Mary R. Fisher Elementary School
Student / Parent Handbook
2019-2020

Teamwork
Improvement
Growth
Enthusiasm
Respect
Success

Noveline Beltram, Principal
William McDonald, Assistant Principal

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Website: http://mrfes.thompsonpk12.org
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Dear Mary R. Fisher Families,

It is always a privilege and pleasure to welcome our new and returning students and families! On behalf of myself, Assistant Principal Mr. McDonald, and the MRFES staff, we are excited to greet our students on the Opening Day, August 28th at 8:15AM. It should be noted, too, that Opening Day will then be followed by our Open House on September 4th (see Important Dates and Events inside!).

The philosopher Heraclitus was quoted “Big results require big ambitions.” For MRFES, it begins with vision, planning, analyzing, reflection, time, communication, and teaching. The combined result is a caring and devoted learning community that we have at MRFES. We model learning to our students by embracing new ideas, programs, and methods of teaching to address the changing needs of our students, all the while preparing them for middle school and beyond. For instance, teachers will be learning a new information system that encompasses every facet of communication and data. Expect to see new and improved communications between MRFES and parents!

As your principal, I will continue to promote a healthy school climate. By laying a foundation in early childhood, we will be embarking on a two-year training program enabling the staff to implement a new scientifically researched based program, Tools of The Mind. As quoted by a teacher implementing the program, “In a Tools of the Mind classroom, children are learning more than the basic academic skills that we have been focused on for so many years. Self-regulation, working memory, dramatic play, and cooperative learning are at the forefront.” To that end, in April our early childhood staff, again, attained national re-accreditation through the National Association of the Education of Young Children (NAEYC). This accreditation demonstrates the skills and dedication of this staff needed to naturally incorporate Tools of The Mind into both academic and purposeful play. In education today, Mindfulness and School Climate are of national focus to ensure each student feels safe and healthy in mind and body. For example, a certified social worker working with students throughout the day, flexible seating in the classrooms, morning Shri Yoga, Mary R. Fisher Movers, a new Walking Club, Universal breakfast and lunch (new this year), healthy celebrations, an anti-bullying assembly, and Weekend Warrior food program are all positive supports for a student’s safe and healthy mind and body. We will continue with our Tiger Code and Positive Behavior Intervention (PBIS) to provide incentives and recognition for children demonstrating “respectful, responsible, and safe” behaviors. Moreover, this will be our second year rolling out RULER: recognizing, understanding, labeling, expressing, and regulating our emotions. A program developed at Yale Center of Emotional Intelligence dovetails with PBIS and will again promote a healthy school climate throughout the district.

Each school year, classroom teachers, special education teachers, reading specialists, and paraprofessionals all work together as a seamless team to individualize learning and instruction. We strive to utilize all resources within our core reading program, Wonders, to support a rich, rigorous, and robust English Language Arts (ELA) program. Teaching the Fundations program in prek-2 grades supports the areas of phonics, spelling, letter formation, and cursive writing. Again, ‘big results require big ambitions’ and math will be a new district wide focus to ensure we are addressing the future career needs of our students. This year parents will learn about what ‘Portrait of a Graduate’ means so we prepare appropriately at each grade level to become ‘college and career ready.’
It is hard to believe I was 12 years old when I watched Neil Armstrong speak those famous words from a place that was only a dream, the Moon! Those ‘big results’ of getting to the Moon did require ‘big ambitions’, and a strong understanding of science. At MRFES all grades teach science and especially with our new Foss science kits in grades 3 & 4 units include: Motion & Matter, Water & Climate, Environments, Energy, and Soils, Rocks, and Landforms. Science, technology, engineering, the arts, and math (STEAM) continue to be developed at MRFES. From June 24 -28th, we hosted our fourth STEM camp, Camp Invention. It was a wonderful experience for the near 60 students in attendance and both the Thompson Villager and Hartford Courant published articles about our week of inventing! Year 5 Camp Invention dates and modules will be released in January 2020 and perhaps this will be the year to consider attending.

Many years ago, Mary R. Fisher laid the groundwork for a strong sense of community and belief that strong community relations are essential to high academic achievement! We need you to take an active part in our learning community by attending all school events, as it is also important to your child. One of those opportunities is to join the growing number of parents in our PTO as it continues to support curriculum-based field trips, the PAWS for reading program, and a variety of fun family events. Ideas become a reality with our dedicated PTO. September 9th from 6-7PM in the Family Resource Room kicks off the year, all are invited!

If I could ask parents for one thing regarding the support of teaching and learning it would be attendance. Won’t you all join us in ensuring that from early childhood – upper elementary we will increase hourly attendance this year? Each hour of learning is too valuable to your child!

The elementary years are critical times of development for students and families alike and we will continue to strive for excellence by questioning how we can do it better. The continued conscientious work from our staff is what sets this elementary school apart from all others! As a lifelong educator, yes, my 41st year in Thompson, demonstrates as your principal, my firm commitment to students and the families. Again, welcome back and I invite you to join us on the wonderful journey ahead in 2019-2020! Let us pursue the true meaning of TEAM: Together Everyone Achieves More!

Warmest Regards,

Noveline Beltram
District Vision Statement

The Thompson Public Schools will be the highest performing public school system in Northeast Connecticut.

District Mission Statement

To that end, the Thompson Board of Education is committed to ensuring that every student is prepared for success in life in the 21st century.

We accomplish this by...

• Providing dedicated leadership
• Encouraging community involvement and support
• Hiring and retaining an engaged, enthusiastic, focused, and professional staff
• Providing state-of-the-art instruction
• Maintaining a safe and caring environment that fosters lifelong learning
• Embracing our differences
• Striving to help every student reach his or her potential

Board of Education Approved: February 14, 2017
MARY R. FISHER ELEMENTARY SCHOOL PHILOSOPHY

At the Mary R. Fisher Elementary School, we respect each child as a unique individual. Our school is an environment where there is appropriate programming and placement for each child depending on the child’s needs, abilities, learning style, and rate of learning. It is our commitment to receive the child, with empathy, at his/her stage of development and to guide him/her through these formative years with intelligence and compassion. We will consider the academic and physical needs and will work toward an open, relaxed, and individualized learning climate where each child can progress to his/her optimum ability developing and acquiring skills and interests necessary to becoming a life-long learner.

Finally, we believe that children learn not only through experiences but also from models with whom they live, work and play. We commit ourselves to providing opportunities for children to develop satisfying and creative ways to utilize leisure time to the benefit of themselves and society. As a staff, we shall work toward becoming models of self-discipline and responsibility. We believe this will help each child see the importance of these vital processes and provide the groundwork for him/her to exercise these ideals throughout the formal school experience and beyond.
# Members of the Thompson Board of Education 19-20

<table>
<thead>
<tr>
<th>Name &amp; Address</th>
<th>Telephone Numbers/Email</th>
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<tbody>
<tr>
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<td><strong>Jody Houghton</strong>&lt;br&gt;93 Wagher Road&lt;br&gt;North Grosvenordale, CT 06255</td>
<td>(860) 630-0013&lt;br&gt;<a href="mailto:jhoughton@thompsonpublicschools.org">jhoughton@thompsonpublicschools.org</a></td>
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<td><strong>Linda Jarmolowicz</strong>&lt;br&gt;7 Denis Drive&lt;br&gt;North Grosvenordale, CT 06255</td>
<td>(860) 935-9262&lt;br&gt;<a href="mailto:ljarmolowicz@thompsonpublicschools.org">ljarmolowicz@thompsonpublicschools.org</a></td>
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<tr>
<td>Position</td>
<td>Name</td>
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<tr>
<td>Superintendent’s Office</td>
<td>Mrs. Melinda Smith</td>
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<tr>
<td>Director of Pupil Services</td>
<td>Mr. Christopher Jones</td>
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<tr>
<td>Curriculum Director</td>
<td>Mr. Ian Polun</td>
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<tr>
<td>Tourtellotte Memorial High School</td>
<td>Ms. Megan Parrette, Principal</td>
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<td>Tourtellotte Memorial High School</td>
<td>Mr. Ian Polun, Assistant Principal</td>
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<td>Thompson Middle School</td>
<td>Mr. Steven Knowlton, Principal</td>
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<td>Thompson Middle School</td>
<td>Mr. Laurence Prentiss, Assistant Principal</td>
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<tr>
<td>Mary R. Fisher Elementary School</td>
<td>Ms. Noveline Beltram, Principal</td>
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<td>Mary R. Fisher Elementary School</td>
<td>Mr. William McDonald, Assistant Principal</td>
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<tr>
<td>Transportation Coordinator</td>
<td>Ms. Karena Burnham, Transportation Coordinator</td>
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<tr>
<td>Food Services Manager</td>
<td>Mrs. Lisa Durand</td>
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Important Dates & Events 2019-2020

