

Middletown Public Schools

Elementary
PARENT and STUDENT

HANDBOOK



2011-2012

Bielefield	Moody
Farm Hill	Snow
Lawrence	Spencer
Macdonough	Wesley

“Dedicated to the Service and Growth of Each Student”

**Middletown Public Schools'
Mission Statement**

The mission of the Middletown Public Schools is to enable all students to achieve at their highest potential by challenging them through a system structured around a common core of knowledge, skills, values, and variety of educational experiences. Through partnerships with family and community, our schools will promote the pursuit of lifelong learning, responsible citizenship, and decision making, in a culturally diverse world.

STATEMENT OF NON-DISCRIMINATION

The Middletown Board of Education is an affirmative action/equal opportunity employer, and it does not discriminate on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability in any of its education programs, activities, or employment policies. All educational programs and offerings, including vocational education and extracurricular activities, subscribe to this policy.

TABLE OF CONTENTS

Message from the Superintendent	1	Breakfast & Lunch Program.....	8
Educational Goals for Students.....	2	Integrated Pest Management Program.....	8
Board of Education Meeting Dates	2	Transportation.....	9
School Programs.....	2	Bus Riders & Bus Safety.....	9
Language Arts/Reading	2	Bus Rules.....	9
Mathematics.....	3	School Bus Conduct.....	9
Social Studies.....	3	Bus Accident Procedures.....	10
Science	3	Changes in Transportation.....	10
Health & Safety Education.....	4	Inclement Weather/Flooding.....	10
Educational Technology.....	4	Bike Riders.....	11
Art.....	4	General Policies.....	11
Library/Media.....	5	School Visits.....	11
Music.....	5	Emergency Cards.....	11
Physical Education.....	5	School Insurance.....	11
Special Programs.....	5	Safety.....	11
Early Childhood Education.....	5	No School & Delayed Openings.....	11
Special Education & Pupil Services.....	5	Homework.....	11
Title I.....	6	Discipline.....	12
English Language Learners (ELL).....	6	Bullying Behavior.....	12
Parent Resource Coordinator/Parent Organizations... 6		Notices Home.....	12
Family Resource Centers.....	7	Noontime Recess.....	12
School-Business Partnerships.....	7	Valuables.....	12
Mentor Program.....	7	IPOD, MP3 Players, etc.,.....	12
Testing & Progress Reports.....	7	Electronic Communication/Cellular Phone..	12
Kindergarten Registration.....	7	Textbooks.....	12
School Day.....	7	Student Dress.....	12
School Arrival /Dismissal Hours.....	7	Field Trips.....	13
Delayed Openings.....	7	Notice of Parent/Student Rights.....	13
One-Session Days.....	8	Statement of Title VI, VII, Title IX.....	14
Absences.....	8	Notification of Grievance Procedures.....	15
		Parents/Guardians' Rights/Respons.....	15
		Family Educational Rights & Privacy Act..	16
		Protection of Pupil Rights Amendment.....	16
		Statement on School Choice.....	17
		Elementary School calendar.....	19
		District Information.....	20
		Policies & Regulations Table.....	21

Please Note: A table listing Middletown Board of Education policies & regulations pertinent to elementary education information can be found on page 21.

Additionally, **all** Middletown Board of Education policies, bylaws & regulations can be found on the district website at www.middletownschoools.org

Message from the Superintendent

Dear Parents:

It is amazing to believe that six years have gone by and I begin my seventh year as Superintendent of Middletown Public Schools. We continue to move forward in all areas and expectations continue to remain extremely high.

The District's CMT results from 2006 to 2011 show improvement in Math, Reading, and Writing at every grade level. The improvement in Reading from 2006 to 2011 is the real success story. The improvement has been monumental. The District continues to show improvement in Adequate Yearly Progress (AYP) for our standardized testing.

We are in year 4 of our District Improvement Plan (DIP) which is used as a State model. The State Department of Education Consultants says that Middletown Public Schools is the best in the State with regard to the District Data Team (DDT) process. They continue to say that the depth of our conversations, understanding of instruction, and the instructional leadership is second to none in the State. Furthermore, we are the only District in the State showing and using data on how the Connecticut Accountability for Learning Initiative (CALI) is supposed to be implemented. We continue to present at numerous State-sponsored Data Showcases, as well as having numerous Districts and administrators throughout the State attend and model our DDT process.

Our goal is to ensure that every student achieves adequate yearly progress.

I am actively involved spending time visiting schools, interacting with staff throughout the District, and attending various community activities. We all share a common mission - providing the best education possible for all students.

My door is always open and I welcome your thoughts and encourage your participation.

Michael J. Frechette, Ph.D.
Superintendent of Schools

**MIDDLETOWN PUBLIC SCHOOLS
EDUCATIONAL GOALS FOR STUDENTS**

- Goal I Promote high academic achievement among all learners
- Goal II Provide a comprehensive program in arts, humanities, sciences and personal growth
- Goal III Ensure parental and community support and involvement through clear, open and timely communication
- Goal IV Use technology to enhance learning, communication, and organization
- Goal V Recognize and value diversity and multiculturalism in our schools and community
- Goal VI Demonstrate mutual respect, social awareness, integrity, and responsible decision making
- Goal VII Ensure optimal student learning through ongoing and effective professional development programs

**Board of Education
Calendar of Meetings for 2011/12**

Board of Education meetings are held on the second Tuesday of the month* and are open to the public. Please check the Middletown Public Schools website for location and time of meetings. The following dates have been scheduled:

August 23, 2011	December 6, 2011	March 13, 2012
September 13, 2011	December 20, 2011	April 3* & 24, 2012
September 27, 2011 (workshop)	January 10, 2012 (budget)	May 8, 2012
October 11, 2011	January 24, 2012	June 5 & 19, 2012
November 15, 2011*	February 14 & 28*, 2012	

**note – some changes due to holidays & school recess*

School Programs

Middletown Public Schools provide a comprehensive set of programs to help students develop basic skills, use their critical thinking skills, acquire aesthetic appreciation for the arts, develop habits for a healthy life style, and develop appropriate social and civic skills.

This handbook provides an overview of the school program and many of its components. We recognize that an active partnership between home and school is essential to achieve success on behalf of children. To help parents fully understand their child's progress, we have organized several approaches to communicate this information. Assessment of student progress is measured in various ways throughout the curriculum. The school district maintains balanced assessment programs and regularly communicates results to parents.

