

CHESTER ELEMENTARY SCHOOL HANDBOOK
2016-2017

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ABOUT US

Our Purpose

The purpose of Chester Elementary School is to help students acquire the attributes, attitudes, skills, competencies, understandings, and applications necessary to develop as unique, rational and creative human beings. In a cooperative effort, teachers, parents, and community strive to have students reach their maximum potential, contribute to the well-being of others, adapt to an ever-changing society, and become capable of assuming a useful role in that society.

Our Beliefs and Values

- We recognize each student as a unique individual and feel we should provide for individual differences.
- We believe in the right of each student to the equal opportunity for a suitable education.
- We have a desire for excellence.
- We encourage all students to become independent self-learners.
- We are committed to students' success and achievement.
- We believe that a positive self-image and a feeling of self-esteem contribute to student success.
- We believe in the cooperative effort and partnership of school, home, and community.
- We feel that the Connecticut Common Core of Learning provides a firm base for curriculum development.
- We are committed to the continued improvement of the quality of education in Chester.

At Chester Elementary School we work together to promote academic excellence, to foster a desire for life-long learning and to develop responsible individuals.

District Vision Statement, Mission Statement and Core Beliefs

Vision Statement

Our schools endeavor to develop an educational program of excellence where all students achieve at high levels and best instructional strategies are pursued in an environment of inquiry, collaboration, support and trust.

Mission Statement

We, the schools of Chester, Deep River, Essex, and Region 4, engage all students in a rigorous, challenging, and cohesive educational program. As a community of learners, we foster individual student achievement and empower students to excel in an environment of collaboration, responsibility, and mutual respect. We prepare our students to be knowledgeable, involved citizens in a rapidly changing world.

Core Beliefs

Teaching: *We believe* in high academic standards in an environment where all students are challenged, supported, and engaged.

Learning: *We believe* that all students can learn at high levels.

Our attitudes, expectations, and effort directly impact student achievement and life-long learning.

Leadership: *We believe* that effective leadership exhibits all aspects of our mission and beliefs, and creates an environment of trust, cooperation, and understanding, where all members of the school community strive for continuous district-wide improvement.

Culture and Climate: *We believe* that a safe and supportive learning environment requires a culture of collaboration, trust, open communication, tolerance, and respect for and among all stakeholders.

Community: *We value* every child and believe that it is the shared responsibility of the entire community to educate, support, and nurture each child. We should be held accountable for the results, for the resources provided, and for the accomplishments of our mission and goals.

SCHOOL HOURS

During the school year, the school office is open between 7:30 a.m. and 4:00 p.m. The phones open at 7:30 a.m.

Grades K–6: 8:25 a.m. – 3:00 p.m.

Early dismissal days end at 1:00 p.m.

Please Note: Students should not arrive prior to 8:00 a.m., since there is no supervision for walkers or riders before this time.

ATTENDANCE

Attendance (BOE Policy 5113)

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy. Such procedures shall incorporate the definitions of "excused" and "unexcused" absences adopted by the Connecticut State Board of Education.

Excused Absences

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with CT State Department of Education guidance.

When a student is out of school or class because of an excused absence, appropriate provisions will be made by school personnel regarding make up of missed assignments, homework, tests and other class activities missed.

Unexcused Absences

A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

An unexcused absence occurs when a student is out of school for reasons other than those approved as excused absences. When a student is absent for an unexcused reason, the amount and kind of assistance provided shall be at the discretion of the student's teacher(s) after consultation with the building administrator.

Please note that family vacations taken outside of the school vacations are not listed as excused absences from school in the BOE Policy.

Tardy to School or Early Dismissal

Parents are required to come into the building to sign in students who are tardy and sign out students who must leave early.

Afternoon Dismissal

Remember to send in a note in the morning if you plan to pick up your child. Include your child's first and last name on the note to avoid confusion. If an unexpected pick-up need arises, please call the office before 2:15 p.m. to schedule a pick-up. **No child is to be picked up from a classroom or the hallway.** Parents should enter through the cafeteria wing doors to sign out their children; these doors will unlock at 3:00 p.m. If an individual is unknown to the staff member on duty, he/she will be asked to show a photo ID. Known parents will not need to show an ID. Parents should wait for their children in the cafeteria. Parents and children will exit through the cafeteria wing doors.

Student Dismissal for Appointments

Parents are urged to schedule doctor or other appointments outside of the school day. If a child is to be dismissed early, a written permission note should be sent to the teacher. Parents should pick up their child at the school office and sign him/her out in the sign-out log. **Please do not go directly to your child's classroom.**

GENERAL INFORMATION

Snack Break

There is a snack break for all children in Grades K-6 scheduled according to teacher protocol. Families are expected to provide a healthy and nutritious snack (fruit, cheese, etc.) for their children. Teachers will inform parents of their expectations for an appropriate snack.

Lost and Found

A lost and found area is located outside the gym. This area is emptied periodically, and unclaimed articles are donated to charities.

ACADEMICS

Assignments to Teachers and Classes

Students are heterogeneously placed in each class. Teachers establish class lists based on students' instructional levels in reading and mathematics and the following placement considerations:

- 1) Boy/Girl Balancing
- 2) Consideration of Social Dynamics
- 3) Composition of the Class
- 4) Special Needs Placements
- 5) Teacher Recommendations

The principal directs and assists teachers in making class placements and reviews grade assignments. Parents are encouraged to share any pertinent information concerning their child's needs with the principal; however, specific teacher requests will not be honored. Final accountability for placement is the responsibility of the principal.

Curriculum

Chester Elementary School staff works with teachers and administration from Region #4 to develop and revise curriculum for each subject area. The curriculum is based on the Common Core State Standards (CCSS) that include end-of-year grade level standards. Curriculum development is an ongoing task that provides for evaluation and, if necessary, revisions on a planned, cyclical basis.

Field Trips

Field Trips are an integral part of our educational program. They are designed to supplement classroom instruction and to provide students with an authentic learning experience. Parents are often asked to volunteer as chaperones on field trips. Because of safety concerns, please do not bring younger siblings when chaperoning a field trip.