- August 28 (Wed) – Opening Day - 1st Day of School
- September 4 (Wed) – Open House 4-6pm
- September 9 (Mon) – PTO 6pm-7pm – First meeting ALL WELCOME! Family Resource Room, across from MRFES office - child care available
- October 5 (Sat) - Thompson Community Day – 12pm-4pm Riverside Park, N. Grosvenordale
- October 7-11 Fire Safety Awareness Fire Prevention Week & “Hi Five Friday” w/ Firefighters
- October 10 (Thurs) – PTO in-school event - Boosterthon
- October 19 (Sat) PTO sponsored event- Halloween Egg Hunt (at the field next to MRFES) time TBD - look for flyer in a Friday Folder
- October 21 (Mon) PTO in-school sponsored assembly Don Thomas- Astronaut
- November 12 (Tues) - Book Fair begins Artic Adventure Theme: Snow Much to Read!
- November 13 (Wed) Parent Teacher Conferences- 1:15 – 3:15pm & 5-7pm (Early Release 12:30pm)
- November 14 (Thurs) Parent Teacher Conferences 1:15-3:15pm (Early Release 12:30pm)
- December 7 (Sat) PTO Event- Breakfast with Santa- 8-11:30am Thompson Speedway
- December 19 (Thurs) Holiday Concert 9am and 1:30pm
- January 14 & 16 Variety Show Auditions 3-5pm
- January 22 (Wed) Math Night- Fun, Free, Family Event! 4-6pm SPACE is the theme!
- February 3,4,5, & 6 (Mon-Thurs) Variety Show Rehearsals
- February 7 (Fri) Variety Show – auditorium- 6:30pm
- February 28- (Fri) PTO Event- Justin Mazz Magician 6pm Auditorium
- March 9 (Mon) Book Fair begins
- March 11 (Wed) Parent Teacher Conferences- 1:15 – 3:15pm & 5-7pm (Early Release 12:30pm)
- March 12 (Thurs) Parent Teacher Conferences 1:15-3:15pm (Early Release 12:30pm)
- May 8 (Fri) Art Show & Ice Cream Social 6-8pm
- May 29 (Fri) Music Showcase – auditorium 1:30pm
- June 1st-5th (Mon-Fri) Fortezza Auditions

PLEASE NOTE—MRFES PARENT CONFERENCES HAVE TWO DAYS AND THEY ARE BOTH EARLY RELEASE DAYS 12:30PM

NOVEMBER 13 & 14

MARCH 11 & 12
2019-2020 CALENDAR

- Full Professional Development Days - August 27th, September 19th, November 12th, December 11th, January 14th, February 11th, March 11th, April 14th
- Half-Day Professional Development - September 11th, November 13th, December 11th, January 15th, March 11th, April 8th
- Half-Days for Ed-Reflect - October 9th, February 12th, May 13th
- Teacher Meeting - August 5th
- Professional Development - August 17th
- First Day of School - August 28th
- Labor Day - September 2nd
- Columbus Day - October 14th
- Veteran's Day - November 11th
- Thanksgiving Break - November 27th - 29th
- Holiday Break - December 21st - January 1st
- Christmas Break - December 25th
- New Year's Day - January 1st
- M.L. King's Birthday Observed - January 20th
- President's Day - February 17th
- February Break - February 17th - 19th
- Good Friday - April 19th
- Spring Break - April 12th - 17th
- Memorial Day Observance - May 19th
- Scheduled Last Day - June 11th

This calendar represents a non-181-day schedule. School cancellations will be added to the scheduled last day on this calendar beginning June 12, 2020. The Board reserves the right to make any changes to this calendar.

Calendar Approved: February 11, 2019
### FACULTY AND STAFF  2019-2020

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Autism Program</th>
<th>Paraprofessionals</th>
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</thead>
<tbody>
<tr>
<td>Tara Brissette</td>
<td>Ellen Jones</td>
<td>C-110</td>
</tr>
<tr>
<td>Sam Drobiak</td>
<td></td>
<td>C-117</td>
</tr>
<tr>
<td>Andrea Tomeo</td>
<td>Jennifer Bessinaire</td>
<td>C-119</td>
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<tr>
<td>Lindsey Exarhoulias</td>
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<thead>
<tr>
<th>Kindergarten</th>
<th>Reading Specialist</th>
<th>Preschool</th>
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<tbody>
<tr>
<td>Carolyn Martineau</td>
<td>Carla Thompson</td>
<td>C-103</td>
</tr>
<tr>
<td>Lynn Poirier</td>
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<tr>
<td>Lauren Howard</td>
<td>Mary Thompson</td>
<td>C-112</td>
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<tr>
<td>Danielle Wallace</td>
<td>Ashlyn Ellsworth</td>
<td>C-108</td>
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<thead>
<tr>
<th>Grade 1</th>
<th>School Psychologist</th>
<th>Kindergarten</th>
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<tbody>
<tr>
<td>Laurie DiCicco</td>
<td>D-129</td>
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<tr>
<td>Tracy Sammarco</td>
<td>BCBA</td>
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<tr>
<td>Peg Smith</td>
<td>D-129</td>
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<tr>
<td>Lisa Rice</td>
<td>C-209</td>
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<thead>
<tr>
<th>Grade 2</th>
<th>Unified Arts (Specials)</th>
<th>Special Education Paras</th>
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<tbody>
<tr>
<td>Lori Chesanek</td>
<td>Art - Sara Furbush</td>
<td>C-215</td>
</tr>
<tr>
<td>Megan Crescimanno</td>
<td>Music-Carol Rossetti</td>
<td>C-217</td>
</tr>
<tr>
<td>Ellen Pratt</td>
<td>Physical Ed – Jon Fontaine</td>
<td>C-219</td>
</tr>
<tr>
<td>Chris Soucy</td>
<td>Media Center - Lynne Glode</td>
<td>C-211</td>
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<tr>
<td>Computer Lab – Alycia Godzik</td>
<td>D-123</td>
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<thead>
<tr>
<th>Grade 3</th>
<th>Speech /Language</th>
<th>Behavior Technician</th>
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<tbody>
<tr>
<td>Sandy Cox</td>
<td>PT-Greg Haney</td>
<td>B-145</td>
</tr>
<tr>
<td>Lynn Jewett</td>
<td>OT-Tammy Zimmer</td>
<td>B-139</td>
</tr>
<tr>
<td>Emily Sousa</td>
<td>Joy Laprade</td>
<td>B-143</td>
</tr>
<tr>
<td>Kaleen Taft</td>
<td>Jillian Kuhn</td>
<td>B-141</td>
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<tr>
<th>Grade 4</th>
<th>Special Education</th>
<th>Office Staff</th>
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<tbody>
<tr>
<td>Nicole Kinsella</td>
<td>Jennifer Errichetti</td>
<td>C-221</td>
</tr>
<tr>
<td>Lena Cournoyer</td>
<td>Joy Laprade</td>
<td>B-150</td>
</tr>
<tr>
<td>Amanda Zadora</td>
<td>Jillian Kuhn</td>
<td>B-154</td>
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| School Nurse | D-124 |

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<thead>
<tr>
<th>Special Education</th>
<th>Testing Rm</th>
<th>Yoga Rm</th>
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<tbody>
<tr>
<td>Jessie Duquette</td>
<td>B-135</td>
<td>B-142</td>
</tr>
<tr>
<td>Judy Fairley</td>
<td>Deb Cunha - Admin. Assistant C-104</td>
<td>B-138</td>
</tr>
<tr>
<td>Michela Parenteau</td>
<td>Jane Romprey-Admin. Assistant C-104</td>
<td>B-146</td>
</tr>
<tr>
<td>Katie Butler</td>
<td>Noveline Beltram - Principal</td>
<td>B-137</td>
</tr>
<tr>
<td>Steve DiFormato</td>
<td>Bill McDonald - Asst. Principal</td>
<td>B-129</td>
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ARRIVAL & DISMISSAL OF STUDENTS

**ARRIVAL** – Arrival begins at 8:15 AM

In the interest of the safety of the children, all children driven to school by their parents should not arrive at school before 8:15 AM. There will be no adult supervision prior to this time unless you have signed up with the Thompson Recreation Department for the Before Care School Program. At 8:15 AM the second door leading into the school foyer will open and all K-4 students being dropped off should proceed into the school (without any adults) to their respective classrooms. From August 28th -September 6th only Kindergarten and Preschool parents/guardians will be allowed to walk their child in, first signing in at the office. (See pg. 21-22) See “Preschool Information” (page 21-22) for procedures relative to the Preschool students.

**DISMISSAL** – Dismissal begins at 3:03 PM

Students that are getting picked up will gather in the new student parent pick up room C-101 located in the Thompson Early Childhood building. Parents/guardians need to form a line outside the building to the right of the flagpole, following the tar walkway to the last classroom door. A staff member will greet each adult picking up at the outside door and will ask for a picture form of identification (preferably a license) to be presented. After the identification of the person picking up on a predetermined list is confirmed and recorded, the student will be released to the authorized adult. Parents/Guardians need to submit in writing to the office a signed note when a change of authorized adult is picking up their child/children.

Students attending the Thompson Recreation Department after school program (Purely Rec) will be met by the recreation staff in the Family Resource room across from the office at 3:03 PM.

**ATTENDANCE** –

“Make Every Minute Count”- School Starts at 8:30 AM!

A major consideration contributing to the CT mandate is the fact that research clearly indicates there is a direct correlation between attendance and student achievement! Missing school = missing instruction while other children move on with learning. Please consider your child’s learning needs when planning family trips. We encourage family vacations during school breaks, and we appreciate your cooperation in making sure that your child gets to school on time! Please keep in mind tardy, early dismissal and absenteeism all contribute to your child missing important learning time! The Connecticut mandate Student Attendance Policy begins on page 9-11 of this handbook also refer to (Addendum A “Student Attendance and Truancy” on page 25-28).

If your child is absent or tardy:

a) Please call the school at (860) 923-9142 as soon as possible. The office staff will be available for calls at 8:00 AM. If you call at an earlier time, this (860) 923-9142 number has voice mail.

Connecticut law requires that you submit a written excuse, including the date of the absence/tardiness, the reason for the absence/tardiness, and a parent / guardian’s signature on the day the student returns to class. Please
take note: students arriving after 8:30 AM or after 12:20 PM for afternoon Preschool are considered tardy and must stop at the main office for a late pass. Students absent three (3) or more consecutive days may be asked for a note from a physician excusing the absences. Four (4) unexcused absences within a calendar month is considered ‘Truant’ and a Child Study Team meeting will be held with the family.

b) Early Pick-up: A student is marked as Early Dismissal if he/she is removed from school before 3:03 PM. Please consider the instruction your child will not receive before requesting an early dismissal- leaving the school will impact your child’s learning in a subject area.