Below is a summary of each curriculum offered within our schools:

Language Arts/Reading

The integrated language arts program develops students' ability to gather information, develop effective communication skills (reading, writing and speaking), think critically, and develop an appreciation of literature within a flexible learning environment.

The major goals of the integrated language arts program are designed to help students develop

- knowledge and appreciation of language and literature;
- understanding of the importance of reading and communicating in their work and personal lives;
- understanding and appreciation of people and cultures through varied forms of literature;
- critical-thinking skills as they respond to what they read, write, view, and hear;
- ability to process and apply information derived from written and oral communications;
- ability to speak and write effectively.

Instructional materials for the integrated language arts program include a rich variety of trade books, leveled reading resources, periodicals, handbooks, and district-developed materials.

Mathematics

The mathematics program provides a strong foundation to enable students to increase knowledge, compute accurately, interpret and communicate information, make reasonable decisions, and solve increasingly complex problems. By using various approaches and tools, including manipulatives, calculators, and computers, students can apply mathematics to everyday life, vocations, and careers.

The mathematics program is designed to help students

- value mathematics;
- develop a positive attitude about, and confidence in, their mathematical ability;
- develop problem-solving ability skills;
- use mathematical tools and manipulatives in solving problems;
- communicate mathematically;
- reason mathematically;
- developmental and written computational proficiency.

Instructional materials for mathematics include McGraw-Hill (elementary), the state’s Goals 2000 resources, the state’s math frameworks, several nationally published texts, along with a variety of manipulative materials.

Social Studies

The social studies program integrates human experience and knowledge for the purpose of citizenship education. Citizenship education emphasizes membership in the American and the world community and the commitment to work effectively with diverse peoples and to understand and appreciate differences in cultures, in values, and responses to societal issues.

The elementary social studies program is organized according to these themes/topics:

Kindergarten

School and Neighborhood
Self and Family
Animals Around the World

Grade One

Working Together
Who We Are
Map & Globes

Grade Two

Community Life
Understanding People and Places
Citizenship

Grade Three

Community
Map Skills
Middletown

Grade Four

Connecticut Government
Connecticut Geography
Regions of the U.S.

Grade Five

The First Americans
New England Colonies
The Constitution

The resources and materials used to implement the program are varied and include a Houghton-Mifflin text, Nystrom maps and globe materials, plus locally developed teaching materials.

Science

The elementary science program helps students develop their science skills, understanding, and interests through applied and inquiry-based activities. At each grade, students learn more about the life, physical, and earth sciences, participating in three or four units of study that extend their reading, writing, and math skills development and integrate the state’s “Science and Technology in Society” strand.

The elementary science program is presently undergoing extensive revision to better align Middletown’s program with the new State science frameworks and strengthen students’ understanding and appreciation of science.

Kindergarten

What is Matter?
 How weather affects us
 Living & Non-living things
 Natural & man-made objects to improve life

Grade One

Forces and Motion
 Life Cycles of Organisms
 Structure & Function of Plants & Animals
 Describing the properties of materials & organism

Grade Two

Plant Life Cycles
 Properties of Matter & Phases
 The Changing Earth (soil)
 Nutritional Needs for Survival

Grade Three

Properties of Matter/Water
 The Changing Earth/Earth
 Heredity & Evolution

Grade Four

Forces & Motion
 Magnetism & Electricity
 Matter & Energy in the Earth's Systems

Grade 5

Light/Technology
 Nature of Sound
 Senses
 Earth, Moon, & Sun

Health and Safety Education

The purpose of the health and safety program is to provide students with a comprehensive understanding of concepts that will enable them to acquire information, develop skills, think critically and make appropriate decisions supporting a healthy life style. The core curriculum comprises ten topics that address health-related issues. These strands are

- Mental and Emotional Health
- Suicide Prevention
- Nutrition
- Substance Abuse
- Disease Prevention
- Human Growth and Development
- First Aid, Safety, and Accident Prevention
- Community and Environmental Health
- Consumer Health
- Human Sexuality

The program has been developed with the belief that a solid foundation in health education enables students to make sound decisions regarding health issues. This requires that appropriate information regarding all health-related topics be organized in a logical sequence for students. The program helps students develop positive self-concepts. In later grades the emphasis shifts to problem solving and critical thinking skills. The program emphasis is aimed at empowering students, by teaching them appropriate skills, to evaluate and use new health-related information as it becomes available, and to make suitable and reasonable decisions for themselves.

The resources and materials used to implement the program are varied. They include, but are not limited to, *Here's Looking at You*, *Great Body Shop*, National Dairy Council materials, district-developed curricula, and the Scott, Foresman health text.

Educational Technology

Students in Grades 4 and 5 are provided with computer educational experiences on a weekly basis. In addition, students in Grades K-3 are given the opportunity to use computers. Computers are essential tools in helping students learn. Computers are available, either in a computer lab or classrooms, for large and small group activities. A combination of approaches, including computer-assisted instruction and application programs, provides students with computer-related experience that integrates learning throughout other curricular areas.

Art

All elementary students participate in a general art program on a weekly basis. The program emphasizes basic art concepts and ideas as well as increased self-awareness through aesthetic experiences and activities. Art is taught through a discipline-based curriculum that recognizes children's developmental stages. The goal of this approach is to expand the child's capacity to know, to create, to

value, and to appreciate artistic expression. A K-12, district-wide art show is conducted annually at Wesleyan's Zilkha Gallery to display the variety of artwork produced by students.

Library/Media

All elementary students participate in a library skills program. One purpose of the library program is to assist students in becoming independent learners by using library resources and materials. Classroom teachers take their students to the library weekly for regular book exchanges and some instruction in library skills use.

Music

All elementary students participate in a general music program on a weekly basis. Students participate in a variety of musical experiences including singing, listening to an assortment of musical styles, improvising, learning traditional and non-traditional notation, and composing. The instrumental music program is offered to students in Grades 4 and 5. Students are encouraged to study an instrument in these two grades and participate in small group instruction on a weekly basis. Instruments may be rented from area music stores. On a limited basis, the school district can arrange instrument loans at no cost based on student need. A culminating annual activity for this program is the All-City Music Festival. The grades 2-5 Elizabeth Swaim String Program, in partnership with the school district, now prepares interested students for the district's grades 6-8 string program. Please check the district's website for further information (www.middletownschools.org).

