

Ulis Newton Elementary School School Student/Parent Handbook



MISSION and VISION STATEMENT

Mission- The Newton Elementary School Environment, consisting of students, parents, staff and community, will work cooperatively to create a positive, goal-oriented atmosphere that results in students reaching their full potential as lifelong learners.

Vision- Newton is a place where ALL members are **Connected** through **Caring** interactions and **Committed** to High Achievement.

Motto: Celebrating Success

School Colors: Navy Blue and Maroon

Ulis Newton Elementary School
571 Greenway Road
Henderson, NV 89015
Phone: 702-799-0500
Fax: 702-799-0511

updated August 2022

2022-2023

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

This handbook has been designed to provide each student and family member with a well-defined school operations procedures guideline and to provide a quick reference which allows each community member full participation in the educational program at Ullis Newton Elementary School.

My signature below indicates that I am responsible for reading, being familiar with, understanding, and adhering to the contents of this handbook.

This signed page is to be signed and turned into your child's classroom teacher. If you have multiple children, please add their names.

Student Name

Date

Parent Signature

GENERAL INFORMATION

Office Hours

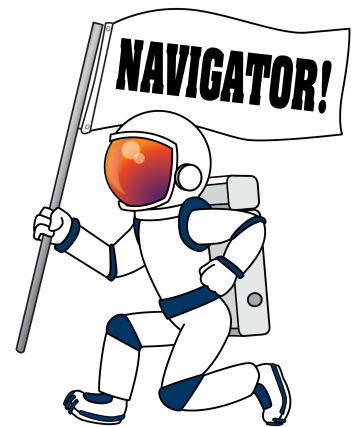
Monday through Friday
7:30 AM to 4:00 PM

Telephone Number

Office: 799-0500
Fax: 799-0511

Newton Times to Note

6:45 Safekey Opens
7:30 Office opens
8:40 Breakfast/ Playground Opens/ Kiss and Go Opens
8:55 Line up bell rings
9:05 Gates locked by custodian
11:30 AM PRE K dismissed
12:40 PM Pre K Start time
3:11 Student Dismissal
3:20 Students who have not been picked up are walked to office
4:00 Office closes



Bell Schedule	Time
Teacher Start Time	8:10 am
Gates Open for Students/ Duty Starts	8:40 am
Teachers Pick Up Students on Dot	8:55 am
Instruction/ Announcements Begin	9:00 am
End of Instruction	3:11 pm
Teacher End Time	3:21 pm

Growth Mindset - The concept of a **growth mindset** was developed by psychologist Carol Dweck and popularized in her book, *Mindset: The New Psychology of Success*. In recent years, many schools and educators have started using Dweck's theories to inform how they teach students.

A *mindset*, according to Dweck, is a self-perception or "self-theory" that people hold about themselves. Believing that you are either "intelligent" or "unintelligent" is a simple example of a mindset. People may also have a mindset related to their personal or professional lives—"I'm a good teacher" or "I'm a bad parent," for example. People can be aware or unaware of their mindsets, according to Dweck, but they can have profound effects on learning achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.

Dweck's educational work centers on the distinction between "fixed" and "growth" mindsets. According to Dweck, "In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort." Dweck's research suggests that students who have adopted a fixed mindset—the belief that they are either "smart" or "dumb" and there is no way to change this, for example—may learn less than they could or learn at a slower rate, while also shying away from challenges (since poor performance might either confirm they can't learn, if they believe they are "dumb," or indicate that they are less intelligent than they think, if they believe they are "smart"). Dweck's findings also suggest that when students with fixed mindsets fail at something, as they inevitably will, they tend to tell themselves they can't or won't be able to do it ("I just can't learn Algebra"), or they make excuses to rationalize the failure ("I would have passed the test if I had had more time to study").

Alternatively, "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment," writes Dweck. Students who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

Sanford Harmony - Sanford Harmony is a research-based, highly effective teaching strategy that strengthens classroom communities by helping each child understand and appreciate diversity in others.

By breaking down barriers, Sanford Harmony enables students to connect and collaborate at much deeper levels. Early adopters have indicated that children feel more comfortable and connected in their classrooms, leading to more harmonious interactions and improved academic achievement.