CT statute mandates that parents may only excuse up to 9 absences in a school year. On the 10th and subsequent absences, there are specific reasons why an absence may be excused otherwise it is unexcused. Please see the CT Statute below:

Connecticut State Board of Education
Definitions of Excused and Unexcused Absences
Adopted June 27, 2012

The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for the purpose of reporting truancy, pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of excused and unexcused absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).

**Excused Absences**
A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes 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; and

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 (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of 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 (additional documentation required);
5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
6. extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

**Unexcused Absences**
A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:

A. the absence meets the definition for an excused absence (including documentation requirements); or
B. the absence meets the definition of a disciplinary absence.

**Disciplinary Absences**
Absences that are the result of school or district disciplinary action are excluded from these definitions.

1 The Connecticut State Board of Education policy states that “A student is considered to be ‘in attendance’ if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.” A student not meeting the definition of ‘in attendance’ is considered absent.

2 Such documentation should include 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. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language.

BOARD OF EDUCATION
The Board of Education meets on the second Monday of each month at 7 PM to discuss issues on the agenda relating to school functioning, budget items and other town/school related issues. All are welcome to attend and share information and concerns during designated times of the meeting. As you know, this is where the school budget is finalized before presenting it to the town and your input and attendance is invaluable throughout the year.

Mrs. Melinda Smith ......................... Office (860) 923-9581 Fax# (860) 923-9638
Superintendent of Schools
melindasmith@thompsonpublicschools.org

BULLYING/HARASSMENT – (See Addendum B – MRFES Tiger Code / Bullying pages 29-33)

BUS RULES/PROCEDURES – (See Addendum B – MRFES Tiger Code / Bus Issues pages 29-33)

CAFETERIA RULES & PROCEDURES – (See Addendum B – MRFES Tiger Code/ Cafeteria Rules and Procedures pages 29-33)

CURRICULUM & INSTRUCTION
Mary R. Fisher provides CT Core State Standards (CCSS) aligned instruction in language arts (reading-including phonics, phonemic awareness, fluency, comprehension, and vocabulary, listening, speaking, spelling and writing), CCSS mathematics, science, social studies, art, music, physical education & health, media and computer lab. All students receive direct instruction in all core subject areas (Tier 1- Response to Intervention), and interventions (Tier 2 & 3- Response to Intervention) are provided by the reading specialists and special education teachers and assisted by Title I Paraprofessionals. Field trips are planned for classes as extensions of the curriculum. The PTO and grants provide much of the funding for special trips, otherwise parents/guardians are responsible for the cost of admission and transportation for class trips. A music enrichment program, Fortezza, performs both at school concerts and venues outside the school. Student and parent expectations are provided prior to signing a contract. Although all students are encouraged to participate in school-sanctioned field trips, at times it may be necessary and/or advisable to restrict participation.

DELAYED OPENING/EARLY DISMISSAL
Our database system can generate both universal email / voicemails. Please expect to receive communication from school administration notifying you of any delayed opening, cancellation, or early dismissal. Delayed openings/early dismissals will also be posted on our district website http://district.thompsonk12.org. You may also tune in for school cancellation and delayed opening or early dismissal announcements on the following radio and television stations:

**Radio**
- WINY 1350 AM
- WSRS 96.1 FM

**Television**
- WVIT 30
- WTIC Fox 61
- WBZ TV
- WTHN Ch 8
- WFSB Ch 3

**DISCIPLINE** - (See Addendum B – MRFES Tiger Code pages 29-33)

**DRESS CODE** – (See Addendum B – MRFES Tiger Code / Dress Code pages 29-33)

**FAMILY TRIP INFORMATION** – Attendance at school is critical in the development of the child’s academic, social, emotional and physical well-being. *We cannot stress enough that every effort should be made to have your children attend school every day.* If a parent chooses to take their child out of school for a vacation, the following procedures will go into effect: Parents should inform the principal, teacher, and office (in writing) of the pending absence. This will enable the teacher to prepare assignments (for the absent child) based on the lessons taught during the absence. The teacher will send these assignments home with the child upon his/her return to school. Please keep in mind that homework assignments cannot take the place of classroom instruction. Please also refer to the State mandated attendance policy (pages 11-13).

**FIELD TRIPS** - When trips are planned, special field trip permission forms are sent home to parents/guardians to be filled out. *If a child does not return a completed field trip permission form by the due date, he/she will not be allowed to accompany the class on the field trip.* Contingency plans will be left behind by the teacher for the student. Field trips are an extension of the curriculum. All children are strongly encouraged to participate. If the cost of the trip is a hardship for your family, please contact the teacher.

**FIRST DAY FORMS** - The following forms will be sent home the first day of school. Please return ALL important forms to school by the end of the first week:

1. Emergency Health Card
2. Emergency Contact/ Release Information
3. Permission for Publication

*Note: Please update any/all phone numbers with the office on a regular basis

**FOOD SERVICE PROGRAM** – Please Read- NEW changes!!

Thompson Public Schools Food Service Program
“Answers for Parents/Guardians”

Food Service Director: Lisa Durand, (860) 923-9581, x588 or ldurand@thompsonpublicschools.org
Assistant Manager: Christine Murphy, (860) 923-9581, x587 or cmurphy@thompsonpublicschools.org

The Thompson Public Schools Food Service Program is happy to announce that Breakfast & Lunch are available “FREE” to all Mary R. Fisher Elementary School students each school day during school year 2019/2020!

To assist the food service program in offsetting the cost of these meals, it is necessary that each household complete a Free & Reduced-Price Meal Application. (all households will receive an application)

NOTE: Children receiving Supplemental Nutrition Assistance Program (SNAP), Temporary Family Assistance (TFA), or Medicaid (HUSKY) benefits may be directly certified and automatically eligible for free meals without applying for benefits. Questions regarding SNAP/TFA/Medicaid and direct certification should be sent to the determining official, Lisa Durand at (860) 923-9581, x588 or ldurand@thompsonpublicschools.org. If you have received a NOTICE OF DIRECT CERTIFICATION for free or reduced-price meals, DO NOT complete the application.

Grab & Go Breakfast is available to students in grades 1-4 in the elementary cafeteria from 8:15-8:30am. Kindergarten & Pre-K students will have this meal delivered to their classrooms. Our Breakfast is a terrific way to start the day!

Lunch menus are listed in the Thompson Villager Newspaper. Lunch/Breakfast menus are available on our school’s website @ http://district.thompsonk12.org and sent home monthly with students.

Milk & Juice may be purchased separately at $.50/each without a meal.

What if my child has an allergy to certain foods listed on the menu? A “signed” Medical Statement from your child’s doctor is required in order to offer a safe alternative substitution. If your child is “lactose intolerant”, a signed note from a parent/guardian stating so is all that’s required. Medical Statements are available on our school’s website @ http://district.thompsonk12.org and may also be requested from the Food Service Director @ (860) 923-9581, x588, ldurand@thompsonpublicschools.org.

What is the School Lunch Program trying to accomplish? The goals of the program are to provide high-quality, nutritious meals to all students. Who oversees the Lunch Program in my child’s school? The Food Service Director is Lisa Durand and she supervises and coordinates the general operations of the program. The Board of Education represented by the Superintendent makes the final decisions about the program. Who plans the school meals? The Food Service Director and the Assistant Manager (Christine Murphy) plan the school menus with input from the Kitchen Staff. Students and Parents/Guardians are welcomed to suggest ideas and every effort is made to incorporate their ideas while remaining within the budget and adhering to nutritional guidelines.

Can schools serve any food they want? Menus must meet Federal School Lunch Program requirements. Meals are planned with the goal of providing students with 1/3 of the Recommended Dietary Allowances (RDA) for essential nutrients and calories. The USDA provides the Thompson Public Schools Food Service Department with any changes in the guidelines and staff are retrained regularly to ensure guidelines are met. How can lunch be offered to students at no cost? The school receives Federal and State funds for every meal it serves. This reimbursement, along with carefully planned menus and government commodities received
make up the difference between what the lunch costs to prepare. The amount of Federal Aid depends on the economic need of the student. \textbf{Why should my child eat breakfast and lunch at school rather than bring it from home?} The school lunches ensure that your child is receiving a nutritionally balanced meal. More variety is easier to achieve through school menus.

Thompson Public Schools use computerized cash registers. Your child has been automatically assigned a Personal Identification Number (PIN). Every student has an account set up in the computer in their school cafeteria. Parents/Guardians are encouraged to put money into their child’s account to purchase milk or juice without a meal, as needed. If the student’s account does not have the amount needed for their purchase, their account will be “charged” the amount owed. \textbf{(Please refer to our District’s Charging Policy, located @ http://district.thompsonk12.org).} A copy of this policy will be sent home to all student households at the beginning of the school year.

\textbf{How can I put money into my child’s account?} You may deposit money into your child’s account the following ways:

- **MySchoolBucks.com:** You will be charged a transaction fee of $1.35 per deposit to utilize this website
- **Personal/Cashier’s Check:** Made payable to the “Thompson Lunch Program”
- **Cash:** Place in a sealed envelope with child’s full name clearly printed on it, attention “Food Service Program” (please include the amount of deposit on inside or outside of envelope as well to ensure correct amount is received for deposit)

\textbf{How will I know to send in more money for milk and juice purchases?} You can contact the Food Service Director at any time during the school day to find out your child’s account balance @ (860) 923-9581, x588. Your child can also request this information from the Cashier at lunchtime. Negative Balance letters will be emailed home monthly.

\textbf{What happens if my child can’t remember his/her PIN #?} The cashier can easily look up a student PIN # at the register. Elementary students will be given a “lunch ticket” on their 1\textsuperscript{st} day of school with their full name and PIN # on it. They will bring this ticket along with them to hand to the cashier whenever they make a purchase.

Please call or e-mail with any questions or concerns you may have; we are here to help in whatever way we can.