Physical Education

All elementary students participate in a physical education program on a weekly basis. The curriculum is designed to provide a balanced program in conditioning activities, rhythms, gymnastics, and individual team sports. The program builds a foundation of skills, knowledge, and attitudes required to maintain a healthy life style.

Special Programs

In addition to school programs and to further enhance students' education, the following special programs are provided to selected students. Each program has its own selection process. For further information, call your child's principal.

- ***Early Childhood Education***

The Middletown Public School District is committed to providing comprehensive, developmentally based early childhood services.

The Preschool Program, located at both Bielefield and Snow Schools, provides services on a half-day basis to identified, high-risk, three- and four-year-olds. This program emphasizes the development of skills in the gross motor, fine motor, language, social/emotional, and general knowledge areas. An additional preschool program coordinated and staffed by Middlesex Community College is offered at Macdonough Elementary School.

Middletown also provides a full-day kindergarten program for five-year-olds (by January 1) in each of the eight elementary schools. The kindergarten program is based on a developmental approach to learning that addresses children's academic, social, and emotional needs.

- ***Special Education and Pupil Personnel Services***

The Middletown Board of Education provides special education and pupil personnel services (speech & language, counseling, etc.) to students who are identified as special education students.

If you suspect that your child may have a disability, you may request through a building principal a Planning and Placement Team (PPT) meeting to review your concerns. Parents or guardians are notified five to ten days in advance by mail of the PPT meeting to discuss the referral. If the PPT determines that your child needs to be evaluated, school staff will conduct the evaluations. A multidisciplinary evaluation must be conducted to determine eligibility. If the student is eligible, an Individualized Educational Plan (IEP) is developed and implemented.

A team approach consisting of school staff, parents and administration is used in developing the educational plan.

The pamphlet entitled Steps to Protect a Child's Right to Special Education: Procedural Safeguards outlines parents' rights under the Individuals with Disabilities Education Act (IDEA) are provided one time per year and upon request. Records shall be maintained for each student from entrance into school to graduation or withdrawal. Retention of certain types of

records is required by law. Access to and security of student records and requests for amendments are assured by the Connecticut General Statutes, the Federal Family Educational Rights and Privacy Act of 1974 and their respective regulations.

Under FERPA, school officials may disclose of any and all education records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of the Individuals with disabilities Education Act, to another school or post-secondary institution at which the student seeks or intends to enroll. While parental consent is not required for transferring education records, the school's annual FERPA notification should indicate that such disclosures are made. In the absence of information about disclosures in the annual FERPA notification, school officials must make a reasonable attempt to notify the parent about the disclosure, unless the parent initiated the disclosure.

- ***Title I***

Students in Middletown are served by Title I federal funds. It is the largest federal program for education. In our town, the project supports programs in four public and four non-public elementary schools.

Money must be used to serve children who require remediation in their studies. This money provided is above what the Board of Education normally spends on children. For additional information, please contact the Title I Office (638-1414) located at 311 Hunting Hill Avenue.

Parents' Right to Know Teacher Qualifications

Parents of students attending any school receiving Title I funds may request information regarding the professional qualifications of their child's classroom teacher(s). Parents may submit a request, in writing, to the Superintendent of Schools, to receive information regarding:

- If the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- If the teacher is teaching under an interim certificate, a durational shortage area permit, a minor assignment, or as a substitute teacher;
- The baccalaureate degree major and any other graduate certification degree held by the teacher; and the field of discipline of the certification or degree; and
- Whether the student is provided services by a paraprofessional and, if so, his/her qualifications.

- ***English Language Learners (ELL)***

Students whose dominant language is other than English and who are identified as eligible receive English Language Learner (ELL) services. The ELL program provides instruction in oral language (English) while respecting the dominant language and cultural values of the students. Emphasis is on integrating the student into regular classes at a district school that also offers specialized ESL instruction to improve listening, speaking, reading, and writing skills.

Parent Resource Coordinator and Parent Organizations

Middletown Public Schools believe that parent and family involvement is critical to a child's success in school. The Parent Resource Coordinator provides communication and outreach to families for a more effective home-school partnership in the city's eleven public schools. Goals are to increase parent and community involvement as volunteers in the school; encourage families to become interested participants at meetings, workshops, and school activities; and to assist parents in providing a supportive environment for education in the home. Each school uses volunteers in a variety of ways, both in and out of the classroom. The Parent Resource Coordinator can be reached at 860-638-1462.

In the past three years, Middletown's participation in the School, Family, and Community Partners national network has grown from two to nine schools. Enlisting parent and community support and involvement in decision making remains its chief goal.

In addition, each school has a PTO/PTA that meets monthly and plans activities to foster parent involvement. Your school's principal will keep you informed of parent organization activities and meeting dates. Families interested in helping or seeking further information should contact their school principal.

Middletown also offers a 20-week Parent Leadership Training Institute (PLTI). For more information, contact the Parent Resource coordinator.

Family Resource Centers

Family Resource Centers are housed at Farm Hill and Macdonough Schools. These centers embrace the underlying concept that healthy development and good education begin with access to quality childcare and support services from birth. For further information, contact the Farm Hill Family Resource Center at 860-347-0869 or the Macdonough Family Resource Center at 860-638-3742.

School-Business Partnerships

The elementary schools are engaged in school-business partnership programs that support and enhance the educational programs. The school-business partnership programs exist through the continuing interest of area businesses, individual teachers, and administrators.

Mentor Program

The mentor program involves one-to-one relationships between selected students (Grades 2-8) and caring adult volunteers from the business or general community. These volunteers, supported by their employers, donate an hour a week during school hours to mentor individual elementary or middle school students. For further information, contact your child's principal.

Testing and Progress Reports

District and state-mandated tests are administered to gather performance data to improve instruction and student learning. These tests measure what each student knows and can do in relation to specific educational standards. The following testing occurs during the school year:

- The state-mandated *Connecticut Mastery Test (CMT)* is administered each spring to all students in Grades 3-8;
- The state-mandated *Connecticut Academic Performance Test (CAPT)* is administered each spring to all students in Grade 10;
- The *Connecticut Physical Fitness Test* is administered to all students Grades 4, 6, 8, and 10.
- Benchmark assessments in Language Arts and Math on a trimester or quarterly basis.