Sanford Harmony is underwritten by T. Denny Sanford through the [Sanford Education Center](#) and National University, and is currently used in thousands of classrooms across the U.S. The program:

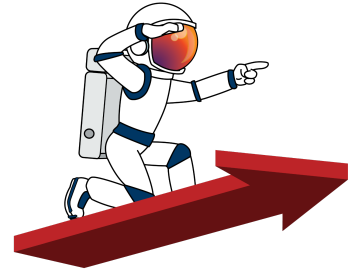
- Is designed for students in pre-k through sixth grade
- Improves student cooperation, collaboration, and problem solving
- Helps to reduce teasing, bullying, and aggression
- Establishes trust and encourages connection and empathy
- Promotes harmonious peer-to-peer relationships
- Includes materials for parent communications

Teachers are provided with classroom kits and will begin each day with a Social Emotional Learning exercise. Once the exercises have been implemented teachers will incorporate SH into writing lessons and activities to enhance the learning.

ASSESSMENT OF STUDENT ACHIEVEMENT

Standards

- Assessment data is used to analyze student strengths and deficiencies.
- Assessment data is gathered from student achievement tests and other relevant assessments for instructional planning to support student achievement and to select appropriate instructional strategies/materials.



Guidelines

- Regular assessment of standards mastery will occur in conjunction with the grade level schedule for assessment of skills. Data results should be readily available after the assessment occurs.
- After each MAP/SBAC test, teachers will be responsible for analyzing, reviewing and developing a classroom/grade level improvement plan. This will be done in coordination with school administration.
- **MAP Assessment-** All K-5 teachers will assess students using the MAP assessment during all three (3) interim assessment windows. MAP will also be used to monitor student progress.
- **STAR-** All teachers will use the STAR assessment to fidelity in conjunction to determine the greatest area of need and guide planning for differentiated instruction. The assessment will be given three times per year (fall, winter, spring) but may be given monthly. Scores can be recorded for these tests.
- **Passage Fluency and EasyCBM-** Teachers will receive class sets weekly to be used for practicing reading fluency. Fluency scores should be taken three times per year (fall, winter, spring) for all students. Students in RTI will read passages in EasyCBM bi-weekly.
- **SBAC-** Teachers should review data and use this test as a barometer of skills being taught. Students that pass the test would be considered A and B students.
- **Testing dates-** Will be announced soon!

Standardized Assessments

- Attend testing security and procedures training, and follow all site based standards.
- Read all testing manuals/materials. You are held responsible for all information.
- Sign security agreement.

Newton Grading Guidelines Summative assessments: 90 and Formative assessments: 10

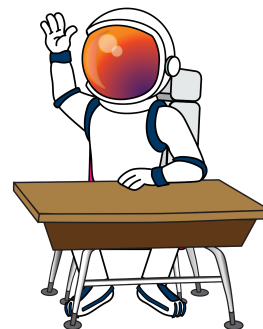
- All single standard tests need to contain 5-6 questions.
- Missing assignments should be minimal to none. It is the teacher's job to motivate students to complete their assigned work.
- Minimum F is 50%. Don't include zeros in grade determination when evidence is missing or as a punishment; use an alternative, such as reassessing to determine real achievement.
- Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement. Inflating grades using extra points is just about points, not about demonstrating higher levels of performance.
- Provide clear descriptions and goals of achievement expectations. Include why students are learning what they are learning. Grade student performance based on clear pre-set criteria, rubrics, and quality assessments that are on grade level and use all levels of DOK.
- Based on formative assessments, teachers should know how students are going to perform on a summative test before they take it. It is your job to help them succeed. If over 30% of your students get an F on a test, you must RETEACH the content.
- At least TWO grades for Writing/Language, Reading, and Math need to be added to the gradebook each week. (They can be formative and/or summative.)
- At least 9 Science and 9 Social Studies grades need to be added each semester.

- All grade levels must use common assessments as one of the grades for each standard with a focus on a level of rigor that is consistent with NVACS.
- All grade levels will use the pacing guidelines for planning purposes: [District Pacing Guides](#)
- Don't leave students out of the grading process. Involve students; they can and should play a role in assessment and grading that promotes achievement.
- The more involved the students are in goal-setting and achievement, their success reaches higher levels and they develop a more positive attitude about school.
- Don't include student behaviors in grades; Grades include only achievement. Behaviors (effort, participation, class rules) are reported as .
- It is strongly encouraged that assignments should be named by standard number and assignment (EX. RI.3.7 Compare and Contrast types of dogs)
- It is advisable that all teachers at each grade level have the same assignments in the grade book.

LEARNING ENVIRONMENT

Standards

- The effective use of allocated instructional time maintains an academic focus and on-task behavior.
- Classroom procedures and expectancies, delineated in a classroom management/discipline plan, are structured and in place, communicated, and maintained to provide a consistent positive learning environment.
- Students and parents are kept well-informed as to the class and school mission, programs, procedures, and progress.
- Mutual respect, courtesy, and rapport are modeled and maintained in all teacher-student, student-student and staff-staff interactions.
- Opportunities for parents to participate in school programs and activities are provided.