Homework

The issue of homework (when to give it, whom to give it to, how much to give, and what form it should take) is often controversial. Homework can take many forms. For the primary grade pupil, it may consist of reading a short story, being read to at home, or sharing an activity with parents. For the older child, it may be to work on a long-range report, an assignment to gather reference materials, a reading assignment, or a study activity. When used effectively, homework can add to a child's school experience. It can involve the parents in the child's education and help create sound work-study habits. In order to get the most out of homework, a degree of cooperation must exist between home and school. Chester Elementary School advocates homework that encourages parental involvement and reinforces previously taught skills. The policy governing homework is as follows:

- 1) The frequency of assigning homework is at the discretion of the classroom teacher. Guidelines for the time spent on homework are listed below:
 - Grades 1-2: 15-20 minutes per night
 - Grades 3-4: 30-45 minutes per night
 - Grades 5-6: 45-60 minutes per night
- 2) Homework, when assigned, is the responsibility of the pupil and must be completed and handed in on time.
- 3) Homework will be reviewed by the classroom teachers and feedback will be provided to the child.
- 4) Fourth through sixth grade students have the opportunity to participate in our Homework Club, a supervised homework setting for one hour on Tuesday, Wednesday and Thursday. Student participation is by agreement among teacher, parent and student.
- 5) Homework awareness papers are assigned to students who are having difficulty completing assignments.
- 6) Parents are requested to check with the classroom teacher for homework assignments, if their child is absent due to illness.

Conferences/Report Cards

The faculty of Chester Elementary School wishes to promote an effective and meaningful system of parent conferences. Conferences can be scheduled any school day between 8:00–8:20 a.m. or 3:00–3:30 p.m. Please call the school to make an appointment with your child's teacher. Conferences in Grades K–6 are scheduled for parents to discuss their child's progress. These conferences are scheduled on October 20 and 21, and March 23 and 24. These days are early dismissal days with dismissal at 1:00 p.m. Attendance by all parents is requested. Report cards for Grades K–6 are distributed in December, March, and June.

Exemption from Health-Related Topics

Our health curriculum includes teaching about nutrition, hygiene, substance abuse, personal safety, AIDS, puberty, and Family Education. You may make a written request that your child be exempt from attending classes specifically providing instruction in AIDS, personal safety or Family Education. Such requests are required every year and should be submitted to the principal.

Student Evaluations/Assessments

Throughout the school year, students are given a variety of assessments associated with every area of the curriculum. Each assessment, whether it be a weekly quiz or a more extensive unit test, is designed for a specific purpose and is used by the teacher to assess progress, to provide information for future lessons and to drive instruction to best meet our students' needs. Standardized tests can provide useful information to both teachers and parents. The Measurement of Academic Progress (MAP) is given to all students in grades 2 – 6 at the beginning, middle and end of the school year. The MAP measures student growth in the areas of mathematics, reading and language usage. The Connecticut Mastery Test (CMT) for science is administered to grade 5 in the spring. Students in grades 3 – 6 are assessed in the areas of reading, writing, and mathematics through the state's Smarter Balanced Assessment. The Cognitive Abilities Test (CogAT) is also given to students in grade 5 in the fall. The district also administers standardized and curriculum-based assessments.

Parents should not place undue emphasis upon any one test. Standardized tests should not be considered the sole indicator of a child's progress. If you have any questions about how your child is progressing, request a conference with the classroom teacher. He/she can discuss test results with you and their relationship to your child's overall progress.

Student Records

Parents are able to view their child's records. Arrangements to review records can be made in the school office. Education records may be sent or received from another school district with written parental permission. Cumulative records are weeded prior to sending them to JWMS. Parents may request (in writing, prior to June 1st) that they be given any materials that would be discarded.

Teaching for Literacy Competence (TLC)

Teaching for Literacy Competence (TLC) is a program especially tailored to develop literacy skills through instruction on a small group or one-to-one basis. TLC is taught as a diagnostic prescriptive program where an instructor works with one child for approximately 45 minutes every day using books that are sequenced according to levels of difficulty. A child is progressively challenged to read books that are more difficult and guided to become accountable for his/her own reading by using the strategies of meaning, grammar, and phonics. The books used for instruction in TLC contain good illustrations, rhyme, rhythm, repetition and/or patterning. A book will be sent home every day for the child to read. Students are identified for participation through teacher recommendation, and parent approval is required.

SRBI (Scientific Research-Based Interventions) Meetings

When students present learning challenges, classroom teachers meet with their colleagues for an SRBI meeting. SRBI is a process which includes the provision of systematic research-based instruction and interventions to struggling learners. In SRBI meetings, classroom teachers, special education teachers, reading specialists, speech and language pathologists, administrators, the school psychologist and school counselor consider teachers' concerns about student academic and/or behavioral difficulties, identify student strengths, interests and talents, review collected data, set projected outcomes and methods for measuring progress, design specific intervention plans, and monitor intervention plans. The SRBI team determines if a referral to special education should be made.

Special Education

Special Education Services support our instructional program by: providing additional help to students; identifying students' learning styles and helping them become advocates of their own learning; and working collaboratively with staff to maximize student learning. A student is generally referred for special services by the SRBI team. If you feel that your child may benefit from special services, discuss your concerns with his/her teacher for discussion with the SRBI team.

Planning and Placement Team (PPT) Meetings

The principal, parents, classroom teacher and special services staff comprise the PPT. No child is placed in special education without parental consent and involvement in the process. A parent or guardian can request in writing to review their child's special education program. (The review shall be carried out as provided in C.G.S. 10-76h.) Once a child's special education needs have been established, programs are delivered in the least restrictive environment. There is continuous evaluation of the child's progress toward meeting established educational goals.

When a Planning and Placement Team (PPT) has determined, after evaluation, that a student requires special education due to an identified disability, an Individual Education Program (IEP) is developed. Special education teachers, the school psychologist, school counselor and specialists, such as speech and language pathologists, occupational therapists and physical therapists, work in concert with the classroom teacher and the general curriculum to develop individual programs to address the needs of individual students. Parents are an integral part of this process. In addition to team meetings, PPT meetings are held, at least annually, to review progress, revise learning goals, and determine if a student continues to require special education. A continuum of placements is considered for each child at the PPT meeting. Student services are typically implemented in the regular classroom setting.

Continuum of Special Education Services

- Collaborative Model: Teachers of various disciplines interact and implement individual identified needs within the regular classroom setting.
- Resource Model: Children needing alternative teaching receive their special needs services in the Resource Room.
- Inclusion: Inclusion is educating students with disabilities in regular education classrooms. Students with disabilities are integrated into many or all aspects of the regular school day.
- Outside Placements: Students whose needs require more intervention than can be provided at Chester Elementary School are enrolled in alternative programs. These may be at another school within Region #4 or outside the District.

Enrichment Programs

We offer many enrichment activities. All students participate in enrichment clusters, called Academies. Academies bring together students from multiple grades, who share common interests, to work with an adult who has advanced knowledge/expertise in the area. The model for learning used with enrichment clusters is based on an inductive approach to solving real-world problems through the development of authentic products and services. Enrichment Academies promote cooperativeness within the context of real-world problem-solving and provide superlative opportunities for promoting self-concept. Other opportunities include S.T.E.A.M. Fair, Odyssey of the Mind, Math Olympiad, Jazz Band, Lego Robotics and Run Club. Our Talented and Gifted program includes an identification process for determining student inclusion in enrichment activities. Identification is based on multiple criteria and uses ability, achievement (SBAC results), performance data and teacher recommendation. Formal identification of students occurs in Grade 6 based on the criteria above. Eligible students in Grade 6 are pulled out of class to work with a small group for one period per week for enrichment activities.