PROGRESS REPORTS for Grades K-3 are sent home on a trimester basis. Conferences for parents of students in Grades K-5 are scheduled. *All parents are encouraged to monitor their child's progress and request conferences with teachers, counselors, or administrators whenever necessary.*

Kindergarten Registration

Kindergarten registration is conducted in the early spring of every school year. Registration dates are announced in the local paper and by individual school principals several weeks in advance. Children who will be five years of age by January 1 of the coming school year are eligible to register. Health forms must be completed by a doctor and sent to the school prior to the beginning of school. State law prohibits children from attending school without this complete information.

School Day

School Arrival/Dismissal Hours

Children are not to be on the school grounds prior to 8:50 a.m., (excluding students participating in the breakfast program) as supervision does not begin until that time.

9:05 a.m. – Children enter the building

9:10 a.m. – School day begins

3:25 p.m. – School day ends

Parents of children in the Preschool Program will be notified of times and school location.

Parents are responsible for their children's departure to and from their designated bus stop, as well as at the bus stop. Likewise, the parents of children who walk to and from school are responsible for their children's behavior and safety to and from school.

Delayed Openings

In instances of delayed openings, starting time will be 10:40 a.m. for K-5 students, 9:50 a.m. for 6-8 students, and 9:00 a.m. for 9-12 students. Breakfast is not served on delayed-opening days.

One-Session Days

On K-12 one-session days, K-5 students will be dismissed at 1:45 p.m., 6-8 students at 12:50 p.m., and 9-12 students at 12:10 p.m. On parent-conference days, elementary students will be dismissed at 1:05 p.m.

Absences (excerpted from Truancy Policy/Regulations)

If absence from school is to be considered excused, a principal or teacher may require a satisfactory explanation from the parent or guardian of a student, either in person or by written note. Upon returning to school after being absent, the student shall be permitted to return to class. The administration will determine whether absences are excused or unexcused.

Excused Absences

1. Death in the family
2. Serious illness of a member of the family which necessitates the absence of the student
3. Illness or injury of the student
4. Religious obligation
5. An emergency
6. Such other absences which have had prior approval of the principal's office.

Students who plan to be absent for reasons other than the first four listed above should seek approval by presenting a note from home to the principal in charge of attendance who will then indicate approval or disapproval.

The responsibility for make-up of work rests with the student, not the teacher. Unless a student has an extended illness, all make-up arrangements will be completed within five days from when the student returns to school.

Breakfast and Lunch Programs

Breakfast, lunch, and milk are available to all K-12 students. Tickets for these items will be sold for the entire week on Mondays or the first day of the school week. Children absent on Mondays may buy tickets when they return. Tickets for breakfast, hot lunch, or milk, will not be sold on a daily basis.

Unused paid, reduced, or milk tickets may be used any day of the school year when lunch or milk is offered. All unused **free** tickets are to be returned to the cafeteria manager on Fridays. **Free lunch tickets** are not to be held back in the classroom. Free or reduced breakfast and hot lunch are available to those children who qualify. Forms will be sent home at the beginning of each school year. Menus are available on the district website at middletownschools.org.

Lost or stolen tickets – If a ticket is lost or stolen, your child will be provided with an IOU lunch that he/she must pay back the following day to cafeteria services.

Please do not ask your child to charge milk or hot lunch.

ALL lunch boxes are to be marked on the outside.

Integrated Pest Management Program

The Middletown Public School District has implemented an integrated pest management program (IPM) that involves carefully controlling the use of herbicides and pesticides on district property, reducing pest access to the building and limiting the number of food storage sites within district buildings.

In compliance with state legislation, principals at all Middletown public schools will notify parents/guardians and staff of their building's IPM program and herbicide/pesticide application program. Any parent/guardian or staff member wishing to receive advance notification of the pesticide and herbicide applications may submit a written request, preferably at the beginning of the school year, to the appropriate school principal.

Transportation

Bus Riders and Bus Safety

Transportation services are limited to Middletown students for in-district, out-of-district, and private schools within Middletown. Students are eligible for transportation services in accordance with Board Policy Transportation, #3541 (see page 35). Other persons (e.g., parents, ineligible students) are not authorized to enter and/or ride on school buses without the written or oral permission of the Superintendent. This restriction shall not apply to employees of the transportation contractor or Board employees assisting students with disabilities whose job duties require that they enter and/or ride school buses.

Students shall wait for the bus on the sidewalk or on the shoulder of the road--not in the street, house or garage. Before students board, the bus must come to a complete stop, put safety lights on and put stop signs in place. Students must remain in their seats while the bus is in motion. Misconduct of any form is not permitted. Bus drivers will report any misconduct on their bus to the principal. Students who do not cooperate will be advised that they will be refused bus transportation.

Eating and/or drinking on the bus is not permitted. If you have questions concerning transportation, call your school's principal or the district's transportation office, 860-638-1417. Please do not call the bus company.

Bus Rules

To ensure a safe bus ride to and from school each day, all students shall be familiar with the following regulations:

While waiting for the school bus,

1. Be at the bus stop ten minutes ahead of the scheduled time.
2. Wait for the bus on the sidewalk, in your driveway, or on the shoulder of the road—not in the street, house or garage. *Stay out of the street.*
3. Wait until the bus comes to a full stop before boarding. *Line up, do not push.*
4. If you must cross the street to board the bus,
 - a. wait until the bus comes to a full stop, safety lights are on and stop signs are in place;
 - b. look in both directions, making sure all traffic has stopped; then cross in front of the bus.
5. Use the handrails while boarding the bus.
6. Sit down immediately. Move in, do not take the whole seat for yourself. Sit up straight with your feet on the floor.
7. Do not save seats for your friends.