General Information

- Teachers must post classroom rules, daily schedule, objectives, and student work. Classrooms should remain free from clutter or extra furniture.
- All rooms must comply with district, state and federal requirements for the posting of displays and arrangements of furniture. No signage, fire pull stations or electrical panels are to be concealed. Teachers should use the call button to contact the front office for immediate assistance.

Specific Areas Addressed:

Allocated Learning Time

- Plan routine classroom procedures so that instruction begins quickly and interruptions to learning are minimized.
- Adhere to all scheduled times so that scheduled activities start and end on time.
- Set and maintain a brisk pace for instruction.
- Minimize nonacademic activities.
- Maximize instructional interaction between teachers/students and student/student.
- Students begin instructional learning experiences upon entering the classroom.

Bicycles, Skateboards, etc.

- Follow all safety procedures when walking or riding bicycles to and from school.

- Bicycles are to be WALKED at all times on campus.
- Wheeled shoes are not allowed on campus.

Bullying, Harassment, Threats, etc.

- Insist that students exhibit the qualities of integrity, respect, responsibility and justice as they are fundamental to human contact. District employees should also demonstrate these qualities.
- Ensure that students know to seek help by reporting a problem when it occurs to the adult present in that area.
- Ensure that harassment, intimidation, bullying or cyber bullying of students is not tolerated. The administration will take disciplinary action with students who violate this regulation. Any act which tends to injure, degrade or disgrace either verbally, non-verbally or through gestures constitutes bullying (including sexual harassment).
- All students should be able to attend school in an atmosphere of security and dignity and are not required to endure insulting, degrading, harassing or exploitative treatment.
- At no time will threats or “play talk” of bringing dangerous weapons or firearms to school be tolerated. Immediately report these occurrences to the office for immediate disciplinary action. Toy or replica weapons are treated in the same manner as authentic items.

Bully Reporting

- If you or your child is aware of or experiencing bullying, please report this immediately to the school. Action is taken within 48 hours to investigate and design a Safety Plan for your child(ren) or the child(ren) involved.

Cell Phones and Nuisance Items

- Cell phones are allowed on campus, but are to remain OFF during the instructional day and out of sight (STAFF & STUDENTS alike). It is important as a staff we model the behavior expected of students.
- **Student Cell phones** can only be used before and after school.
- Nuisance items are not allowed on campus. The teacher should hold a conference with the student and the item should be sent home. The teacher should contact the parent and let them know of the situation. The student and item **should not** be sent to the office with a referral, unless it is a weapon.



Classroom Animals

- We must consider the health needs of students before bringing an animal into the classroom.
- All parents will be made aware and permission granted.
- Do not leave animals in the classroom during school vacations.

Dismissal

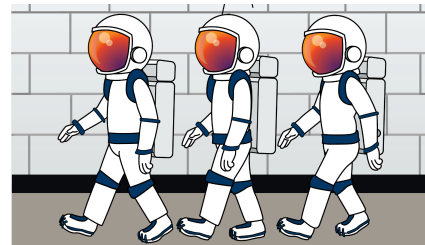
- Please share your child(ren)'s dismissal plan.
- You can choose either to pick up your child from Kiss & Go, to meet them by the crosswalk, or to share another location for your child. Kindergarten students are dismissed from the gates by their teachers.
- If your child is a bus rider, they must have a bus tag on their backpack.
- We also have Safekey available for after school care. It is for a small fee and purchased through City of Henderson and the information can be found on our website.

Dress Code for students & staff

- Dress and grooming will be within accepted Clark County School district Regulation 5131.
- Please ensure your student is dressed appropriately.
- The school will contact you for new clothes if your child(ren) are not aligned to CCSD dress code.

Hallway Behavior

- Students should have hall passes if traveling alone.
- Behave in a quiet and orderly manner while in the hallways and restrooms.
- Respect hallway displays; do not touch the walls or displays.
- Arms folded, single file line, hands and feet to yourself.
- Teachers should monitor students from the back of the line.
 - Hall Pass
 - Arms Crossed
 - Lips Zipped
 - Walking Feet
 - 2 Way Street

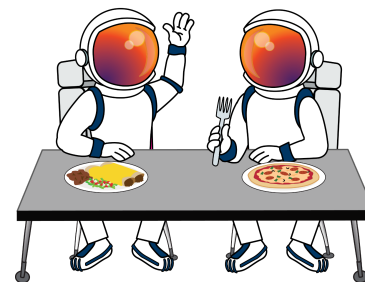


Holiday Activities: Refer to CCSD Regulation 5133

- We discourage exchanging gifts to ensure we are mindful of all religious beliefs and economic situations.
- Please celebrate birthdays during lunch. Students can hand out treats in the lunchroom. If you would like to bring in treats for your child's birthday. Please pre-arrange this with the front office and your child's teacher.
- Scheduling significant activities or exams on major holidays should not occur.
- Ensure that special activities are purposeful and standards based.

