulty in a specific class.	Inform teacher when your child is having a difficult time in a certain class.	Assess student's work; provide feedback to parents and students.
Display appropriate behavior in class.	Read and review handbook with child; support the enforcement of school rules.	Communicate with students and parents regarding student's progress and post grades on Parent Portal in a timely manner.
Attend school on a daily basis, participate actively, and be ready to learn.	Encourage your child to attend school regularly and to be an active learner.	Consistently enforce school rules.
Check your progress weekly on Parent Portal.	Check student progress on Parent Portal each week	Take daily attendance; notify appropriate personnel of any concerns. Provide activities to encourage active learning.

SECTION H

DISTRICT POLICIES

For a complete list of all District Policies please visit Newtown Board of Education's Homepage. Click on the following link to access Newtown Public Schools Policies. ([Newtown BOE Policies](#))

Academic Dishonesty: Cheating/Plagiarism

Policy 5121.3

As an academic community, the District will not tolerate academic dishonesty. Any activity of this nature is in opposition to the goals of the District as a place of learning and is contrary to the values of the schools of the District and the community. Dishonesty is not merely a private matter between the teacher and student but is a concern to the entire school community.

Cheating, defined as copying another student's work and claiming it as your own and plagiarism, defined as the use of another person's original ideas or writing without giving credit to the true author, are both prohibited practices. Materials taken from electronic sources are covered by this policy.

A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures. "Due process" must be provided to students accused of cheating.

Each school level (Elementary, Middle, High) will develop guidelines that address violations and procedures. Guidelines will be published in all student/parent handbooks and on the District/school website.

(cf. 5114 - Suspension/Expulsion)

(cf. 5121 - Examination/Grading/Rating)

(cf. 5144 - Discipline/Punishment)

Legal Reference: Connecticut General Statutes

10-221 Board of education to prescribe rules, policies and procedures.

Policy adopted: April 2, 2019

SAFE SCHOOL CLIMATE POLICY

Policy 5131.914

All schools must support and promote teaching and learning environments where each and every student achieves academically and socially, has a strong and meaningful voice and is prepared for democratic life and successful transition into the 21st Century workplace. A positive school climate is an essential element of achieving these goals. Rigorous implementation of the following set of guiding principles and systemic strategies will promote these desired outcomes.

The Newtown Board of Education (the "Board") adopts this Policy that is guided by the fundamental belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments, as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create, maintain and nurture positive school climate.

This Policy sets forth the framework for an effective and democratically informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation.

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, needs, and goals. This Policy will support and promote the development of research-supported action plans that will create and/or sustain physically, emotionally, and intellectually safe learning environments that foster social, emotional, ethical and academic education.

Definitions

An "**Effective School Climate Improvement Process**" is one that engages all stakeholders in the following six essential practices:

1. Promoting decision-making that is collaborative, democratic, and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard
2. Utilizing psychometrically sound quantitative (e.g. survey) and qualitative (e.g. interviews, focus groups) data to drive action planning, preventive/intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
3. Tailoring improvement goals to the unique needs of the students and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
4. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child
5. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-

emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning

SAFE SCHOOL CLIMATE POLICY (continued)

Policy 5131.914

6. Strengthening policies and procedures related to:
 - a. climate informed teaching and learning environments
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate improvement efforts.

“Positive Sustained School Climate” is the foundation for learning and positive youth development and includes:

1. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
2. People who treat one another with dignity, and are engaged and respected;
3. A school community that works collaboratively together to develop, live and contribute to a shared school vision;
4. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
5. A school community that contributes to the operations of the school and the care of the physical environment.

“Safe School Committee” (the “Committee”) means the committee appointed at a specific school building by the Specialist to perform the duties described herein.

“Safe School Climate Coordinator” (the “Coordinator”) means the Superintendent or the certified administrator appointed by the Superintendent to oversee the implementation of the district's Safe School Climate Plan and perform the duties described herein.

“Safe School Climate Plan” means the district plan developed and implemented pursuant to Conn. Gen. Stat. Section 10-222(d), containing provisions pertaining to bullying, filing complaints and conducting investigations, and posted on the district website.

“Safe School Climate Specialist” (the “Specialist”) means the certified administrator appointed by the Coordinator at a specific school building to oversee the implementation of the district's Safe School Climate Plan within the building, oversee the implementation of the School Climate Improvement Plan within the building, and perform the duties described herein.

“School Climate” means the quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults. School climate is also based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures.

“School Climate Improvement Plan” (the “Improvement Plan”) means the building-specific plan developed by the Committee using the Survey data and developed in accordance with the process described herein. An Improvement Plan must include the requirements of the Safe School Climate Plan, but has the larger purpose of improving school climate on a more global level.