School Bus Conduct

The following list of rules is to be observed by all children riding school buses and is to be strictly enforced by all bus drivers:

1. The driver is in complete charge of the bus and the children being transported. He/she may make changes in seating, arrange for discipline as it is required, and may take all reasonable steps to ensure the safety of the bus and its passengers.
2. Students must remain seated while the bus is in motion. They may leave their seats only when the bus is stopped at its destination or when directed to move by the driver or school authority at a time when the bus is not in motion.
3. No student shall leave the bus without permission from the driver or school authorities except at his/her regular bus stop or at the school.
4. Conduct on the buses will be like classroom conduct except that reasonable conversation is permissible. Fooling in any form or manner is **not** permissible.
5. Drivers will report to the principal of the school any misconduct on their bus.
6. Students who refuse to comply with regulations may be advised that they will be refused transportation in the future until their parents or guardians have had a conference with the principal.
7. Students who damage or deface any bus or any equipment on any bus will be held liable for such damage.
8. Conversation with the driver while the bus is in motion is not permitted except to call attention to any medical conditions, or roughhousing or conduct which might jeopardize the safety of the bus or one of its passengers.
9. Students must not, at any time, extend their arms or heads out of a bus window.
10. The use of tobacco in any form on a school bus is prohibited by state law.
11. No indecent or profane language will be permitted, and there will be no loud or disturbing talking.
12. Bus windows shall not be opened without the driver's permission.
13. Upon entering or leaving a school bus, students will avoid crowding or disturbing others. Students boarding a bus at a point where others depart will always stand back from the door and let those who are getting off leave before they attempt to board the bus.
14. The bus must be kept clean. Students must cooperate by not leaving waste paper or trash of any kind that will clutter the bus.

15. Eating and/or drinking on the bus is not permitted.

At the bus stop or at school, when leaving the school bus,

1. Take your turn; do not crowd.
2. Watch your step getting off of the bus; use the handrails.
3. If you must cross the street:
 - a. Cross **ten feet in front** of the bus.
 - b. **Never** walk to the rear and cross behind the bus.
 - c. Be alert, look in both directions for automobiles that may pass through the blinking lights of the school bus.
 - d. If it is not necessary to cross the street, walk away from the bus to the sidewalk or shoulder of the road. **Do not stay in the immediate area of the bus. This is a dangerous behavior.**
 - e. If you walk on the roadway, walk on the left side facing traffic.

When going on field trips,

1. Obey the instructions of the teacher and bus driver.
2. Obey all safety rules.

Conduct Reports

1. Students should recognize that these safeguards are for their welfare.
2. A Conduct Report will be filed with the school of any student who does not comply with these regulations. Loss of transportation may result.

- VERY IMPORTANT -

School opening

1. All bus route descriptions and starting times will be posted at your school one week before school opens.
2. Every student who rides a bus **must** know his/her bus route number. Bus route numbers will be posted at the school and in the side window of each school bus for the first ten days of school.

Bus Accident Procedures

If a school bus is involved in a traffic accident, the following procedures shall be followed:

1. In the event of an accident, central office and the appropriate school(s) are to be notified immediately by the bus contractor, identifying bus route numbers and location. Any bus or van involved in an accident will remain at the accident scene until a representative from Central Office arrives.
2. When an accident occurs, the driver will await the arrival of emergency medical services (EMS) and a representative from Central Office. Students will either be transported to school for examinations by the school nurse or school physician; or if it is the decision of the representative from Central Office or school staff, an ambulance service, or Middlesex Hospital Emergency Services, to the hospital.
3. Bus drivers are not to release anybody until all students and drivers have been accounted for and released by appropriate medical staff and public school transportation director.
4. School officials will notify all parents/guardians of students in need of medical attention as soon as possible.
5. The transportation contractor will be responsible for supplying transportation from the accident scene to home for students who have been released. The bus transportation contractor will, if need be, transport students home from the hospital.
6. The school principal will be responsible for having staff available on the scene for the purpose of identification of students.
7. In the event of a serious school bus or school van accident, parents may call 860-638-1401 for further information.

Changes in Transportation

A note is needed anytime a child is changing his/her regular way of getting home (e.g., a walker being picked up by car, a child going home on a different bus route).

Inclement Weather/Flooding

During inclement weather and/or flooding conditions, it will be at the bus driver's discretion to attempt reaching a bus stop location. If your bus stop is on a steep hill or an area prone to flooding, please arrange to meet the bus at a location away from the potential hazard. Any child, who cannot be dropped off at his/her stop, will be returned to school. Any bus that cannot reach a morning pick-up location will continue on to school.

Bike Riders

Children, Grades 3-5, may ride their bicycles to school with parent's permission. Racks are available on the school grounds for bicycle storage. Children are strongly advised to lock their bicycles to the rack when not in use. The school cannot be liable for bicycle damage or theft. **Children must wear helmets.**

General Policies

School Visits

As parents, you are urged to become familiar with your child's program and progress. Although there are scheduled conferences during the year, you are invited and encouraged to visit your child's school. Contact the school to arrange for a date and time you can visit. When making a visit to any school in the district, all visitors must first acquire a visitor's pass from the school office. This requirement includes all visitors—parent volunteers, parents visiting classroom, and other visitors (including outside contracted workers).

Emergency Cards

It is very important that names and phone numbers of people other than parents be included on emergency cards. Send a note if there is a change on the emergency card during the year and the correction will be made.

School Insurance

Accident insurance is offered for all students. Middletown Public Schools do not provide insurance coverage for students. Envelopes with premium information will be sent home within the first few days of school. Envelopes are to be signed and returned, even if your child is not taking insurance.

Safety

The Police Department, Fire Department, and staff play an important role in our school safety program. Parents are asked to advise their children to obey and respect these people at all times. Pupils are taught and reminded periodically that they should always cross between white lines, should stay on sidewalks and away from personal and private property of others on their way to and from school. They are to obey all safety rules and regulations that are devised and maintained for their own welfare, protection and safety.

Parents are reminded that there are "no parking" areas around the school. These areas must remain open for the safety of the pupils.

Walking students are not to arrive on school property until supervision begins at 8:50 a.m. The school cannot be responsible for early arrivals. In case of inclement weather, children are to report to a designated area of the school.

No School and Delayed Opening Announcements

Announcements of "no school" or delayed openings are posted on the district's website (www.middletownschoools.org). Such announcements are also made on radio stations WMRD (1150), WTIC (1080), WDRC (1380), and television stations WFSB (Channel 3), WTNH (Channel 8), and WVIT (Channel 30). Please do not call the school, radio, or television stations for this information.