Respectfully,

Lisa Durand, Food Service Director
Phone (860) 923-9581, x588, ldurand@thompsonpublicschools.org, Fax (860) 963-4862

\textbf{Nondiscrimination Statement:} This explains what to do if you believe you have been treated unfairly. \textit{In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;
2. fax: (202) 690-7442;
3. email: program.intake@usda.gov

This institution is an equal opportunity provider.
FORGOTTEN ITEMS AT HOME - When your child forgets his or her lunch or anything else needed for school, please drop the forgotten item off at the office and we will make sure that it gets delivered promptly to the appropriate classroom. If you need to leave a message for the teacher, please call (860) 923-9142 and the administrative assistant will direct you to the teacher’s voice mail.

GENERAL RULES – (See Addendum B - MRFES Tiger Code pages 29-33)

HEALTH SERVICES / SCHOOL NURSE- phone # (860) 923-3574 x 563 fax# (860) 963-4873

• The school nurse will call a parent/designee if a child becomes ill / injured and requires dismissal from school.
• Physical assessment and immunization requirements must be met prior to any child attending Preschool, Kindergarten, and/or any first-time entry to the district.
• Vision and hearing screenings are mandated services and are provided for children in grades K-4.
• Emergency Health Forms must be completed and returned to the nurse within the first week of school and updated as needed when there are changes.
• No medications (i.e. Tylenol, Motrin, Benadryl, cough medicines, inhalers, etc. ...) Only with parent/guardian written authorization and a physician’s written authorization will a prescription and/or over the counter medication(s), provided by the parent, will be given to a child at school or on a field trip. This includes Children are not allowed to carry any medicines to and from school – a responsible adult must deliver any medicine to the school nurse.

HEALTHY CELEBRATIONS

The Thompson Public Schools believe that the promotion of consistent messages in the school environment reinforces the district’s commitment to students’ health. Please support this message by providing healthy snacks or a lunch brought to school. The school will provide nutritional information to parents and staff members through newsletters, publications, the district website, health fairs, and other activities focusing on, but not limited to nonfood birthday celebration ideas. *Parents are asked to transport trays or large containers of food items rather than students transporting on the bus.
Food and beverages sold or served on school grounds or at school-sponsored events shall meet nutritional standards and other guidelines set by the State of Connecticut. This includes food and refreshments served at parties, celebrations, and meetings. It is recognized that there may be rare special occasions when the school principal may allow deviation from this standard, and these special occasions must be sent to the Central Office to be recorded with the Wellness Committee.

Please read below regarding celebrations of student birthdays and other celebrations at school.
HOME SCHOOL COMMUNICATION
Research clearly states that the most effective schools are the ones in which there is strong communication between parents and the school. To enhance this critical communication the following is in effect:

Our database system allows the school to communicate an email / voice mail to all Fisher families within minutes. Examples of when this might be used: Unexpected early dismissal, delayed openings, important reminders, or for notification of any sudden change of a scheduled event. The email feature will also be used for event reminders.

Other Sources of Information for Parents:
Parent Conferences: Scheduled parent conferences will be held in November and March. Your child will bring home paperwork prior to the issuance of report cards and progress reports so that you may request a conference time convenient for you. Please note you may request a personal conference with your child’s teacher at any time. (Please refer to Mary R. Fisher Important Dates 2019-20, page 8)

Parent Teacher Organization (P.T.O.)
This is a genuine child advocacy organization that anyone can join. To be a member please come to our regularly scheduled meetings, held on the second Monday of each month 6-7 PM unless Monday is a holiday (the PTO meeting is usually the same night of the BOE meeting marked with an orange triangle on the district calendar). They meet in the Family Resource Room across from the elementary office. The PTO does a wonderful job of enhancing our children’s educational experiences through a variety of ways: subsidizing field trips, subsidizing cultural events, purchasing various pieces of equipment and materials for our classrooms, interactive whiteboards, PAWS for reading program and providing critical input relative to important schoolwide issues. Hope to see you there!

HOMEWORK - The faculty of the Mary R. Fisher Elementary School believes in the importance of homework. We are committed to a homework policy that assists and improves a child's learning. To achieve this, homework will be reasonable in length, directly related to classroom work and well defined in advance by the teacher. It will be assessed and returned to the student. It is the student's responsibility to complete homework to the best of his/her ability. Homework provides an opportunity for family involvement and is an important facet of a child's educational experience. It is expected that families will monitor homework assignments and encourage children to develop good work habits that will last a lifetime. In addition, we strongly encourage daily reading at home for all our students.

Grade level homework guidelines are as follows:
1. Kindergarten -- (As needed).
   Homework is to be minimal and based upon teacher judgment of the students’ needs.
2. Grades 1-2 -- (15-20 minutes, 2 - 3 nights per week or as needed).
   Homework is assigned at the discretion of the classroom teacher with an emphasis on reading, language arts and math.
3. Grades 3-4 -- (30-40 minutes, 2 - 4 nights per week or as needed).
   Homework is assigned at the discretion of the classroom teacher with an emphasis on reading, language arts and math. Additional assignments are given which will assist the students with learning and developing initiative and responsibility.
   (See Addendum D on page 34 - Board of Education Homework Policy)

HOW TO HELP YOUR CHILD’S PROGRESS
To ensure the best education possible for your child, the home and school must work closely together. Listed below are a few suggestions on how parents can help at home:
1. Your child needs a good wholesome breakfast before starting a busy school day. Be sure to see that he/she also has an adequate lunch.

2. Your child needs a consistent bedtime routine (i.e. time for lights out) and morning wake up routine.

3. Your child needs a place to call his/her own. Try to provide a study area that is free from distracting influences such as radio, television or sibling. Be sure not to overload your child’s schedule with activities that do not allow for play.

4. Your child needs supervision on which television programs to watch.

5. Your child will make greater progress in school if you take an active interest in their educational program, work habits and behavior patterns. If there is any phase of your child’s development that is in question, contact his/her teacher, elementary guidance counselor or the principal.

**ITEMS BROUGHT FROM HOME**

Balls and other items reviewed by grade level teachers may be brought to school for play during recess periods. If riding the school bus, these items must remain inside a schoolbag. **Electronic games, and collectable cards may not be brought to school as they are in danger of loss or theft. The school will not assume responsibility for such items.**

**LOST & FOUND-** Lost and found items are in a designated area. Students can check for missing items when necessary. Parents can check before and after school with permission from the office and during fall and spring conference times when items will be on display in the corridor between the two buildings. Money, jewelry and small valuables should be turned in to the school office. All unclaimed items are periodically donated to charity. Please be sure to label all items of children’s clothing.

**MEDIA CENTER**

The Media Center is available to every student in the school. Every class visits the Media Center on a weekly basis. The children participate in a read aloud, and all kindergarten students through grade 4 have the opportunity to check out books. Books are shelved in accordance with the Dewey Decimal classification system and are catalogued in a computerized catalogue. Parents should encourage their children to use the library, take care of the books, and return them promptly. Students are responsible for any loss or damage occurring while the books are assigned to them.

The Media Center hosts three Scholastic Book fairs a year. The book fairs are extremely popular with the students, families and the staff. The book fairs are weeklong events and typically include student preview walk through, contests, decorations and raffles. The book fair is open during school hours and during parent teacher conferences for family convenience. All proceeds from the book fairs are used to purchase additional books and to support the PAWS reading program.


**OPENING DAY & FIRST WEEK PROCEDURES**

**Opening Day: Wednesday, August 28, 2019**

- **Preschool & Kindergarten- Orientation Hour by appointment:**
  - Preschool- Wednesday, August 28, 2019
  - Kindergarten- Wednesday, August 28, 2019

- Parents, guardians, and families will be allowed to walk all students grades 1-4 to their classrooms on the first day. You must park your car in our lot, not in the fire lane which curves in front of the school. Please sign in at the ‘first day tables’ and wear a temporary visitor sticker. You may take
pictures, say hello to the teacher, and see the classroom. Adults are asked to sign out upon exiting the building. At **8:45 a.m.** all non-staff adults will be asked over the intercom to exit the school and we will begin our first day.

**Wednesday, August 28 – Friday, September 6, 2019**
- Only Kindergarten and Preschool parents/guardians will be allowed to continue walking their child in, first signing in at the office. These classrooms are all located on the first floor of the Thompson Early Childhood building. Any other parent that needs to go upstairs for any reason, including a visit to the nurse, must sign in and use a visitor’s badge.

**PARKING**
We have three marked “Visitor” parking spaces located in the first row of the main parking lot. If those are filled, please park in the main parking lot using any available legal parking space. There are two Handicap Parking spaces marked in the main lot.

**PARENT DROP OFF & STUDENT PICK UP PROCEDURE**
- First lane to left is marked and reserved for bus drop off/pick up and is closed to traffic.
- Parents may park in the main lot (see above- everyone should only cross in the crosswalk).
- Under no circumstances, whether dropping off in the morning or picking up in the afternoon should a car be parked in the fire lane. **This also means that at no time should a driver leave the car while his/her car is idling in the lane.**
- If you choose to drop off your child in front of the school and are in the fire lane, **have your child exit the car on the sidewalk side of the car. Both a teacher and hired crossing guard will assist with the drop off procedure in the morning and afternoon.**
- Only cars with legal identification are to use the Handicap Parking spaces.

**PRE-SCHOOL INFORMATION**
**Absences for PM Preschoolers -** If your child is an afternoon preschooler, we ask that you call the bus coordinator at 860-923-1053 if your child will not be coming to school and your child is the only pick-up on that road. We need this information by 10:30 a.m. When calling please, state your child’s name, street/road, and bus driver.