HEALTH-RELATED MATTERS

School Health Office

School health services are provided at Chester Elementary by a Registered Nurse in the School Health Office on a daily basis when school is in session. Any questions regarding school health can be directed to the School Nurse during regular school hours at Ext. 3219. **Please keep emergency information current, including all phone numbers, so that we can contact parents in a timely manner.**

Illness

A child should be kept home for 24 hours after his/her fever breaks and/or vomiting or diarrhea has subsided.

Physical Examinations

All children entering kindergarten must have a completed health assessment form signed by their doctor and dated within one calendar year prior to the first day of school. This form needs to include up-to-date immunization status, HCT/HgB blood work, TB test results, and a complete health assessment. Transfer students must also provide this same required medical documentation prior to admission to the school. In addition, we request that students in Grade 2 and Grade 5 have a completed health assessment, with health assessment forms completed one year prior or within that school year and turned into the Health Office. State of CT blue health forms are available in the School Health Office. A physical examination is available at no cost to students who are eligible for free milk through the National School Health Program.

Immunizations

Every child entering school for the first time, either as a new or transfer student, must provide a record of their immunization status mandated by the State of CT. School admission will not be allowed until the immunization status is verified. Immunizations mandated include Diphtheria-Tetanus-Pertussis (DPT/DTaP), Polio (OPV/IPV), Measles Mumps-Rubella (MMR), Haemophilus Influenza (Hib), Hepatitis b (HBV), and Varicella (Chicken Pox) or proof of having had Chicken Pox. Medical exclusions from immunizations require signed documentation. All questions should be referred to the School Nurse.

Medications

No self-medicating is allowed by students. All medications are administered by the School Nurse only with a written MD, DDS, or APRN order. Forms are available from the Nurse. All medications must be delivered by a parent, **and not by a student**, in an appropriately labeled pharmacy container.

Allergies/Medical Conditions

If your child has any known allergic or medical condition which needs monitoring, medication use, or potential for immediate treatment, please inform the School Nurse. It is imperative that the School Nurse be aware of all allergies, medical conditions and medications taken at home to better provide effective nursing care.

Head Lice Protocol

As recommended by the Centers for Disease Control and the State of CT Department of Public Health, Chester Elementary School does not announce when cases of lice are discovered, due to protecting our children and families' privacy. If your child ever contracts a case of head lice, here is a link that can help you at home: www.nasn.org/toolsresources/headlice/licelessons.

Screenings

Vision screening is conducted in all grades during the school year, along with a hearing screening for K-3 and Grade 5. Scoliosis screening is conducted for Grades 5-6. If a student fails a screening, a referral form with an explanation will be sent home for further evaluation by your child's physician.

Illness and Injury During School Hours

If a student becomes ill or injured during school hours, parents are notified by the School Nurse and are responsible for transportation home. If illness or injury becomes an emergency situation, "911" will be called for ambulance transportation.

Health Insurance

Chester Elementary offers student accident insurance on a voluntary basis. CES does not carry insurance for day-to-day injuries that might occur at the school. Information is sent home at the beginning of the school year, if you are interested in purchasing the accident insurance.

General Expectations

Chester Elementary School is committed to fostering good health throughout the school year. We encourage students to get enough sleep at night, eat a healthy breakfast, have a nutritious snack and lunch, wear clothing suited to the weather, and practice appropriate personal and dental hygiene.

LUNCH PROGRAM

Lunch Program

The school lunch program is a contracted service through Regional District #4. Chester Elementary School's cafeteria staff prepares the hot and cold lunch selections. Lunches are paid for daily, or arrangements can be made to prepay. Students may bring lunch and purchase milk for 50¢. A la carte items, such as bagels, snacks and sandwiches are available at an additional cost.

Lunch Menus

Lunch menus are prepared monthly and sent home with your child at the end of the month. The menu may be viewed on the school website: www.ces.reg4.k12.ct.us.

Lunch Payment

We use a computerized debit system in the cafeteria. This system increases the efficiency of service to our students. Every student is issued a bar-coded card. The cards remain at school. Students may only purchase lunch and milk with their card. Any other purchases (cookie, fruit, chips, etc.) must be purchased with cash. This ensures that money for lunch is not being used for treats and allows parents to control when and how often a child has a treat.

The computerized system allows you to check your child's lunch balance at any time. You have three options for purchasing breakfast and lunch:

1. Pay online:

Use a credit card to add funds to your child's cafeteria account. Go to the Region 4 web store (www.reg4.k12.ct.us) to pay on line.

2. Pay by check:

Have your child give a check to their homeroom teacher made out to "CES Cafeteria." Please put the check in an envelope that is clearly marked with your child's full name, teacher's name and account number.

3. Cash:

Students can always pay for their meals with cash. Please put the cash in an envelope that is clearly marked with your child's full name, teacher's name and account number.

A lunch costs \$2.75 and milk is \$.50. The price of \$2.75 includes the choice of skim, low fat, or whole milk. Adult lunch price is \$3.75. Breakfast is served daily and costs \$1.25 (including milk) and milk is available a la carte for \$.50.

Note: Free/reduced price lunch/breakfast is available for those who qualify. Forms are sent home with all students at the beginning of the school year. However, if a family's financial circumstances change, please request and submit a form at any time during the school year.

Charging Policy

Provisions are made for children who forget their lunch. In these instances, students may charge their lunch. If a student has charged once and not yet paid for it, they will be allowed to charge a sandwich until their account is settled.

Parents for Lunch

Parents are welcome to have lunch with their child at any time. Please notify the Cafeteria Manager (Ext. 3233) in advance.

Lunch on Early Dismissal Days

Unless otherwise noted, the cafeteria serves hot lunch and milk on early dismissal days for students in Grades K-6.

PARENTS AND THE SCHOOL

Parent-Teacher Organization (Chester PTO)

The Chester Elementary School PTO is a nonprofit, volunteer parent-teacher organization whose membership includes all parents, legal guardians, teachers and staff at Chester Elementary School. The CES PTO Mission is to promote open communication, understanding and involvement between parents and staff of CES, and to help provide supplemental resources to enhance or complement the curriculum.

Members of the PTO volunteer in many capacities. For example, they volunteer as room parents, join event committees, donate supplies or their time for PTO functions. Our volunteers also help brainstorm and create new activities or solutions that enhance the student's educational experience.