“School Climate Survey” (the “Survey”) shall mean a well-established reliable and valid survey, approved by the Connecticut State Department of Education, with additional external confirmation of its strength through third party evaluators and research studies, that is vigorously field tested, measures the core district populations (including students, parents/guardians, all school personnel - administrators, educators, certified and noncertified staff) and, when available, the wider community, and is easy and quick to administer. It shall also be administered in the predominant languages used by the population being surveyed.

“School employee” means (1) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board; or (2) 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 Board.

“Social Justice” means a community that enables its members to be fulfilled as fully engaged contributors to their community. It provides the foundation for a healthy and thriving school community that takes care of all of its members, especially those with the least advantage. A socially just community ensures that there is complete and genuine fairness and equality. To that end, each and every school community member (students, faculty/staff, parents/guardians, family members, community members, etc.) no matter his or her age, role, power base, privilege, advantage, etc.:

1. Has value, worth and is treated with dignity;
2. Is assured protection of his/her liberties, rights and opportunities;
3. Is honored and celebrated for his/her unique background, culture, language, gifts and/or challenges;
4. Has fair and equal access to all curricular, extra-curricular educational and social programs;
5. Is provided the opportunity to have a meaningful voice in decision making and policy creation; and
6. Feels physically, emotionally and intellectually safe to exercise his/her voice, participate freely and contribute to the well-being and benefit of the entire school community.

Declarations

I. Applicable Standards:

A. For School Employees:

1. All certified educators in the State of Connecticut are accountable for compliance with the regulations enacted by the Connecticut State Department of Education and the Bureau of Education Standards and Certification, including, but not limited to the Connecticut Code of Professional Responsibility For Teachers, Regulations of Connecticut State Agencies, (Section 10-145d0400a) and the Connecticut Code of Professional Responsibility For Administrators, Regulations of Connecticut State Agencies (Section 10-145d0400b) (collectively “Codes”), as they may be amended from time to time.
2. All school employees are accountable for compliance with the policies and procedures of the Board applicable to personnel, including, but not limited to non-discrimination, conduct and professional rights and responsibilities.

B. For Students:

All students are accountable for compliance with applicable codes of student conduct, policies and procedures for student participation and behavior.

C. For Board Members:

Board Members are accountable for compliance with the Board’s Code of Ethics and applicable Board By-laws governing Board member conduct.

D. For Persons Contracted to Provide Services to the Board:

Persons contracted to provide services to the Board (such as bus drivers, consultants, evaluators or the like) are accountable for compliance with such codes of ethics as may apply professionally, the terms of any such contract, as well as the policies and procedures of the Board generally applicable to persons on school property.

E. For Other Participants in the School Community:

Parents/guardians, family members, visitors and other persons on school property or otherwise participating in programs or services of the District Public Schools are accountable for conducting themselves in accordance with applicable policies and procedures pertaining to such participation.

II. Alignment with Connecticut General Statutes Section 10-222(d):

A. This Policy is aligned with C.G.S. 10-222(d), “An Act Concerning the Strengthening of School Bullying Laws.”

B. In order to be in compliance with applicable law, all individual schools in the District of Newtown must adhere to the following requirements:

1. In order to develop and maintain an “Effective School Climate Improvement Process, schools must develop and implement “Improvement Plans,” administer and utilize the findings of “School Climate Surveys,” and engage in a continuing systemic process of learning and evaluating identified goals and objectives. The vision of the Newtown Board of Education is to support a vibrant and thriving school community by removing any barriers to teaching and learning, and reengaging those who may have become disengaged.
2. In order to implement an Effective School Climate Improvement Process, qualified and effective leadership is required. Such leadership shall be developed through (a) the implementation and satisfaction of appropriate professional development, (b) the Superintendent or the appointment of a Coordinator by the Superintendent, (c) the appointment of Specialists at each school building by the Coordinator, and (d) the establishment of a Committee at each school building.

III. Safe School Climate Coordinator Roles and Responsibilities:

A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.

B. The duties of the Coordinator shall include those enumerated under C.G.S. Section 10-222(d) and the Newtown Board of Education’s Regulation Section 5131.911, at a minimum, and shall also include the following:

1. Overseeing the implementation of the district's Safe School Climate Plan;
2. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;

3. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;
4. Meeting with the Specialists at least twice during the school year to: (a) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (b) make recommendations concerning amendments to the district's Safe School Climate Plan, as well as to make recommendations concerning amendments to each individual school's "School Climate Improvement Plan," and (c) oversee completion of each individual school's "School Climate Survey;" and
5. Providing leadership for the following activities: (a) Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and (b) Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

IV. Safe School Climate Specialist Roles and Responsibilities:

- A. At the beginning of each school year, the Principal of each school, or the Principal's designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.
- B. The Specialist's duties shall include those enumerated under C.G.S. Section 10-222(d) and the Newtown Board of Education's Regulation Section 5131.911. In addition to these duties, the Specialist shall:
 1. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy;
 2. Collect and maintain records of such reports in the school;
 3. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;
 4. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and
 5. Serve as the primary supervisor of the school's School Climate Improvement Plan for the implementation and the monitoring of the School Climate Improvement Plan.