**Delayed Opening and Early Dismissal for Preschool (due to inclement weather or emergencies)** When the school opening is delayed beyond one hour (for 1 ½ or 2 hours), the morning Preschool classes will be cancelled. Afternoon Preschool students will be picked up at their usual times. In the event of an early dismissal, all morning Preschool students will go home at the same time as Grades K-4. Children will be dismissed with all other students in Grades 1-4 at approximately 12:30 PM.

**Early Release for Morning & Afternoon Preschoolers –** There are planned early release days for this school year as indicated on the school calendar. The AM and PM groups will be divided among the 11 early release days and only one session will be in the building on a given day.

The schedule is as follows:

<table>
<thead>
<tr>
<th>AM Session will be in school on</th>
<th>PM Session will be in school on</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11, 2019</td>
<td>January 15, 2020</td>
</tr>
<tr>
<td>October 9, 2019</td>
<td>February 12, 2020</td>
</tr>
<tr>
<td>November 13, 2019 (parent conferences)</td>
<td>March 11, 2020 (parent conferences)</td>
</tr>
<tr>
<td>November 14, 2019 (parent conferences)</td>
<td>March 12, 2020 (parent conferences)</td>
</tr>
<tr>
<td>December 11, 2019</td>
<td>April 8, 2020</td>
</tr>
<tr>
<td></td>
<td>May 13, 2020</td>
</tr>
</tbody>
</table>
Snacks- Nutritious meals and snacks are essential for young children’s optimal growth and development. The energy provided by healthy foods ensures that children will be ready to fully participate in the day’s learning opportunities. During meals and snacks, preschoolers learn to make nutritious choices, discover a wide variety of different foods and develop healthy eating patterns. Please send your child to school with a nutritious snack and drink every day. The Preschool Program has a refrigerator so that perishable foods can be kept at a safe temperature.

PRESCHOOL - PARENT DROP OFF & STUDENT PICK UP PROCEDURE

• Morning Drop Offs (8:15-8:30 a.m.)
Preschool students arrive by bus. Students enter through the side doors of the building where the buses unload. Parents dropping off their students should park their cars in the main parking lot, wait until 8:15 when they can see the students unloading from the bus, and then proceed to front of building. Parents should drop off their students at this door, where they will be escorted by staff to their respective classrooms.

Late Morning Pick Ups (11:20 a.m.)
Preschool students depart on buses situated just outside of the Preschool entrance. Parents picking up the students: Park in the parking lot and walk to the Preschool entrance and pick up your child from the teachers.

• Afternoon Drop Offs (12:15 p.m.)
Preschool students will arrive by bus and will enter through the Preschool Entrance on the side of the building where the buses unload. Parents dropping off their students: Park in the parking lot and escort your child to the Preschool entrance door to meet the teachers.

• Afternoon Dismissal (3:00 p.m.)
Preschool students will depart the school by bus and will be escorted to the buses.

• All Preschool students being picked up in the afternoon will be escorted by staff to the Parent Pick-Up Room C-101.

(See ARRIVAL & DISMISSAL OF STUDENTS pg. 11)

Transportation - If your child is a morning student, he/she will come in on the regular (all elementary children) school bus run. Buses arrive at school between 8:15 AM and 8:30 AM. At the end of the morning Pre-school session 11:20 AM, your child will be driven home in the mid-day preschool bus. If your child is an afternoon student, he/she will be picked up by the mid-day preschool bus and brought to school between 12:15 PM and 12:25 PM. At 12:25 PM the afternoon session officially begins. They will be driven home on a regular bus with all elementary children. Preschool children will not be dropped off at a stop unless there is an older sibling there to take responsibility of the student. All authorized people will be on an emergency form in the office. The entire BOE Transportation Policy can be found on pages 35-38.

PROMOTION/RETENTION POLICY - (See Addendum C – “Administration Regulations Regarding Promotion/Retention” page 34)

RECESS RULES – (See Addendum B – “MRFES Tiger Code/ Recess Rules” page 29-33)

SCHOOL DAY INTERRUPTION - Just a reminder that parents, guardians, relatives, and friends are asked to please refrain from acknowledging a child's birthday in our school through the contracting of an outside agency or company. Delivery of balloons, appearances of costumed characters and/or any other forms of entertainment have proven to a) be too much of a distraction for the children and b) take important time away from their school day. Also, in the spirit of confidentiality, no class lists, or individual names may be given to a parent and the circulation of birthday invitations must be done outside of school hours.
Please avoid signing your child out early. Every minute of instruction is important! This consideration should be used after field trips, concerts, and grade level events due to the educational disruption to learning when multiple classrooms are affected from parents requesting that sibling(s) also be dismissed.

SCHOOL HOURS
Students/Parents may enter the building at 8:15 AM and go to the classroom. Only students in the Thompson Recreation “Before Care Program” may be dropped off between 7am- 8:15am. Please note - students may not wait in the vestibule/lobby, all office staff are preparing each morning for the opening of each school day and are conducting a variety of tasks and communications with staff and parents.
School hours are 8:30 AM – 3:03 PM. (PLEASE AVOID BEING TARDY)

The exterior door for parents picking up their children from room EC-1 will open at 3:03 PM
Early release day hours- 8:30 AM-12:32 PM - lunch will be served.

SCHOOL DELAY HOURS - please note that a bag breakfast will be available on all delay schedules
Two-hour delay- students may enter at 10:15 AM, school hours 10:30 AM- 3:03 PM. Morning Preschool classes will be canceled- breakfast available.

STUDENT PICK-UP PROCEDURE – Only an authorized parent/guardian can pick-up a student unless that parent/guardian provides written permission for someone else to pick up their child/children. Picture identification is required. If your child/children are not riding the bus and you are picking up, they will be dismissed from room EC-1 at 3:03 PM.

Early Dismissal: A student is marked as Early Dismissal if he/she is removed from school before 3:03 PM. If you must dismiss your child early (and this is not a sudden, unforeseen emergency) please let us know in writing or please call us in the morning so that the office staff can make the necessary arrangements. Students may be picked up in the office. Parents or their approved designee must show an ID and sign children out in our dismissal ledger when picking children up before the regular 3:03 PM dismissal. Please note- “Make Every Minute Count” for learning- losing time for school Tardy/Early Dismissal = impact on your child’s education.

STUDENT SERVICES
Through the partnership of students, parents, school staff and community entities the goal of the Thompson Public Schools is to ensure success for all students within the general education classroom. To accomplish this goal, the schools in Thompson use a continuum of personnel and services to address student needs and are proactive in implementing prevention and using an early intervention model in support of students.

A. Service Providers
In addition to classroom teachers, educational paraprofessionals and school administrators there are other trained professionals who interact with students throughout their preschool – grade 12 experience in Thompson Public Schools. They are:

School Counselors / Social Worker PK – 12
The focus of the Thompson Public School Counselors is to assist students in academic, personal/social and career development and planning. The skills developed will be used to promote success in school and to prepare for post-secondary employment, training and life as a productive citizen in the community. School Counselors act as liaisons with parents, the school and community agencies.

School Psychological Services PK-12
Works with students, staff and parents in the administration and interpretation of psychological data and develops and oversees educational intervention strategies. Communicate with community agency and service providers to improve student’s school success.
Homebound & Hospitalized Instruction
Tutoring provided for students who are unable to attend school for an extended period of time. Recommendations by physician/PPT required.

Speech/Language Services
Speech/Language Pathologists provide service to students Grades PK-12 through the PPT/IEP/504 process or general education as determined by the Early Intervention Team.

English Language Learners (ELL)
Assistance provided to students whose primary language is not English.

Occupational / Physical Therapy
Fine/gross motor services provided to students Grades PK - 12 through the PPT/IEP/504 process.

School Health Services
Thompson Public Schools provides a registered nurse in each school who may be supported by a licensed practical nurse or a school health services paraprofessional.

Continuum of Services for Thompson Students
Child Study Team Meeting-(CST) is a general education process where certified educational staff meet to discuss students who are demonstrating weaknesses in academic, social or behavioral areas in school. The CST may refer student for SRBI.

Scientifically Researched Based Interventions (SRBI) or Response to Intervention (RTI) is a nationally recognized model of intervention that emphasizes the use of scientific, researched-based instruction across a continuum of general education settings to help struggling learners. SRBI is a general education initiative that includes several essential components: Common elements of SRBI are common assessments that monitor student progress, scientifically researched based interventions, early interventions, and the use of data to drive instructions and to make decisions regarding students.

Section 504 is governed by the Americans with Disability ACT (ADA) and eligibility for 504 services is restricted to students who possess a physical or mental impairment which substantially limits one or more life activities.

Special Education is specially defined instruction, at no cost to parents, to meet the unique needs of a child identified with a disability in the least restrictive environment. Every child eligible for special education services is entitled to a free, appropriate public education (FAPE) under the Federal Individuals with Disabilities in Education Act (IDEA) (20 U.S.C. §1400 et seq.). Special Education is governed by the Individuals with Disabilities Act (IDEA).

Further information regarding this continuum of services is available by contacting school administration or the Director of Special Services.

TECHNOLOGY
Computers are available in each classroom with software appropriate to the grade-level curriculum. In addition, a computer lab facilitates entire classes working on learning keyboarding and skill-based practice programs. Each grade-level classroom is equipped with computers. Laptop computers are also available to students grades 1-4. Grade K-4 classrooms are also outfitted with interactive whiteboards (obtained through PTO, grants, and IT budget.) The library collection is equipped with bar coding for computerized circulation procedures. Wireless accessibility is now available throughout the elementary buildings.

A copy of the school district’s “THOMPSON PUBLIC SCHOOLS COMPUTER, NETWORK, AND PERSONAL DEVICES USE AGREEMENT” and “THOMPSON PUBLIC SCHOOL PERMISSION FORM – STUDENT G MAIL SUITE FOR EDUCATION ACCOUNT” is included on the end of the handbook and MUST be signed and returned to the classroom teacher for a password to be assigned.