The PTO Sponsors, Hosts or Provides:

- ~ Entertainment and snack for Social Development Nights
- ~ Kindergarten/New Family Day at Camp Hazen
- ~ In-class Cultural Arts Programs
- ~ Field trip chaperone fees
- ~ Book fair certificates for families in need
- ~ S.T.E.A.M. Fair t-shirts for participating students
- ~ 6th Grade Graduation and Overnight Excursion
- ~ Teacher Mini-Grants for purchasing items outside of town budget
- ~ End-of-year Field Day for the whole school at Camp Hazen
- ~ Special Projects (ie: student directory, water for marching band)
- ~ Teacher & Staff Welcome Luncheon
- ~ Teacher & Staff Appreciation Event
- ~ Halloween Carnival
- ~ Winter Craft Night
- ~ Clothing Drives
- ~ Bingo & Basket Raffle
- ~ Book Fairs
- ~ Fun Run Challenge
- ~ Student Banking

How We Do It:

- ~ Catalog Sales
- ~ Clothing Drives
- ~ Direct Donations
- ~ Book Fairs
- ~ Fun Class Photos
- ~ Bingo & Basket Raffle
- ~ Fun Run Challenge
- ~ Box Tops Collections
- ~ Ink Cartridge Recycling
- ~ Halloween Carnival

And most of all: THROUGH YOUR SUPPORT!

PTO meetings are held the 1st Tuesdays of each month at 7pm in the CES Library, with free childcare. Parents are strongly encouraged to attend the meetings. We rely on our parent volunteers to assist in everything we do and bring fresh ideas. We need your help to continue to provide great benefits for our children. It's a great way to meet other parents, make new friends and get involved!

For further information, contact the PTO by email (cespto@reg4.k12.ct.us) or visit the PTO online at www.ces-pto.wikispaces.com

Open House/Classroom Visit

Prior to school opening, parents and students are invited to attend the Open House/Classroom Visit. This is an informal opportunity to meet the teacher, visit the classroom and greet new classmates.

Kindergarten Orientation/Registration

This program consists of an informational evening meeting for parents held in the spring. Pre-registration information is also given at this time. At registration, parents meet with the school professionals to provide information about their child. Parent/child school visitations are scheduled prior to the start of school and include a visit to the kindergarten classroom and a bus ride.

Curriculum Night

Curriculum Night is held each year in September. The purpose is for parents to meet with classroom teachers, who will review their classroom program. Conference sign-up is also held at this time. *This is not a time for individual conferences.*

SCHOOL DISCIPLINE PHILOSOPHY AND SCHOOL RULES

The Chester Code

I am respectful, responsible, safe and prepared.

Our Code represents our vision and expectations of how everyone in our school community will behave and sets the tone for a positive school climate. It is the goal of our school for all members of our school community to understand, value and demonstrate the attributes of our Code in all that we do. Chester School is committed to a school environment where all members are physically safe, are respected, take responsibility for their learning and behavior, and come to school prepared to learn. These are the tenets of our Code. Our Code is displayed throughout our school; it guides our interactions throughout our day. Teachers discuss the Code at the beginning of each school year and each class determines how it will implement the Code in their classroom.

We are also committed to clear, consistent behavioral expectations. When students understand what is expected of them, they are able to make appropriate choices about how to behave in a variety of situations. We use the Code to guide the resolution of behavioral issues and discipline. Our ultimate goal is for students to learn and use social problem-solving skills. Maintaining appropriate behavior needs to be a cooperative effort between the child, the teacher, the parents and the principal. Parental cooperation increases the effectiveness of our behavioral expectations. We ask you to support our efforts to provide a safe and caring school environment which promotes academic and social success.

General School Rules

- 1) Politeness and respect for others is expected at all times.
- 2) All property should be treated with respect. It is the parent's responsibility to pay for the repair or replacement of damaged and/or missing articles/property.
- 3) Selling and trading of objects, collectibles, food, and goods by students is not permitted.
- 4) No personal electronic equipment is to be brought to school (i.e., iPods/MP3 players, tablets, toys and walkie talkies). Calculators are allowed with teacher permission.
- 5) Cell phones are not permitted. (According to Board of Education Policy 5131.81, students shall not possess or use a remotely activated paging device or cellular phone while on school property, on school transportation, or while attending a school-sponsored activity on or off school property.)
- 6) Use of roller blades or skateboards is not permitted on the school grounds during school hours. These items are not to be brought to school.
- 7) Knives, weapons or other potentially dangerous items are prohibited by law on school grounds.
- 8) Animals are not to be brought to school or kept in classrooms.
- 9) Party invitations are not permitted to be distributed at school unless the entire class is invited.

Playground Rules

- 1) Show respect and follow the directions of all adults on playground duty.
- 2) Behave and use all playground equipment in a safe manner. Be careful not to hurt each other, especially when playing with smaller, younger students.
- 3) Follow the rule - "No hands on any other students." Pushing, hitting, tripping, tackling or knocking each other down, name calling, inappropriate language, fighting, pretend fighting or spitting are not allowed.
- 4) Use of playground equipment when wet or when the ground is frozen is not allowed.
- 5) Throwing of rocks, sand, woodchips, leaves, snow or ice is not allowed.
- 6) Get help from an adult if someone is hurt or if you see a problem. Report any unsafe situation or broken playground equipment.
- 7) Walkie talkies are used by school personnel to ensure quick response to emergency situations. Office personnel monitor walkie talkie communications to ensure prompt response from the health office.

- 8) When the whistle blows to end recess, stop playing and line up quietly. Do not leave the playground without permission.
- 9) Students must wear boots to leave the blacktop area when the field and playscape area are muddy or snow covered.

Slides

- Slide feet first, not on stomach or back.
- No climbing up slide.
- No standing at bottom of slide.

Swings

- One student per swing.
- No swinging on stomachs or standing on swings.
- No jumping off of a moving swing; stop to get off.
- No swinging sideways.

Hanging Bars

- One student on bars at a time.
- No sitting on top of bars.
- No hanging upside down on bars.

Ladders

- One student on a ladder at a time.
- No jumping from a ladder or from the top of the playscape.

Dress Code

Students are expected to dress in an appropriate manner, and to wear clothing that is modest and comfortable, and which elicits respect from others at all times. Students should wear shirts that do not have wide or low arm openings or tops with halter necks with the entire back showing: clothing should be modest so that no one needs to be embarrassed in any situation. Tank tops and short shorts are not permitted. Recess clothing should include good play shoes or sneakers, not flip flops, clogs, sandals, or high heeled shoes that can subject students to injuries. Students should not wear articles of clothing or accessories that might be considered a safety hazard, such as baggy pants, jackets/shirts with long strings, and chains or jewelry that can get tangled in play equipment. Clothing with offensive or inappropriate language or graphics is not allowed, nor is clothing depicting drugs, alcohol, and tobacco. Students participating in physical education classes must wear sneakers. Hats and hoods are not to be worn in the building. Flip flops are not allowed during recess due to safety reasons. If a student is wearing flip flops, staff members have been asked to direct students to the black top and insure that they do not run. Flip flops can be worn during the day if they bring another pair of shoes for recess or P.E. Under no circumstances are flip flops allowed during P.E. class.