V. Safe School Climate Committee Roles and Responsibilities:

- A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.
- B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.
- C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.
- D. The duties of the Committee shall include those enumerated under C.G.S. Section 10-222(d) and the Newtown Board of Education's Regulation Section 5131.911. In addition to these duties, the Committee shall, at a minimum, perform the following duties:
 1. Supervising the scheduling and administration of "School Climate Surveys" to students, staff, parents, and community members;
 2. Setting goals and tracking survey completion;
 3. Reaching out to staff and parents before administering the Survey;
 4. Providing Survey data to the Coordinator;
 5. Reviewing and analyzing the school-based school climate assessment data;
 6. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
 7. Using the data to create and/or update the school-based School Climate Improvement Plan;
 8. Overseeing the implementation of the school-based School Climate Improvement Plan;
 9. Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;
 10. Overseeing the implementation of annual school climate assessments at the school;
 11. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;
 12. Overseeing the education of students, school employees and parents/ guardians of students on issues relating to improving school climate;
 13. Holding meetings at least four times each year, at which minutes shall be kept and made available to the public; and
 14. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

VI. School Climate Surveys:

- A. Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual or biennial basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.
- B. Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.

VII. School Climate Improvement Plans:

In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.

- A. The Specialist and the Committee shall develop and/or update the Improvement Plan, taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.

- B. The Improvement Plan shall support the actualization of the following five Standards:

Standard 1: Develop a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.

Standard 2: Develop **policies** that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.

Standard 4: Create an environment where all members are **welcomed, supported**, and feel safe in school: socially, emotionally, intellectually and physically.

Standard 5: Develop meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice**.

- C. Each Improvement Plan shall be submitted to the Coordinator for approval and implementation no later than mid-September of each school year. The Coordinator may provide feedback to the Committee with respect to amendments to the Improvement Plan.

VIII. Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and restorative responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Restorative practice builds community, celebrates accomplishments, transforms conflict, rebuilds and strengthens relationships. Such responses shall be educative and restorative and be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:

- A. Reflective activities;
- B. School counseling support;
- C. Anger management;
- D. Health counseling or intervention;
- H. Mental health counseling;
- I. Skill building such as social and emotional, cognitive, and intellectual skills;
- J. Resolution circles and restorative conferencing;
- K. Community service;
- L. Conflict resolution or mediation; and
- M. Other actions detailed in accordance with Board policies and procedures such as those regarding:
 - 1. Participation in extracurricular activities;
 - 2. Student discipline (including detention, in or out of school suspension, and expulsion); and
 - 3. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

IX. Professional Development

- A. Mandated school climate trainings shall be provided by individuals and/or organizations deemed qualified service providers by the Superintendent and/or the Coordinator.
- B. All school employees, as defined in this policy, shall participate in any mandated school climate trainings and update sessions.
- C. The District shall provide necessary on-site coaching and/or technical assistance in the implementation phase of school climate improvement.

X. Funding

The District shall budget sufficient funding to satisfy the requirements of this Policy. Such funding shall be distributed accordingly, with

Superintendent approval, for assessments and professional development, as well as for community outreach, training, coaching, and technical assistance.

XI. Accountability

The Board shall establish, foster, support and maintain a "no fault" framework and promote a culture of trust. Such a framework and culture is evident by a shared intent to:

- A. Take collective responsibility for what has been accomplished and/or not accomplished;
- B. Learn from what has been done well and not so well;
- C. Work together to improve the quality and character of school life;
- D. Create a highly effective professional learning community (PLC) whose responsibility it is to:
 - 1. Establish norms, values and goals that encourage and support collaborative and courageous leadership;
 - 2. Model and provide high quality academic, social, emotional and ethical learning; and
 - 3. Engage in ongoing reflection and evaluation.
 - a. The Board shall hold itself, its individual members, and the Superintendent to the standards of this Policy and promote its intent and goals.
 - b. The Superintendent shall hold himself/herself, the staff, the students and other members of the school community to the standards of this Policy.

XII. Compliance with Other Applicable Laws

This Policy does not modify or eliminate a school's obligation to comply with state and federal constitutional protections and civil rights laws applicable to schools.

XIII. Liberal Interpretation

The design of this Policy being to facilitate the operation of the school district in a positive manner and to advance justice, the Policy provisions will be interpreted liberally in any case where it shall be manifest that a strict adherence to them will work surprise or a manifest injustice.

Policy adopted: July 18, 2017