TESTING
a) The Smarter Balanced Assessment Consortium (SBAC) will be administered in the spring to students in grades 3 & 4 in the areas of reading and mathematics. This is a State mandated test and the school counselor is the coordinator for the school. The district coordinator is Mr. Ian Polun.
b) **Reading Assessments/Math Assessments – NWEA – district coordinator – Mr. Ian Polun**

The Measures of Academic Progress (MAPS) assessment will be administered fall, winter and spring. Teachers will use this universal screening tool to monitor academic growth along with Developmental Reading Assessment (DRA) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data. There is more information for parents- “A Parent’s Guide to MAP” Northwest Educational Assessment (NWEA.org) website. Please contact Mr. Ian Polun who is the district testing coordinator with any questions. [IPolun@thompsonpublicschools.org](mailto:IPolun@thompsonpublicschools.org).

**TEXTBOOKS** - All textbooks are the property of the Thompson Public School system and are loaned to the students for the school year. Students are responsible for any loss or damage occurring while the books are assigned to them.

**TRUANCY** – Any student who has 4 unexcused absences from school in any month or 10 unexcused absences from school in any year is considered truant. (See Addendum A – “Student Attendance & Truancy” page 25-28)

**VISITOR’S PASS**

1. All visitors (including volunteers or those attending a PPT, 504 or Child Study Team Meeting) must enter the building at the main office before entering any area of the building. For safety reasons no exceptions to this rule will be made.
2. All are required to sign in and have a picture ID (i.e. driver’s license) scanned. Visitors are limited to their destination unless receiving clearance from the main office.
3. At the end of the visit, the visitor will sign out from the main office.

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Addendum A

**STUDENT ATTENDANCE AND TRUANCY**

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.

**ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE AND TRUANCY**

A. **Definitions:**

1. “Absence” - any day during which a student is not considered “in attendance” at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

3. “Excused absence” - an absence from a regularly scheduled school day for at least one-half of the school day; for which absence, the school has received written documentation describing the reason for the absence within ten days of the student’s return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

   A. Any absence before the student’s tenth absence, is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation; and
B. For the student’s tenth absence and all absences thereafter, a student’s absences from school are considered excused only for the following reasons:
   a. student illness (verified by an appropriately licensed medical professional);
   b. religious holidays;
   c. mandated court appearances (documentation required);
   d. funeral or death in the family, or other emergency beyond the control of the student’s family;
   e. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance;
   f. lack of transportation that is normally provided by a district other than the one the student attends.

4. “In Attendance” - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

5. "Student" - a student enrolled in the Thompson Public Schools

6. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

7. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, unless the absence an excused absence as defined above or the absence is a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

8. “Written 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, that explains the nature of and the reason for the absence as well as the length of the absence.

B. Truancy Exceptions:
   1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
   2. A student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
   3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be “truant.”

C. Readmission to School Following Voluntary Withdrawal
   1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student’s withdrawal from school.
   2. If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is “In Attendance”:
   1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.
   2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
   3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately
E. **Procedures for students in grades K-8**

1. **Notification**
   a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K-8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Thompson Public Schools.

b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. **Monitoring**
   Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or his/her designee shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent. Mailed notice of the student’s absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

F. **Procedures applicable to students ages five (5) to eighteen (18)**

1. **Intervention**
   a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten (10) days after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise nonresponsive, that fact shall also be documented, and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.

d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. If a FWSN petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

   i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team. Upon completion of the evaluation of a regular education student, the Child Study Team shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

   ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The
PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student’s need for special education services and the need, if any, to write and/or revise the student’s individualized education program (“IEP”).

G. **Reports to the State Regarding Truancy Data:**
Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

H. **Home-School Communications**
The key to regular attendance is good communication between parents/guardians and school personnel. Both the parents/guardians, who are ultimately responsible for regular attendance and the school, have certain responsibilities.

It is the responsibility of parents/guardians or students age 18 or over to:
1. provide the school with a daytime telephone number where they can be reached;
2. notify the school, on the morning of the absence, of the reason for the student’s absence or tardiness;
3. make every effort to schedule personal appointments for their child after school hours;
4. plan vacations when school is not in session;
5. stress the importance of regular school attendance with their child;
6. in cases of long-term illness, notify the school as soon as possible so that provisions may be made for appropriate instruction.

It is the responsibility of Thompson Public Schools personnel to:
1. keep accurate attendance records;
2. obtain from parent/guardian a telephone number where he/she may be reached during the school day;
3. monitor all absences by making efforts to contact the parent/guardian by telephone on the day of the unexcused absence;
4. provide the opportunity for the student to make up work. Specific guidelines for make-up work may be found in the student handbook of the schools;
5. provide a system of consequences and referral for excessive unexcused absences of the failure to notify the school of the reason for the absence or tardiness;
6. schedule a meeting with the parent/guardian of a child who is “truant” within ten (10) school days of the fourth (4th) unexcused absence in a month or the tenth (10th) unexcused absence in a school year for the purpose of reviewing and evaluating the reasons for the child being truant. Administration may write a referral to Special Education, a referral to DCF or to the Juvenile Court will also be considered if attendance has not improved.

7. coordinate services with and referrals of children considered truant to community agencies.

I. **Disciplinary Consequences for Unexcused Absences**
In the instances of truancy or failure to provide a reason for absences or tardiness, the disciplinary action may be taken as follows:
1. detentions – the number of detentions will be determined by the individual circumstances of the case;
2. a detention will be waived by the principal if a valid communication from the parent/guardian is received by the principal regarding the reason for absence. This note must be received prior to the scheduled detention;
3. an extended detention will be assigned to a student who has an unexcused absence;
4. suspension – a student will be suspended if he/she fails to serve assigned detentions;

J. **Tardiness and Early Dismissal**
Tardiness will be treated in a manner similar to absences. A student arriving late to school must bring a note from his/her parent/guardian explaining the reason for the lateness. Disciplinary action will be taken if a note is not received by the school office.

Early dismissals are not encouraged or condoned but reasons may parallel those given for absences. A note from the parent/guardian must be received in the school office prior to the time of the dismissal. A student will be picked up by the parent/guardian or other authorized adult in the appropriate school office (to ensure student safety). The parent/guardian is requested to sign his/her child out at the Thompson Public Schools. A student authorized to drive to school, and with a note from the parent, may be dismissed from the appropriate school office without an adult chaperone.
MARY R. FISHER ELEMENTARY SCHOOL
TIGER CODE
The purpose of the Tiger Code is to develop universal positive behavioral expectations and strategies to support academic success and a healthy school climate. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone’s beliefs are similar. Through the Tiger Code, we will work to create and maintain a productive, safe environment in which all school community members have clear expectations and understandings of their roles in the educational process.

Proactive Approach to School-Wide Discipline

We focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined: A small number of clearly defined behavioral expectations are defined in positive, simple statements. These expectations at MRFES are:

   Be Respectful
   Be Responsible
   Be Safe

2. Behavioral Expectations are Taught: The behavioral expectations are taught to all students in the school and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students which behaviors they should avoid, it means teaching, showing, and practicing what they should do. Specific behavioral examples are:

   - Being respectful means raising your hand when you want to speak or get help
   - Being respectful means using a person’s name when you talk to him or her
   - Being responsible means knowing and following classroom and school rules daily
   - Being responsible means to be on time
   - Being safe means keeping your hands to yourself
   - Being safe means using materials appropriately

3. Appropriate Behaviors are Acknowledged: Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. The Mary R. Fisher School has designed a formal system that rewards appropriate behaviors. Tickets are immediate tokens used by all staff, at their discretion, as recognition for appropriate, rule-following behavior.

4. Behavioral Errors are Corrected Proactively: When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was inappropriate and preventing that
inappropriate behavior from resulting in inadvertent reinforcement. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

- The following will be considered in determining the appropriate course of action once a rule has been violated: a) The nature and gravity of the offense and b) The frequency of the offense.
- We subscribe to Progressive Discipline and in that spirit one or more of the following may be applied following the violation of a school rule: a) Verbal reprimand b) Isolated lunch c) Isolated recess time d) Office timeout e) Parental notification (either through our behavior report form or via a telephone call) f) Parent conference g) Suspension (Parent will be notified by phone and in writing).
- If a pattern of out of control behavior or lack of self-control by a student persists, a Child Study Team referral will be initiated by the classroom teacher. At the Child Study Team Meeting, all parents, teachers, and support staff that have interacted with the child will review observations and develop a plan of action to address the inappropriate behavior. In some cases, a referral for Special Education will be made.

**TIGER CODE matrix includes the behavioral expectations of every member of the school community, in the following areas:**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Bus</th>
<th>Hallway</th>
<th>Recess</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>-Treat others the way you want to be treated -Follow directions</td>
<td>-Inside voice -Use manners -Listen and follow directions</td>
<td>-Quiet voice -Follow bus driver directions politely</td>
<td>-Walk quietly -Personal space</td>
<td>-Play nicely -Include everyone -Give others privacy -Quiet voice</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>-Do your best -Help keep the classroom clean</td>
<td>-Clean up after yourself -Eat your own lunch</td>
<td>-Face forward with your bottom on the seat</td>
<td>-Help keep the hallway clean -Go where you are supposed to go</td>
<td>-Follow directions</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>-Move safely -Use materials appropriately</td>
<td>-Walk -Stay seated while eating</td>
<td>-Stay seated in your assigned seat at all times</td>
<td>-Walk -Eyes facing forward</td>
<td>-Control your body -Follow safety rules for equipment</td>
</tr>
</tbody>
</table>

**Students will not**
- bring guns, any form of knives, and/or other objects that could be used as weapons to school
- chew gum on school property unless approved by an adult
- threaten adults or fellow students
- hit a student or a member of the school staff
• steal
• use obscene language or gestures in school and will not display any inappropriate images, pictures or photographs
• possess, sell, distribute, use, be under the influence of, consume or aid in the purchase of tobacco, drugs, narcotics, or alcoholic beverages
• bring to school paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol, or tobacco
• bring to school any fireworks or any other explosive materials, nor will they ignite any materials that might cause a fire
• make false bomb threats or other threats to the safety of students, staff members, and/or other persons
• smoke on school property nor on the buses
• walk out of a classroom, the school cafeteria, or the school building without adult permission
• blackmail, threaten or intimidate school staff or students
• destroy, deface, or damage any personal or school property
• throw snowballs, rocks, sticks, and/or similar objects
• cheat on any academic work
• use any school computer, computer system, computer software, or Internet connection for unauthorized purposes
• possess or use a laser pointer
• haze anyone
• engage in any bullying (See Bullying Section pages 28-33)

• **Cell Phones:** If a cell phone must be brought to school, it must be turned off during the school hours and kept in a student’s backpack. The only permitted use will be under adult supervision for emergency purpose.