Consequences for Inappropriate Behavior

Consequences are most effective when they are immediate and appropriate to the infraction. It is imperative that students understand that there will be consequences for inappropriate behavior and accept responsibility for their actions.

Awareness Papers

Awareness papers are a teaching tool. They are used to assist students to learn problem-solving skills, as well as to assume responsibility and accountability for inappropriate behavior. Students receive awareness papers to help them become aware of inappropriate behavior and to think of different ways to handle themselves and situations. The “consequence” for receiving an awareness paper is determined by the teacher giving the awareness paper, with no further action by parents necessary.

Discipline Papers

Discipline papers are acquired by students who demonstrate an established “serious” misbehavior. Noncompliance to an adult; physical aggression; obscene language/gestures; destruction of property; leaving school property/grounds without permission; bringing dangerous weapons to school; bullying; and threatening serious harm are infractions that qualify for a discipline paper. Discipline papers are handled by the principal and parents are contacted.

Consequences Guidelines

- 1) Students who exhibit “serious” misbehavior, which includes but is not limited to physical aggression, frequent awareness papers, etc. are sent to the office to complete a discipline paper, and parents are notified.
- 2) A student can be detained after school as a result of serious and/or continuous infraction of the discipline code or for repeated failure to complete an assigned task. After-school detention is the decision of the principal who contacts the student’s parents to inform them of the detention. A written detention slip is sent home detailing the infraction and verifying parental permission for the student to remain after school. The duration of a detention is one hour. Parents are required to provide transportation home for the student.
- 3) Serious and/or continuous infractions of the discipline code result in suspension. Suspension from school follows the suspension policy established by Connecticut Statute 10-233c.

Bullying

Bullying is not permitted in our school (Board of Education Policy 5131.911). The Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

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

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

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

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

SCHOOL PROCEDURES AND ROUTINES

Emergency Closing of School

In the event of severe weather or unusual circumstances, school sessions may be cancelled. An announcement will be made for Region #4 schools (Chester, Deep River and Essex) over Television Channels 3 (WFSB), 8 (WTNH), 30 (WVIT) and 61 (WTIC) and the school website (www.ces.reg4.k12.ct.us). Messages will also be conveyed through **Power Announcement from Alert Solutions**. This is an electronic notification service that allows us to send a telephone or e-mail message to parents, providing information about school closings or emergencies.

The message will be a decision to:

- A) **Close School**
- B) **Delay Opening Two (2) Hours** – If there is a delayed opening, school will close at the regularly scheduled time.
- C) **Emergency Early Dismissal** – If there is an emergency early dismissal, dismissal for Grades K-6 will be at 1:00 p.m.

Please complete the Emergency Dismissal Form distributed in September, and return it to your child's teacher. We urge parents to make sure that their child is familiar with any special arrangements should there be an emergency early dismissal. During severe storms, phone service is often interrupted and last minute arrangements are difficult to make.

Scheduled Early Dismissal Days

Dismissal on scheduled early dismissal days will be at 1:00 p.m.

The following dates will be early dismissal days for staff development: January 13; February 17; March 9; April 7; and May 26.

Additional early dismissal days for parent/teacher conferences are: October 20-21 and March 23-24.

The last day of school will be an early dismissal day.

Recess

Children are expected to wear appropriate clothing based on weather and temperature. If there is snow on the ground, children will not be allowed off of the blacktop area unless they have boots. Snow pants are expected to be worn by students in Grades K- 2. It is expected that children will have outside recess, unless the temperature falls below 20 degrees Fahrenheit, including the wind chill factor. Other inclement weather prohibiting outdoor recess would include: excessive wind, ice on the playground, rain, sleet or lightning. Teachers will monitor the weather conditions to determine that appropriate clothing is being worn in deference to the temperature and weather condition. **The following are not permitted: flip-flops, clogs, sandals, high-heeled shoes, or shoes without backs that can subject students to injuries.**

Morning Recess

Morning recess is held from the arrival of the first bus until 8:20 a.m., at which time children begin lining up for the start of school at 8:25 a.m. Students having breakfast at school will report to the cafeteria at 8:15 a.m.

Children should not be dropped off prior to 8:00 a.m., as supervision is not provided before 8:00 a.m.

Lunch Recess

Recess is held for 25 minutes before your child's lunch time. Children go outside for recess, weather permitting. During inclement weather, students return to their classrooms where they may read, participate in activities, or watch a movie (G-rated only).

Library

The school library operates on a flexible schedule. Each class has a book exchange time scheduled during the week. At that time, students may select and return books. The loan period is one week. If students forget to return their books, they will receive an overdue notice. Books may be returned on any school day and new books chosen.

School Information in the Media

A number of news articles concerning our school appear in the media throughout the course of the year. **If you do not wish to have your child interviewed by media personnel for school publicity or photographed for a newspaper, please be sure to complete the last page of the Information Update Form that is sent home on the first day of school.**

Internet and Technology Use

Each year, parents and students are requested to sign an Acceptable Use Policy indicating that they understand the rules and procedures for Internet access at Chester Elementary School. If students do not have a signed policy on file, they will not have access to the Internet at school.

Volunteers

Visitors and volunteers are always welcome at Chester Elementary School. In our continued effort to maintain a safe learning environment, all school visitors and volunteers **MUST** present a license or valid identification while visiting the building during school hours. The office staff will keep the identification and issue a visitor badge to the visitor to wear while they are in school. The identification will be returned to the visitor upon completion of their visit. This practice is designed to add an additional layer of safety for our children and staff while they are at school.

Classroom Observations

At no time are parents to go directly to the classrooms without checking in at the office. Parents wishing to observe in classrooms are requested to make arrangements with the principal prior to the observation. We value your involvement; however, unscheduled observations cause disruption in classroom routine. A parent requesting to observe a lesson will be required to sign a Classroom Observation Confidentiality Acknowledgement.

Personal Belongings

Parents are reminded to mark all items of clothing, especially hats, sweaters, coats, boots, gloves and raincoats. Students are not to bring electronic equipment (i.e., iPods/MP3 players, cell phones, tablets, toys and walkie talkies) or collectibles (i.e., sports cards or similar collectible items) to school unless the classroom teacher or principal grants special permission.