Homework

Homework is an extension of classroom lessons. While the student's homework assignment can sometimes be accomplished during class time, most often the homework assignment is to be completed at home or before or after school. The length of time to be spent on homework assignments will depend on the individual student's ability and interest, as well as the level and complexity of the subject. Again, the purpose of homework is to reinforce concepts taught in school, to see the connection between effort and achievement, and to practice independently those skills learned in school. Parents can greatly assist their children by providing a homework-friendly environment.

The following serves as a suggested guideline for the approximate length of time that the schools will expect students to devote to homework on a weekly basis:

Kindergarten	45 minutes
Grades 1-3	150 minutes
Grades 4-5	175 minutes

The above should not preclude long-range assignments through which a student learns to budget time over several days or a week. Finally, consideration will be given to students who may not have adequate time for homework preparation due to religious observance, illness, or other reasons.

Discipline

Good behavior is a shared responsibility between home and school. The school may ask at any time for your assistance and cooperation. All individuals will respect the rights of other individuals, showing respect for school property and the property of others.

Teachers will review school rules with their students. We are certain that you will agree that these rules are reasonable. We solicit your support in maintaining a positive and safe school environment.

Your child's teacher will contact you concerning misbehavior in the classroom. The principal's involvement will be necessitated by the seriousness of a situation or by repeated offenses. The principal will speak to students reported for misbehavior during the school day. The parent will, of course, be notified if the situation is warranted. If a child continues to break the rules, the parent will be notified either by telephone or in writing, and told what the problem is and what action is to be taken to prevent further occurrences. A copy of the school rules will be sent home.

Bullying Behavior

Bullying Behavior by any student in the Middletown Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expelling from school. "Bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying outside of the school setting may also be addressed if it has a direct and negative impact on a student's academic performance or safety in school. Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Notices Home

Please remind your child (as we will) to bring home and give to you all notices from school. A child who misses a notice because of illness will receive it upon returning to school.

Noontime Recess

Barring inclement weather, it is expected that children will go outside at noontime. Students should come prepared with appropriate attire for outdoor recess (i.e., boots, gloves, hats and a warm coat). We cannot honor requests to keep children indoors as there is no supervision during the time when all other children are outside on the playground. Of course, under special conditions (returning after a serious accident or when the child is somewhat incapacitated), the child may stay indoors. A note will be required.

Valuables

Personal items of value are not to be brought to school as the school cannot be held responsible for their safekeeping.

Radios, Tape Players/Recorders, MP3 Players (iPod, Walkman, Zune, etc.)

Radios, tape players/recorders, MP3 Players are not to be brought to school, as they are disruptive and can be easily stolen or broken.

Electronic Communication Devices/Cellular Phones

Students may possess cellular telephones but may not turn on or use the devices on school grounds or at school-sponsored activities on or off school property during the instructional day. Use of the cellular telephone shall be limited to the period before classes begin in the morning and after the student's last class in the afternoon. (See Board of Education Policy #5131.81).

Textbooks

It is expected that children will take care of all textbooks and library books provided by the school. Textbooks are to be covered. Remuneration will be required for lost or damaged books.

Student Dress

School is a student's place of work; therefore, he/she is required to dress in a safe, appropriate manner that will not disrupt the school

environment.

Sneakers are required when children have physical education in the gym. Your child will tell you when he/she is scheduled for physical education. Feel free to have an extra pair of sneakers in your child's classroom. Mark all outdoor clothing, boots and rubbers. Flip flops are not safe foot attire; students should wear shoes with a back or sneakers. A lost and found area is located in each school. Feel free to check through it yourself at any time. Every summer, cartons of unidentified clothing are given to charity. When cooler weather begins to approach, please be sure children dress accordingly.

Field Trips

The principal shall make the final decision on approval of field trips based on the value of the educational experience, the amount of school time missed, the number of students involved, and the possible disruption to the rest of the school. Parents will be fully informed of upcoming field trips and when their children may be leaving school property. Destination, the purpose of the trip, times of departure and return will be included. A signed permission slip is necessary for every bus trip. The form will require home and emergency phone numbers and authorization for emergency medical treatment if required and the parent or guardian cannot be reached. Parents are responsible for transportation to and from school before and after field trips.

Students are expected to exhibit the same behavior as is expected of them at any other school function. Standards of conduct will be reviewed prior to leaving the school. Since the trip is a school activity, usual school rules apply. Students should dress appropriately.

Notice of Parent/Student Rights, Section 504 of the Rehabilitation Act of 1973 in Identification, Evaluation, and Placement under

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of this Act is to prohibit discrimination and to assure that disabled students have equal educational opportunities and benefits that are equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who has records or is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks.

- I. The following information is a description of your rights and options granted by federal law to parents of students with disabilities and individuals of legal age with disabilities. The intent of this law is to keep parents and/or individuals fully informed of decisions about their child or the individual and to provide Section 504 rights to parents and individuals if they disagree with any decisions.

Parents/Guardians have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disabling condition.
2. Have the school district advise you of your rights and options under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education that includes the right to be educated with non-disabled students to the maximum extent appropriate. This law also includes the right to have the school district make accommodations that allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services that are comparable to those facilities and services provided to non-disabled students.
6. Have your child receive special education/related services and/or general education intervention and modifications.
7. Have evaluation, educational, and placement decisions made based upon a variety of multiple sources of information and by persons who know the student, evaluation data, and placement options.
8. Have transportation provided to/from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
9. Have your child given an equal opportunity to participate in non-academic and extracurricular activities that are offered by the school district.
10. Examine records relating to your child's educational program, including records relating to identification, evaluation, and placement.

11. Obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to records. State law provides that you are entitled to receive one free copy of your child's records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records.
13. Request amendment to your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of your child's privacy rights.
14. If the school district refuses an amendment request for amendment, it shall notify you within a reasonable time, and advise your right to a hearing. This hearing will be in accordance with the **Family Educational Rights and Privacy Act (FERPA)**.
15. Request mediation, an impartial hearing, or appeal decisions related to or actions regarding your child's identification, evaluation, educational program, placement and/or accommodations. The costs for mediation and/or a hearing are borne by the local school district. You and the student may take part in the hearing and have an attorney present at your own expense. If you ultimately prevail on the issues raised at the hearing, you may be entitled to payment of all or part of your attorney fees.
16. Initiate the hearing process by filing a written request for a hearing with the Superintendent of Schools in Middletown, indicating the specific areas of disagreement and the remedy you are requesting. Any such requests should be **filed within 45 days of the action or decision with which you disagree**.
17. File a court action if you are dissatisfied with the hearing decision.
18. File a local grievance to resolve complaints or discrimination, other than those involving the identification, evaluation or placement of a student.