**Bus Rules/Procedures** – The BOE Transportation Policy can be found on pages 35-38.

- Preschool and kindergarten children will not be dropped off unless a preauthorized parent, adult, or older sibling is visible to the bus driver. All authorized people will be listed on an emergency form in the school office. If a parent or designee is not present at the bus stop, the bus driver will radio the school office and alert an administrator that the child will be returning to school. Attempts to call the home/parent will be made by the school and another attempt to drop off the student by the driver will be made if possible before returning to school. (Please note that if a student, regardless of age or grade, objects to being dropped off at a stop, he/she will be returned to school).
- Under no circumstances should a parent try to stop a bus for the purpose of a student boarding or exiting from that bus.
- **School bus transportation may be withdrawn due to inappropriate behavior**
- Students may be placed in a seat belt, car seat or harness as needed to ensure the safety of a student(s) or, adults on the bus.
- Tiger Code Matrix- Bus Expectations
- Students should a) not eat or drink on the bus (this includes gum) b) cooperate with the driver and follow their instructions regarding the rules of the bus c) not smoke or be destructive on the bus d) stay in their seats at all times and talk softly to their friends around them e) not have any physical contact with anyone on the bus f) keep hands, feet, and head inside the seat compartment at all times and g) not use abusive language.

**Cafeteria Procedures**

- Students will enter the cafeteria and depending on the length of the line, will either immediately join the line or proceed to their assigned seats.
- Students will remain in their assigned seats and raise their hands if they have a question or need assistance (In the event of an emergency this rule does not apply).
- In the event a child needs to go to the bathroom the following procedures are in effect. The child will raise his/her hand and tell the supervising adult. The supervising adult will then escort the child to the bathroom.
- Tiger Code Matrix- Cafeteria Expectations

**Dress Code**
Please make sure that your child wears appropriate, safe, and no disruptive clothing to school. Shorts and shirts should be appropriate in length and shoulders should be covered. The following are prohibited:
- Spaghetti strap tops
- Cut-off shirts that expose the midriff
- Halter tops
- Shirts with inappropriate messages
- Flip Flop Sandals
- Hats (in the school building) Special events or earned for PBIS tickets would be the only exceptions.

**Recess Rules and Procedures**
Students
- will never leave the playground area without adult permission
- will alert a supervising adult in the event of an emergency
- will leave all items (sticks, rocks, etc.) on the ground
- will line up immediately and in an orderly fashion when signaled to by the supervising adult
- in isolated recess will not communicate with any fellow students during this recess time
- may play tag and touch football as long as the games do not get out of control and contact is appropriate
- must stay out of wooded areas, and stay within designated grade level play areas
- may run on the grass but must walk on the playscape and woodchips
- Tiger Code Matrix- Recess Expectations

**Bullying**
A. **Thompson Public Schools Bullying Policy:**
Bullying behavior by any student in the Thompson Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

According to state statute, “bullying” is an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school.

"Bullying" shall include, but need 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.

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

A. Creates a hostile environment at school for the victim,
B. Infringes on the rights of the victim at school, or
C. Substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspensions, expulsion and/or referral to law enforcement official.

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 school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence 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 are available to students and their parents/guardians upon request.

B. Safe School Climate:

One of the major mandates of the new Bullying Legislation (Public Act 11-232) is to create a Safe School Climate Plan. Our district’s Safe School Climate Plan, along with the Thompson Public Schools’ “Bullying Prevention and Intervention Policy” and forms reporting suspected bullying behaviors can be found online @www.thompsonpublicschools.org. Scroll down to “Special Services and Special Education”, click on “Thompson Public Schools Special Services and Special Education”, scroll to “Policies and Procedures”, and click on “Bullying Policies, Procedures and Form”. In addition to accessing these policies, plans and forms on-line, you may pick up a copy of our district’s policy, plan, and reporting forms in the Fisher School Main Office, or call the assistant principal and they will send the appropriate information to parent(s)/guardian(s). If you have questions relative to the policy, plan or reporting forms, please contact the assistant principal.

C. Mary R. Fisher School Bullying Responsibilities & Procedures

As mentioned in Item A above, the Thompson School District is committed to providing our students equal educational opportunities and a safe learning environment free from bullying, harassment, discrimination, and hate crimes. To that end, we at Mary R. Fisher School, along with the Middle School and the High School will not tolerate any forms of bullying, harassment, discrimination or hate crimes. If a charge of bullying, harassment, discrimination, or hate crimes is made, we will investigate the allegation thoroughly and expeditiously, and if the charge is proven valid, we will take immediate disciplinary action.

D. Reporting Acts of Bullying

1. **Referrals From People Outside of School** (Including parents /guardians)  If a call is made to the school relative to bullying, the referring person will be advised to either a) Go on the district website and download the complaint form or b) Pick up a complaint form in the Fisher Main Office. In either case, the referring person is asked to fill out the form and send it into school as soon as possible. If the referring person does not want to do (a) or (b), they can verbally report the issue to the administration. Upon hearing of any potential act of bullying, the administration will begin its investigation.

2. **Bus Referrals** - Bus drivers should submit an “Behavior Referral Form” to the bus coordinator who will also share with administration any inappropriate behaviors on the bus, along with an addendum sheet that identifies the names of any victims, the alleged perpetrator, and any witnesses.

3. **Student Referrals** – If a student wants to report an act of bullying they can either a) tell a staff member who will refer the matter to the administration immediately b) anonymously fill out a complaint form and leave it in the office or c) tell a family member or friend who in turn should inform the school immediately, fill out a bullying complaint form, and submit it to the school as soon as possible.
Addendum C

ADMINISTRATIVE REGULATIONS REGARDING PROMOTION/RETENTION
MARY R. FISHER ELEMENTARY SCHOOL (PRE-K/GRADE 4)

Philosophy:
Continuous growth is the educational goal for each child at Mary R. Fisher Elementary School. Such growth necessitates taking account of and having respect for each individual’s differences in emotional and social maturation, ability achievement, and perceptual and physical stages of development. Our promotion-retention policy is based upon this concept of individualization. The policy will be reviewed by parents, teachers, and administration and will be implemented in the best interest of the child.

Promotion:
The results of standardized and criterion referenced tests will be reviewed along with the child’s application to task. Daily performance and teacher opinion, based upon observation and documentation, will also be criteria used when determining promotion.

Retention:
When the child’s academic performance is not commensurate with expectations for his/her age, grade, ability, and maturational level, and other possible avenues of instruction have been implemented or considered and found to be unsuccessful nor have the potential for success, retention will be recommended. Following consultation with pertinent staff and parents/guardians through the Child Study Team process, it shall be the Principal’s decision whether or not to retain.

Appeal:
If parents/guardians do not accept the final decision of the Principal, they may appeal in writing to the Superintendent of Schools. The Superintendent’s decision shall be final. Parental disapproval of the retention decision will be noted and recorded in the child’s permanent record.

Placement of Transfer Students:
Grade placement of transfer students or students entering the district from home instruction shall be made with due consideration of previous performance in other schools, on standardized assessments, and the recommendations of the professional staff, but the determination of grade placement shall be made by the Principal.

Transfer:
When retention is deemed to be of no benefit to the child, but certain criteria for full grade promotion have not been met, a recommendation for “transfer” to the next grade may be an alternative. “Transfer” will be considered an “in-house alert” to the receiving teacher and to the parents that particular and special needs must be addressed for the educational welfare of the child. In the final analysis, the security, self-image, and the successful continual progress of the child will be the most important criteria considered when any of the recommendations included in this policy are implemented.
Addendum D

HOMEWORK POLICY

Mary R. Fisher Elementary School

Homework is positive and beneficial only when it is needed, meaningful or motivating to each child based on his/her academic, social and emotional level of development. Homework provides another opportunity for parental involvement in the educational experience of their children.

The following principles will be adhered to in assigning homework:

- Teachers shall provide a rationale for homework
- The primary purpose shall be reinforcement for any skill or concept
- Teachers shall permit make-up work after an absence
- Homework may be used to complete unfinished daily work
- Homework permits parents and teachers to collaboratively monitor children’s daily work habits
- Homework allows for pacing of long-term projects, as well as research on any given subject

Guidelines for homework:

- The length and difficulty of homework assignments must be humane and realistic
- Returned homework must be recognized by the teacher
- Teachers will follow-up with the children
- Efforts must be made to involve parents in the homework process
- Appropriate materials, with explanations, will be furnished to parents for the purpose of working with their children
- Constraints on homework completion at the home level must be recognized

It is the school’s expectation that the parent will follow through with the child on homework assignments, providing not only an acceptable place with proper appointments such as good lighting, but will also encourage the child, give moral support and, in general, help the child to understand the importance of and the place of homework in the continuum of education.