Birthdays

Celebrating a child's birthday in school is appropriate as long as it does not compromise the instructional day and it adheres to the wellness policy. Due to the number of allergies, parent requests and other issues, we need to avoid sugary treats for birthdays. Children may bring in a healthy snack of fruit/vegetables to commemorate their birthdays in school. Parents should notify the classroom teacher ahead of time if they plan to provide food for a birthday celebration. Several suggestions that do not include food are: donate a book in the child's name to the classroom library; give birthday pencils to classroom friends; or play a special game during snack time that the student can lead. Summer birthdays may be commemorated in the same manner. Parents should contact teachers for an appropriate day. *Invitations for students' personal parties may not be distributed at school unless they are distributed to the entire class.*

SOCIAL DEVELOPMENT

Social Development Program

Social Development is the development of a child's intrapersonal and interpersonal intelligences, often commonly referred to as one's emotional intelligence or "EQ." The goal of social development is to produce socially and emotionally competent individuals, who are motivated, effective students who will become productive and responsible community members. Social Development at Chester Elementary is a comprehensive, multi-faceted program, with the goal of creating a school where all members are responsible, respectful, physically and emotionally safe, and come to school prepared to learn. The program includes school climate, curriculum, school-wide activities, service learning, special programs to support students, and parent/community involvement. Social development consists of the following components:

- **Chester Code** is the heart of the social development program. The code establishes clear behavioral expectations and sets the tone for a positive school climate.
- **“Stop, Think, and Go”** is the school's motto and model which teaches social problem-solving and decision-making.
- **SELF** (Social and Emotional Learning Focus) is a K-6 curriculum to teach social and emotional learning. SELF teaches awareness and expressions of feelings, self-control, understanding of interpersonal relationships, empathy, caring, social problem-solving and decision-making.

- **School-wide Activities and Service Learning** are a variety of activities and projects in which students participate to foster a sense of community within our school and to learn the value of community service. Monthly town meetings, spirit days, and collections to support community agencies are examples of such activities.
- **Special Opportunities** such as Homework Club and Mentoring are available to help students develop life and relationship skills.
- **Parent/Community Involvement** joins parents and staff to extend the work being done in social development at school to parents and the community. Hosting events as Social Development Family Night and activities to integrate all families into our school community are examples of this work. Chester Elementary is committed to bridging the gap between its academic program and our students' social development needs. With solid social and emotional skills, students are better prepared to focus on and fulfill their academic responsibilities and are engaged as successful members of our school community.

School Traditions/Special Events/Town Meetings

Town meetings are held during the school year to celebrate learning across all grades and enrichment academies. Notices of town meetings are in the principal's newsletter. Parents are invited to attend.

Halloween Parade

A school Halloween Parade is held on Halloween or the day closest to that holiday, if it happens to fall on a weekend. Students in Grades K-3 bring their costumes to school in a bag and dress immediately prior to the parade. The parade is held in the afternoon on the school's baseball field. Parents are welcome to come view this event and are encouraged to volunteer in their child's classroom to help students with their costumes.

TRANSPORTATION

Bus Transportation

Bus transportation is provided by First Student (860-526-5833). School bus transportation is a privilege that may be withdrawn for inappropriate behavior.

Bus Rules

For all rules, please read the Bus Handbook provided on the first day of school.

- All rules of safety as designed by First Student Transportation are to be followed at all times. These include no eating, no moving about the bus, no fighting, and no yelling.
- Students must obey the instructions of the driver.
- Students will wait in line for their buses, and teachers will escort students to their buses for boarding.

Bus Behavior Consequences

The following consequences have been established by First Student Transportation:

- 1) Student warned by driver.
- 2) Student moved to front seat.
- 3) Student officially written up/principal notified/student spoken to/copy of write-up sent to parents. Repeated infractions can lead to suspension from transportation privileges.
- 4) The principal handles bus discipline at the school level following behavior expectations for all students.

Note: Children may not change buses except in an emergency and only at the written or telephone request of a parent. Visiting other children, scout meetings, birthday parties, etc. are not considered emergencies. PLEASE call the school before 2:15 p.m. to request pick-up changes.

Bike Riding

Students in grades 4-6 may ride bicycles to school. *Written permission must be on file with the office for the student to ride home from school.* **Helmets are required by CT State law** for children to age 12. Bicycle riders should not arrive at school before 8:00 a.m. and will be dismissed with the walkers.

Walkers

Written permission must be on file with the office for the student to walk home from school. Walkers are **not** to remain on school grounds after dismissal. **Walkers may not be picked up in the driveway or at the Snack Shack.** They should not return to play until all buses have departed (after 3:30 p.m.). **There is no supervision for students returning to play on school grounds.** Students should use the walk path when arriving and leaving school.

OTHER

Region #4 Pre-School Program

The Integrated Pre-School Program is for pre-school students who are developmentally a year below age level in two or more of the following areas: expressive or receptive language, fine or gross motor development or personal social development. The Special Needs Pre-School identifies, screens and administers diagnostic testing, and provides services to identified children. For more information regarding monthly region-wide developmental screening for the Pre-School program, contact Judy Bowdish at 860-767-8215 (Essex Elementary School).

Chester Board of Education

Chester Elementary School, along with the Deep River and Essex Elementary Schools, work in collaboration with Regional District #4. Chester Elementary School is overseen by a nine-member Board of Education. The primary orientation of the Board of Education is directed toward the philosophy, policies and goals of the educational system. Policy establishes the limits within which the school system is administered, and acts as a statement of the philosophical beliefs and educational goals of the Board of Education. The Board sets policy; the staff fulfills the intent of policy through administrative rules and procedures. The Chester Board of Education members are elected to serve four-year terms. The Board of Education meets on a regular basis every other month at 7 p.m. (July and August meetings are usually waived.) Please refer to the school calendar for scheduled meeting dates. Chester meetings are held at the Elementary School and are publicly noticed. The agenda for the regularly scheduled Board of Education meetings will be posted, and the items discussed will be limited to those topics. Executive Sessions may be held to discuss matters of a sensitive nature, such as personnel issues or negotiation strategy and are closed to the public. The Board of Education provides two opportunities for audience participation at the beginning and end of their agenda. The Board of Education welcomes input from interested organizations and individuals. It is helpful to remember that if you have a concern, resolution should be sought at the appropriate level, beginning with the classroom teacher, then the principal, and next the superintendent. If resolution is not realized following this procedure, it is then appropriate to address the Board in writing regarding your concern. We welcome and encourage your attendance at all Board meetings.

Central Office Administration

Phone: 860-526-2417

Superintendent of Schools: Dr. Ruth Levy

Assistant Superintendent: Mrs. Kristina Martineau

Director of Pupil Services: Ms. Sarah Smalley

Homeless Students

The Board of Education shall make reasonable efforts to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education in compliance with all applicable federal and state laws (5118.1 (a)).