II. The person in this district who is responsible for assuring that the district complies with Section 504 and the Americans with Disabilities Act (ADA) is Cheryl Gonzalez, Dean of Students at Middletown High School, LaRosa Drive, Middletown, CT Tele: 860-704-4500 FAX: 860-638-1435.

III. Organizations and agencies which you may also contact to obtain assistance with evaluation, placement or any questions include the following, but are not limited to:

- Federal Office of Civil Rights
Boston Regional Office
Tele: 617-223-9662
- State Department of Education
Bureau of Special Education & Pupil Services
P. O. Box 2219
Hartford, CT 06114
Tele: 860-713-6910
- New Haven Legal Assistance Association
(Low Cost Legal Services)
426 State Street
New Haven, CT 06510-2040
Tele: 203-946-4811

IV. You may also file a complaint with the:

- Office of Civil Rights
John W. McCormick
Post Office & Court House Building, 2nd Floor
Post Office Square
Boston, MA, 02109

Any such complaints must be filed within 180 days of the possible act of discrimination.

Statement of Title VI, VII, and Title IX

In compliance with regulations implementing Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1973, and applicable state laws, the Board of Education prohibits discrimination or harassment on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability. Sexual harassment includes, but is not limited to, unwelcome sexual advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures or other physical actions of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational success;
- submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such

individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.

The coordinator for Titles VI and VII is James Misenti, Director of Adult and Vocational Education, Middletown, CT 06457 (Tel: 860-343-6044). Inquiries may be directed to the coordinator or to the Regional Office for Civil Rights, 140 Federal Street, Boston, MA 02110.

The coordinator for Title IX is Elizabeth K. Nocera, Director of Grant Services, 311 Hunting Hill Avenue, Middletown, CT 06457 (Tel: 860-638-1414). Inquiries may be directed to the coordinator or to the Regional Office for Civil Rights, 140 Federal Street, Boston, MA 02110.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations of Titles VI and VII and Title IX.

These procedures are available to all participants, students and employees in the Middletown School System and are contained in this handbook.

Notification of Grievance Procedures

Please be informed that the Middletown Board of Education is an affirmative action/equal opportunity employer, and does not discriminate on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability in any of its education programs, activities or employment policies.

Further, in compliance with Title IX of the Education Amendment of 1972, Titles VI and VII of the Civil Rights Act of 1974, Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act of 1990, the following grievance procedure is presented. The purpose of this procedure shall be to settle equitably, at the lowest possible administrative level, issues which may arise with respect to possible discrimination regarding sex, handicap, or vocational programming within the Middletown School System. The grievance proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

A. *Level One - Principal or Immediate Supervisor*

Any participant in the school system - parent, student or employee - with a grievance or dispute shall first discuss it with his/her school principal or immediate supervisor with the objective of resolving the matter informally.

The grievance may be communicated orally or in writing for this purpose.

B. *Level Two – Coordinator for Section 504/American with Disabilities Act, Title IX, or Titles VI and VII Activities*

In the event that such aggrieved participant in the school system is not satisfied with the disposition of his/her grievance at Level One, or in the event that no decision has been rendered within five (5) school days after presentation of the grievance, he/she may file a written grievance directly to the Coordinator.

This use of the Level Two process may be initiated at any time during the school fiscal year (July 1 - June 30) in which a Level One decision is unacceptable to the aggrieved party.

C. *Level Three - Board of Education*

In the event that the aggrieved participant in the school system is not satisfied with the disposition of his/her grievance at Level Two, or in the event no decision has been rendered within five (5) school days after the meeting with the Coordinator, he/she may file a written grievance indicating such dissatisfaction, with the Chairperson of the Middletown Board of Education.

The use of the Level Three process may be effected at any time during the school year (July 1 - June 30) in which a Level Two decision is unacceptable to the aggrieved party. Within twenty (20) school days after receiving the written grievance, the Board of Education shall meet with the aggrieved party and the Coordinator for the purpose of resolving the grievance. The Board of Education must render a decision in writing regarding the grievance within five (5) school days of the Level Three meeting.

Parents' /Guardians' Rights/Responsibilities

All parents/guardians are entitled to

- Inspect and review their child's educational records during regular business hours.
- Consent to disclosures of personally identifiable information contained in the student's educational record.
- Request the amendment of the student's educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights or other rights.

Parents' rights concerning special education and pupil personnel services are detailed beginning on Page 12 of this handbook. To

understand parental rights/responsibilities, you are encouraged to read carefully Board of Education policies that are included in this handbook.

Family Educational Rights and Privacy Act

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

1. The right to inspect and review the student’s education records within 45 days of the day Middletown Public Schools (the “School”) receives a request for access. Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the records they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible students, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate education interests. A school official is a person employed by the School as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The School may disclose appropriately designated “directory information” without written consent, unless the parent has advised the School to the contrary in accordance with the School’s procedures. If parents do not want the School to disclose directory information from their child’s education records without their prior written consent, they must notify the school principal in writing within ten (10) days after receiving the Parent and Student Handbook. The School has designated the following information as directory information:
 - Student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, grade levels, electronic mail address, weight and height of a member of an athletic team, dates of attendance degrees and awards received, the most recent previous public or private school attended by the student.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 - Family Policy Compliance Office
 - U.S. Department of Education
 - 400 Maryland Avenue, SW
 - Washington, DC 20202-4605

Notification of Rights Under the Protection of Pupil Rights Amendment (“PPRA”)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student’s parent;

- b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
4. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
5. the right of a parent to be notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
- a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h); or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities;
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Middletown Public School District has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-4605

Statement on School Choice

Over the last 10 years, Connecticut has embarked on a program of expanded school choice for parents and students. Traditionally, students attended school in the school district or town where they live. Since 1966, a number of students have attended schools under a program called Open Choice, which provides for two-way movement of urban and suburban students. The Open Choice program provides interdistrict enrollment options for parents and students from large urban school systems and surrounding suburban districts on a space-available basis. The purpose of the program is to improve academic achievement; reduce racial, ethnic, and economic isolation or preserve racial and ethnic balance; and provide a choice of educational programs for students enrolled in the public schools. High school students have had the option of attending a regional vocational-technical school or a regional vocational agriculture school center since the 1950s. In 1991, the range of choices expanded with the opening of the first regional magnet school, with the number growing to 30 magnet schools in operation in September 2001. Connecticut's first charter schools opened in 1977, with the number growing to 18 in September 2001.