Non-Discrimination under Title IX and Section 504

It is the policy of the School District of the Thompson Public Schools to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The District shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.
STUDENT TRANSPORTATION SERVICES

Statement of Policy

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students.
2. supplement and reinforce desirable student behavior patterns.
3. assist disabled students appropriately.
4. enrich the instructional program through carefully planned field trips as recommended by the staff.

Definitions

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from his/her residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to C.G.S. Section 10-220c.
2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Thompson Board of Education.
3. "One-mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. "Grade K" means kindergarten, or a school program appropriate to a beginning pupil.
5. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Conditions" that affects the safety of pupils walking to and from school and/or a designated bus pick-up area.
6. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.
7. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
8. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Limit</th>
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<tbody>
<tr>
<td>K</td>
<td>1 mile</td>
</tr>
<tr>
<td>1-3</td>
<td>1 mile</td>
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</tbody>
</table>
Access to Bus Stops/Transportation
Parents and/or guardians assume responsibility for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and the provision of supervision that is appropriate to the student’s age, maturity and conditions at the bus stop at all times. Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop in advance of any scheduled pick up time.
A student enrolled in pre-kindergarten or kindergarten programs will not be discharged at a bus stop in the absence of a designated adult or older sibling. Parents are responsible for ensuring that a designated adult or responsible older sibling is present at the bus stop at the scheduled drop off time.

Hazardous Conditions
The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. A street or road having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
   a) For pupils under age ten, or enrolled in grades K through 3:
      (i) the absence of a pedestrian crossing light or crossing guard where three or more streets intersect; OR
      (ii) street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection.

   b) For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school;

   c) For all pupils:
      (i) any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR
      (ii) the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.

2. Any street, road, or highway that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:
   a) For pupils under age ten, or enrolled in grade K through 3:
(i) any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR

(ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.

b) For all pupils:

(i) the presence of man-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR

(ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR

(iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR

(iv) any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.

3. Any walkway, path, or bridge in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:

a) a crossing guard is present; OR

b) for pupil under age ten, an automatic control bar is present at crossings; OR

c) for pupils over age ten, a bar or red flashing signal light is operational.

4. For pupils in grades K through 4, the following conditions shall be deemed hazardous:

a) a lake, pond, stream, culvert, waterway, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR

b) any area adjacent to a roadway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.

5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.

6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.

Applicability and Exceptions:
1. This policy is applicable to private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.

2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.

3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination or conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

**Student Bus Assignments**

School bus transportation service is provided to transport Thompson students from their home picked up from a district designated bus stop. Students are returned home to a district designated drop off stop. In order to ensure the safest school bus transportation service for Thompson students, the district must establish consistent transportation pick up and drop off stops. Consistent pick up and drop off locations must be determined by the second Tuesday of September. Parents or guardians who wish to make any changes or variations to their child’s established district bus stop location must submit their request in writing forty-eight (48) hours in advance of the change. The request for transportation change must include:

   A. Child(ren’s) full name
   B. Teachers name and grade
   C. Specific bus stop the child will be picked up or dropped off
   D. Date the change will begin
   E. Name, signature, and telephone number of parent/guardian

*Please note: Daily requests for transportation changes will no longer be accommodated due to safety issues and vehicle capacity restrictions.*

**Complaint Procedure:**

All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof. If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference: Connecticut General Statutes
   10-186 Duties of local and regional boards of education.
   10-220 Duties of boards of education.
   10-221c Development of policy for reporting complaints regarding school transportation safety
   14-275b Transportation of mobility impaired students.
   14-275c Regulations re: school buses and motor vehicles used to transport special education students.

*Policy approved by Policy Committee: April 15, 2013*

*Policy Revised and Approved by BOE: August 13, 2018*
** THE NEXT 3 PAGES – PLEASE SIGN AND RETURN TO THE CLASSROOM TEACHER BY FRIDAY, SEPTEMBER 6, 2019
(Please Sign a Technology Agreement and Return to Your Child’s Teacher) by September 6, 2019. This handbook will also be available on MRFES website.

**HANDBOOK ACKNOWLEDGEMENT FORM 2019-2020**

When you and your child have completed reviewing the policies and procedures set forth in this Mary R. Fisher Elementary School Student/Parent Handbook, please sign the acknowledgement form, and return the form to school with your child. Thank you for your cooperation.

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_I have reviewed the Mary R. Fisher Student/Parent Handbook and will cooperate with the school to ensure that all policies and procedures are followed._

__________________________________________         _______________
Parent/Guardian Signature         Date

__________________________________________
Student Signature

Thank you for reading and signing off on the MRFES Student/Parent Handbook and Technology Use Form- we look forward to a great 2019-2020 school year!

Ms. Noveline Beltram / Mr. William McDonald
*GRADES K-2 You will not receive your password until this document is signed.
THOMPSON PUBLIC SCHOOLS COMPUTER, NETWORK, AND PERSONAL DEVICES USE AGREEMENT

We are happy to provide access to the Internet to all of our students and staff. We believe that it offers our educational community valuable resources for learning and communicating with others. Internet access is provided in conjunction with the Connecticut Education Network (CEN) and is filtered in accordance with the federal Child Internet Protection Act (CIPA) but recognizes the impossibility of controlling access to all materials available on the World Wide Web. TPS will make every effort to monitor and filter out objectionable materials but cannot guarantee the blocking of ALL such sites.

Access to the computers and Internet is a privilege for students and not a right. The purpose of TPS computers, laptops, iPads, and Chromebooks is to provide seamless educational access to all students. Policy for technology use has been developed with the goal of maintaining the integrity and functionality of both network and equipment so that use is not disrupted by unnecessary equipment failure. A user account can be disabled at any time as required. Any student who violates TPS Acceptable Use regulations or rules for behavior in computer labs or open access locations will be denied use of those resources appropriate to the offense. Such denial may result in temporary or permanent cancelation of LAN/Internet access privileges, school disciplinary action, criminal prosecution or civil action.

In exchange for the privilege of using technology at school, we acknowledge and agree to each of the following:

1. All students are responsible for appropriate behavior on the Internet just as they are when involved in any school activity. General school rules and policies apply to all Internet activity and communication.
2. There is no expectation of personal privacy in the use of personal technology at school. The District’s network administrators have the ability to identify users and monitor all BYOD devices logged onto the network.
3. The purpose of using the Internet at school is to support research and educational goals. Use of the Internet must always support those goals.
4. School and personal devices shall be charged prior to bringing it to school and shall be capable of running off its own battery while at school. The technology department is not responsible for charging personal devices.
5. Students must never:
   - Reveal personal information about themselves or others such as addresses, phone numbers, passwords, etc.
   - Send or display offensive messages or photos
   - Use inappropriate language
   - Use another person's password or account
   - Violate copyright law by copying or using unauthorized copies of programs
   - Access other people's folders, files or programs
   - Use information without giving proper credit to the author
   - Harass, insult, or attack other Internet users
   - Use the Internet for commercial purposes
   - Willfully destroy or vandalize other people's work, computers, or computer programs and files
   - Use personal devices of any kind to photograph, video, or audio-record other students or staff—particularly as a means of harassment

Data Encryption - When using web apps on a Chrome device, all important data is stored safely in the cloud. Certain kinds of files, like downloads, cookies, and browser cache files, may still be present on the computer. The Chrome device encrypts this data using tamper-resistant hardware, making it very difficult for anyone to access those files.

**ALL K-4 STUDENTS NEED TO RETURN THIS FORM**

I have read the DEVICE USE AGREEMENT and understand its contents. I understand that I will not be able to use the Internet until this form is signed and that my privilege will be taken away if I do not follow the above rules.

I also understand that other school disciplinary actions may be taken if necessary.

My signature below and that of my parent(s) or guardian(s) means that I agree to follow all the guidelines and rules stated in Thompson’s DEVICE USE AGREEMENT

Student Name (Printed) ____________________ Guardian Name (Printed) ____________________
Student Signature ________________________ Guardian Signature ________________________
Dear Parents/Guardians of Third and Fourth Grade MRFES Students:

Students in grades three and four will be provided with G Suite for Education (Google) logons. G Suite for Education is a cloud-based learning platform allowing students and teachers to create a range of documents online and store them online to be accessed at home or school from any device. These tools will help us meet our district technology goals as we prepare students to be successful learners.

The G Suite tools include:

- Google Apps: word processing, spreadsheet, presentation, and drawing programs that allow multi-user access and editing.
- Google Drive: file storage that integrates with Google Apps.

To ensure the safety of our younger students the E-mail feature has been turned off for all third and fourth graders. As we introduce these tools to our students, please be aware that Mrs. Godzik, the computer teacher, integrates digital citizenship lessons in her classroom. Students frequently review topics such as internet safety, digital footprint and reputation, and cyberbullying.

Please also be aware that G Suite for Education fully meets COPPA, FERPA and CT PA 16-189 data privacy policies. Thompson Public Schools treats the privacy of your student’s data with the utmost seriousness and ensures compliance of all our educational technology partners with state and federal laws. If you have any questions, please do not hesitate to contact hburns@thompsonpublicschools.org (Technology Director) or nbeltram@thompsonpublicschools.org.

Please sign and return the attached form to school with your child/children granting Thompson Public Schools permission to issue your child/children a G Suite account.

Sincerely,

Ms. Noveline Beltram, Principal & Heather Burns, Technology Director
**Thompson Public Schools Permission Form - Student G Suite for Education Account**

**GRADES 3 & 4 - Please Check, Print/Sign, and Return this page to Classroom Teachers by Friday, SEPTEMBER 6, 2019**

By signing below, I acknowledge that I have read and understand all the terms outlined in this letter. Please check one:

__________ I agree to have Thompson Public Schools issue my child a G Suite for Education account.

__________ I do not wish to have Thompson Public Schools issue my child a G Suite for Education account.

______________________________  ________________________________
Student Name - *Please Print* - Grade 3 or 4 (circle)  *Parent/Guardian Name - Please Print and Sign*