No Child Left Behind Act

As a parent of a student at Chester Elementary, under the No Child Left Behind Act of 2001 you have the right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask the following information concerning classroom teachers:

- Whether the State of CT has licensed or qualified the teachers for the grades and subjects they teach.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advance degrees; and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like more information, please contact the principal.

Annual Progress Reports

Connecticut has developed a new accountability system to assess school performance. The new performance measurement system improves the State's ability to provide more accurate and appropriate interventions, support and recognition to local schools. Connecticut's new accountability system improves upon the old one (Strategic School Profiles) in several ways. The new system recognizes and values improvement in student achievement at all performance levels.

Wellness Policy Statement

The Chester, Deep River, Essex, and Region 4 Boards of Education believe that all students who begin each day as healthy individuals have the potential to become better learners. The Board also believes that staff should model appropriate wellness behaviors for students. A comprehensive approach to student wellness, sensitive to individual and community needs, shall be implemented in all district schools. Through the support and promotion of good nutrition and physical activity, the schools will help children grow strong, succeed in school, establish life-long healthy eating habits and combat childhood obesity and related health disorders. Proper nutrition shall be promoted and taught in an interactive way within the classroom, cafeteria and community. In addition, a healthy school environment should not be sacrificed for revenue from unhealthy foods sold to children or organizations from students, except on specific approval of the Board of Education.

NON-DISCRIMINATION/TITLE IX

The Chester, Deep River, Essex, Region #4, and Supervision District Boards of Education are equal opportunity/affirmative action employers. The Chester, Deep River, Essex, Region #4, and Supervision District Boards of Education do not discriminate 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. Questions or complaints related to Title IX should be directed to Mrs. Kristina Martineau, Assistant Superintendent, 1 Winthrop Road, Deep River, CT 06417 or by phone at 860-526-2417; questions or complaints related to disabilities, should be directed to Ms. Sarah Smalley, Director of Pupil Services, 1 Winthrop Road, Deep River, CT 06417 or by phone at 860-526-2417.

A. EQUAL EDUCATION OPPORTUNITY

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

This means that, if you are a student, you may not be discriminated against in areas of:

Admission

Use of School Facilities

Vocational Education

Competitive Athletics

Student Rules, Regulations and Benefits
Financial Assistance
School-Sponsored Extracurricular Activities
Enrollment in Courses
Counseling and Guidance
Physical Education
Graduation Requirements
Treatment as a Married and/or Pregnant Student
Health Services
Most Other Aid, Benefits or Services

B. SEXUAL HARASSMENT

The Boards of Education forbid any form of sexual harassment in the workplace and in all school facilities. It shall be a violation of Board of Education policy for any employee, individual under contract, volunteer, student or any individual, subject to the control of the Boards of Education, to harass an employee, individual under contract, volunteer or student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students through conduct or communication of a sexual nature as defined below.

Sexual harassment has been clearly established as a form of sexual discrimination. Sexual harassment is defined as follows:

“Any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment, (2) submission or rejection of such conduct by an individual is used as the basis for employment decision affecting such individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual student’s performance or creating an intimidating, hostile or offensive learning environment.”

Specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment are:

Touching, sexual name calling, inappropriate public display of affections, gestures, jokes/cartoons/ pictures, pulling at clothes, verbal comments, sexual rumors, too personal a conversation, corner/blocking, leers, attempted rape/rape.

Sexual harassment by an employee, any individual under contract, volunteer, or student, will result in disciplinary action up to and including dismissal from employment or expulsion from school.

C. COMPLAINT PROCEDURE

If you believe that you have been discriminated against in regard to the preceding policy, you may file a grievance that your rights have been denied or violated. Your claim will be thoroughly investigated and corrective action will be taken when allegations are verified. Confidentiality, to the extent legally possible, will be maintained by all persons involved in the investigation and no reprisals or retaliations will be allowed to occur as the result of good faith reporting of charges of sexual harassment.

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact a guidance counselor, social worker or school administrator.

Forms are available in the Guidance Office or Principal’s Office in each school. Contact with an administrator should take place within **forty calendar days of the alleged occurrence.**

2016-17 Safe School Climate Plans for the schools of the No. 4 Regional Supervision District

Chester Elementary School

National School Climate Standard	Current School Status (Based Upon Rubric)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Current Progress to Date
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p><i>Maintenance</i></p>	<ul style="list-style-type: none"> - Continue to in-service and support the bus drivers in social development goals - In-service new staff on a continual basis 	<ul style="list-style-type: none"> - In-service sessions with bus drivers and bus company management - In-service new staff 	<ul style="list-style-type: none"> -Decreased bus referrals -Include social development in Teacher Induction program, on-going PD -Student surveys 	<ul style="list-style-type: none"> - Monthly meetings
<p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><i>Maintenance</i></p>	<ul style="list-style-type: none"> - Review vision/expectations on a continual basis 	<ul style="list-style-type: none"> - Monthly faculty meetings - Monthly paraeducator meetings 	<ul style="list-style-type: none"> - Agenda activities and feedback forms - Continue to promote school community via weekly academies 	<ul style="list-style-type: none"> - On-going
<p>Standard 1: Shared Values What are the shared values?</p>	<p><i>Maintenance</i></p>	<ul style="list-style-type: none"> - Maintaining awareness and informing all staff of work of the committee 	<ul style="list-style-type: none"> - Monthly minutes to all staff - Faculty meeting reports - Social development committee meetings 	<ul style="list-style-type: none"> - Minutes - Agendas - Newsletters - Staff News - Morning Broadcasts 	<ul style="list-style-type: none"> - On-going

Chester Elementary School – Safe School Climate Plan for 2016-17

National School Climate Standard	Current School Status (Based Upon Rubric)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Current Progress to Date
<p>Standard 1: Shared Goals What are the shared priorities?</p>	<p><i>Maintenance</i></p>	<p>- Develop school goals related to values and mission</p>	<p>-Continue to disseminate information to all staff regarding goals and vision -Develop specific action plan for the school to address school priorities for the academic year</p>	<p>-Staff Handbooks -Bus Referrals -Office Referrals - Chalk Talk (weekly newsletter to parents) - Student/Community Service projects</p>	<p>-On-going</p>
<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?</p>	<p><i>District-wide Policies as follows: 5131.911 5131.913 View at: www.reg4.k12.ct.us</i></p> <p><i>Review Policy with Administration & Staff – (ALL schools)</i></p>	<p>- Review Policy with Administration & Staff</p>	<p>- School Climate Plan - Policies and Procedures for investigations</p>	<p>- Survey - Monitor ED 166 and incident reports</p>	<p>- On-going</p>
<p>Standard 2: Shared School Policies Are there policies in place to address barriers to learning?</p>	<p><i>District-wide Policies as follows: IDEA 504 CGS View at: www.reg4.k12.ct.us</i></p> <p><i>Review Policy with Administration & Staff – (ALL schools)</i></p>	<p>Review Policy with Administration & Staff</p>	<p>- School Climate Plan - Policies and Procedures for investigations</p>	<p>- Survey - Monitor ED 166 and incident reports</p>	<p>- On-going</p>