The State Board of Education strongly encourages parents and students who may be interested in new schooling options to learn as much as possible about the programs that interest them. A guidebook, *Public School Choice in Connecticut: A Guide for Students and Their Families*, is available on-line through the State Department of Education's website on Choice and Equity. The handbook may be viewed at: <http://www.state.ct.us/sde/dsi/choice/choice.htm>.

**ELEMENTARY SCHOOL CALENDAR
2011-12**

September	1 First Day for All Students 5 Labor Day (no school) 16 Professional Development/Teachers early dismissal)
October	10 Columbus Day (no school) 28 Professional Development/Teachers early dismissal)
November	8 Election Day (no school) 11 Veteran's Day (no school) 18 Marking Term Closes 23 One-Session Day, K-12 24, 25 Thanksgiving Recess
December	7, 8, 9 One-session days, K-5 (parent conferences) 16 Professional Development/Teachers (early dismissal) 23 One-session day, K-12 Dec 26- Jan 2 Holiday Recess
January	2 Holiday Recess 16 Martin Luther King, Jr., Day (no school) 27 Professional Development Day/Teachers (early dismissal)
February	17, 20, 21 Winter recess/ President's day (no school)
March	2 Marking Term Closes 5-30 CMT Test Window 28, 29, 30 One-Session Days, K-5 (parent conferences) April 6-13 Good Friday/Spring Recess 20 Professional Development (early dismissal)
May	18 Professional Development/Teachers (early dismissal) 28 Memorial Day (no school)
June	11 One-Session Day, K-5 (last day of school), progress reports distributed

BOARD OF EDUCATION

Chair	Theodore V. Raczka
Vice Chair	Bill Boyd
Secretary	Corinne E. Gill
Sally Boske	William G. Grady
Sheila C. Daniels	Ryan Kennedy
Jay G. Keiser	Renee Johnson-Thornton

CENTRAL ADMINISTRATION

Michael J. Frechette, Ph.D.	Superintendent of Schools	860-638-1401
Barbara R. Senges	Associate Superintendent	860-638-1403
Ann Perzan	Director of Pupil Services and Special Education	860-638-1434

SCHOOL ADMINISTRATION

<u>Name</u>	<u>Address</u>	<u>Telephone</u>	<u>Principal</u>
Bielefield	70 Maynard St	347-4124	Jeff Fournier
Farm Hill	390 Ridge Rd	346-1225	Patricia Girard
Lawrence	310 Kaplan Dr	632-2158	Enza Macri
Macdonough	66 Spring St	347-8553	Jon Romeo
Moody	300 Country Club Rd	347-2561	Yolande Eldridge
Snow	299 Wadsworth St	347-2579	James Gaudreau
Spencer	207 Westfield St	344-0711	Amy Clarke
Wesley	Wesleyan Hills Rd	344-0381	Joseph Cassella

WORLDWIDE WEB ADDRESS: www.middletownschools.org

Individual school web pages can be accessed via the district website.

The following listed policies and/or regulations may be accessed by clicking on the policy number or by linking to our complete Policy Manual at www.middletownschools.org - Board of Education - Policies & Bylaws - pick the series where the policy is located and click the underlined number or regulation to view the policy and/or regulation in pdf format.

2011-2012 STUDENT HANDBOOK POLICIES

Policy # & Link	Policy Name
	Mission statement of school and/or district
1250	Visits to the School
1331	Smoking-Free Environment
3541	Transportation
5112	Ages of Attendance
5113.1	Attendance/Excuses/Course Credit
5113.2	Truancy
5114	Suspension and Expulsion/Due Process
5118.1	Homeless Students
5121	Examinations/Grading/Rating
5123	Promotion/Acceleration/Retention
5124	Reporting to Parents
5125	Student Records, Confidentiality
5131	Areas of Responsibility
5131.1	Bus Conduct
5131.5	Students - Vandalism by Minors
5131.6	Drugs, Tobacco, Alcohol
5131.7	Weapons and Dangerous Instruments
5131.81	Beepers (Paging Devices)/Cellular Phones
5131.9	Gang Activity or Association
5131.91	Hazing
5131.911	Bullying Behavior in the Schools
5132	Dress and Grooming
5132 REG	Dress and Grooming
5141.21	Administering Medications
5141.23	Psychotropic Drug Use
5141.25	Student with Special Health Care Needs
5141.3	Health Assessment and Immunization (policy)
5141.3 REG	Health Assessment and Immunization REGULATION
5141.31	Health Examinations for Interscholastic Athletic Participation
5141.4	Reporting of Child Abuse and Neglect
5141.5	Suicide Prevention/Intervention
5142	Safety-Personal/Possessions
5144	Discipline
5145	Section 504 of the Rehabilitation Act of 1973 (policy)
5145 REG	Section 504 of the Rehabilitation Act of 1973 REGULATION
5145.12	Search and Seizure
5145.15	Directory Information
5145.4	Non-Discrimination
5145.5	Sexual Discrimination and Sexual Harassment
6115	Ceremonies/Observances
6141	Curriculum Design/Development
6141.312	Migrant Students

Policy # & Link	Policy Name
6141.321	Telecommunications/Internet Acceptable Use
6142.101	Student Nutrition and Physical Activity
6145.2	Athletic/Extracurricular Activities
6145.3	Publications
6153	Field Trips and Community Service
6154	Homework/Make-up Work
6161.3	Comparability of Service
6162.51	Survey of Students (Student Privacy)
6162.511	Access to Instructional Material
6164.11	Drugs, Tobacco, Alcohol
6164.12	Acquired Immune Deficiency Syndrome (AIDS)
6172.4	Parent Involvement