Chester Elementary School – Safe School Climate Plan for 2016-17

National School Climate Standard	Current School Status (Based Upon Rubric)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Current Progress to Date
<p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific req. in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p><i>District-wide Policies as follows:</i> 5131.911 5131.913 5133 5131.91 View at: www.reg4.k12.ct.us Review Policy with Administration & Staff</p>	<p>Review Policy with Administration & Staff</p>	<ul style="list-style-type: none"> - District-wide Professional Development for all staff by Shipman & Goodwin and Joanne Freeberg from the State - Annual review regarding bullying laws in the schools 	<ul style="list-style-type: none"> - Survey - Monitor ED 166 and incident reports 	<p>- On-going</p>
<p>Standard 3: School Practices Are there practices in place to promote positive youth development?</p>	<p><i>Maintenance</i></p>	<ul style="list-style-type: none"> - Maintain and bolster our current after-school programs - Continue the implementation of after-school enrichment programs - Continue School wide Enrichment program during school day focusing on student interests and strengths - Continue Mentor Program 	<ul style="list-style-type: none"> - Review partnership with the PTO, YMCA and Parks & Recreation to move our current after-school program forward - Meet with after-school enrichment program facilitators to determine the effectiveness of our offerings - Survey our students and work with staff members to ensure we are offering a broad range of school wide enrichment academies to cover student interest areas - Continue to implement enrichment academies on a weekly basis 	<ul style="list-style-type: none"> - Peer Advisors - Reach Out - Community Service Day with VRHS - DARE program - Fun Run - Zumbathon - Minutes of meetings with PTO, YMCA and Parks & Recreation as well as brochure of yearly offerings - Minutes of meetings with after-school enrichment facilitators and evaluations from students and parents - Interest survey results of our students as well as school wide enrichment sign-up sheets that are prioritized based on student interest - Mentor program - Group and individual counseling 	<p>- On-going</p>

Chester Elementary School – Safe School Climate Plan for 2016-17

National School Climate Standard	Current School Status (Based Upon Rubric)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Current Progress to Date
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	<i>Maintenance</i>	<ul style="list-style-type: none"> - Informal observations practice for teachers to share best practice - electronic observations 	<ul style="list-style-type: none"> - Systematic method for scheduling teachers to visit other classrooms - i.e. Observation or other electronic observation options. - Address in advisory 	<ul style="list-style-type: none"> - SRBI process - Mentor program - Walk-through evaluation forms - Investigation into online observations. - Investigation into Best practice for implementing teacher to teacher walkthroughs 	- In Progress
Standard 3: School Practices Are there practices in place to address barriers to new learning?	<i>Emergent</i>	<ul style="list-style-type: none"> - SRBI process has evolved to be more comprehensive and effective - Consistent PD given regarding Differentiated Instruction - Increase the resources for the school to supplement the basic necessities that parents cannot/do not provide for their children 	<ul style="list-style-type: none"> - Resources provided to staff regarding process - Interest inventory - Expand Co-teaching model and continue offering PD - Seek support through PTO fundraisers, and service learning projects 	<ul style="list-style-type: none"> - Student leaders for new students - Calendar of PD events on PD days and release time - Number of students receiving assistance from the school/PTO - Fundraiser events and results -Breakfast program - Math PD for parents - Backpack program - 504 & SPED plans 	- On-going
Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?	<i>Maintenance</i>	<ul style="list-style-type: none"> - To network with the community, businesses, and other social service agencies regarding student need 	<ul style="list-style-type: none"> - Develop contact list for possible supporters - Systematic contact with the community, businesses, and other social service agencies 	<ul style="list-style-type: none"> - Directory of resources 	- On-going

Chester Elementary School – Safe School Climate Plan for 2016-17

National School Climate Standard	Current School Status (Based Upon Rubric)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Current Progress to Date
<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?</p>	<p><i>Emergent</i></p>	<ul style="list-style-type: none"> - Consistency of upholding standards by all staff - Assessments completed by staff, students and parents 	<ul style="list-style-type: none"> - Crisis Team meetings - Awareness training for all staff - Find and administer surveys 	<ul style="list-style-type: none"> - Stakeholder goal - Feedback to all staff regarding issues - PD - Training and enhancement on effective lockdowns and fire drills - Student check-in/check-out procedures improved - Appropriate surveys 	<p>- On-going</p>
<p>Standard 5: School Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p><i>Maintenance</i></p>	<ul style="list-style-type: none"> - Continue to fine-tune the effectiveness of academies - Continue to develop more opportunities for students to have responsibilities 	<ul style="list-style-type: none"> - Peer advisors - Staff training and the refinement of Social Development curriculum - Buddy Program - Classroom lessons - In-service PD on school-wide enrichment methods - Review student priority choices for academies to determine future offerings 	<ul style="list-style-type: none"> - Surveys - Assess current opportunities - Develop new clubs, activities to develop student responsibilities 	<p>- In Progress</p>

Chester Elementary School – Safe School Climate Plan for 2016-17

National School Climate Standard	Current School Status (Based Upon Rubric)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Current Progress to Date
<p>Continuous Improvement: Is there clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<i>Emergent</i>	<ul style="list-style-type: none"> - Provide more research/information regarding the importance of a positive school climate to all staff - Include a School Climate SIP goal yearly 	<ul style="list-style-type: none"> - Find articles for staff. Discuss articles in various formats - Develop a SMART goal 	<ul style="list-style-type: none"> - Committee work - Information disseminated - Review data and develop goal 	- In Progress
<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<i>Emergent</i>	<ul style="list-style-type: none"> - Recruiting and sustaining parent participation in the programs offered - How do we schedule programs that parents will attend 	<ul style="list-style-type: none"> - Look at the current programs - Review parent feedback 	<ul style="list-style-type: none"> - Parent participation - Offered programs - Community Service and conversation - Math workshops - Weekly Chalk Talk 	- In Progress
<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<i>Emergent</i>	<ul style="list-style-type: none"> - Continue to embed school climate into the school improvement process - Involve all staff in maximizing the connectedness of students to their school 	- Professional Development	<ul style="list-style-type: none"> - State of Connecticut Survey - PTO events - Recognized by CAS for School Climate Award - Stakeholder feedback goal 	- On-going

**CHESTER ELEMENTARY SCHOOL HANDBOOK
2016-2017**

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