Lunchroom - Teachers/Aides must run an organized lunch period!

- Walk in an orderly manner and remain seated.
- Do not share or trade food.
- Talk quietly and be courteous.
- Clean table area before being dismissed.
- Keep nuisance items at home.
- Use sign language (drink, bathroom, etc.) when needing assistance.
 - 1 finger = I need to get a spork/condiments/napkin/sauce**
 - 2 fingers = I need to use the restroom**
 - 3 fingers = I need to get a drink of water**
 - Hand up = I have a question or need assistance**



- Students enter through south doors by the PE room. Hot and cold lunches come in separate lines.
- Hot lunch students pick up their items (milk/spork/napkin/condiments) and proceed to the serving area.
- All students use the center walkway to get to their seats.
- Once seated, students may not get out of their seats without permission.
- The adults on duty will tend to finger symbol needs. If an item is needed, the child must get up to get the item (except Kinder). Students must learn to be responsible.
- Adults should take turns with the microphone. Students need to see everyone is in charge. As one group is dismissed, other adults are cleaning for the next group of students.

School-wide Behavior Intervention Policy

We believe that all children can behave in a positive manner while at school. Teachers and students have the right to a classroom free of disruption; one that is conducive to the teaching/learning process. In order to guarantee the optimal environment and the integrity of instruction and learning, Newton ES, will implement a plan for Progressive Behavior Intervention inclusive of interventions for school-related minor and major behavior infractions.

Required Parent Conference (RPC): A conference is scheduled to discuss the student's behavior. The child is not allowed to come to school until the conference has been conducted. RPCs are scheduled within one day after the infraction. RPCs generally will not be conducted on the same day of the infraction. A reasonable amount of time is needed to allow for a thorough investigation of the alleged infraction.

Suspension: Temporary removal from school which may consist of one to ten days dependent upon the nature of the infraction. Extenuating circumstances will be considered. Conferences are scheduled within two days after the infraction, to allow for a thorough investigation of the alleged infraction. All classroom/homework assignments will be provided for students during the temporary removal of school.

Expulsion: Permanent removal from school. Recommendations for expulsion are based upon the extreme intensity, severity, and frequency of the infraction. Extenuating circumstances will be considered. If the recommendation is uncontested, the student will be withdrawn from Newton ES and the parent/guardian of the student will be responsible for another educational setting such as enrolling the student in his/her zoned school within the Clark County School District. **Required Parent Conferences pending the recommendation for expulsion will be conducted within two to three school days which allows for a thorough investigation of the alleged infraction.**

RPCs may not be held the same day of the infraction.

The student may not be allowed to attend school until the conference has been conducted and he/she is reinstated.

Students with three or more RPCs within a trimester may not be allowed to participate in activities, events, field trips supported by the school.

Students with one suspension within a trimester may not be allowed to participate in activities, events, and field trips supported by the school.

As a school and community we will work together and be proactive to correct inappropriate behaviors in order to ensure academic success and prevention of suspension and/or expulsion, which seriously impact your child's learning. As always, if we work together, we can make a difference in the behaviors and successes of our children and students.

Off-Limits locations for students

- Students and children of staff/parents are not permitted in the:
 - Staff Lounge
 - Behind the front office counter at any time unless otherwise directed by administration or office personnel. This includes before or after school.

Playground Areas

- Follow established line up procedures when the bell rings.
- Rough play, football, gymnastics and tricks on the playground **are not permitted.**
- Climbing or jumping fences to retrieve balls is not allowed.
- Playground Rules:
 - Show respect by not pushing, hitting, or kicking
 - Always treat others with respect
 - Follow P.E. rules for all games
 - Ensure safe use of playground equipment

Progress Reports

- Teachers will keep up with their grade book to reflect the most current grades.

Student Computer Login

- Students log into Chromebooks using Google email address and district-generated password
- Students log into desktop computers using your room number (0947-rm001) password: 123456

ALL Visitors must check into the front office.

Work Completion

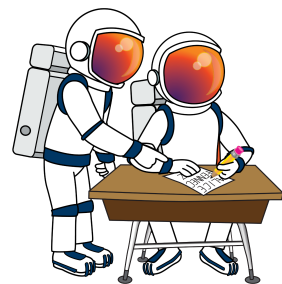
- Students should be responsible for completing assigned work and given time to complete missing work.
- Behavioral interventions in the classroom should be put in place with students who do not complete assigned work. Involve the parent's assistance in solving the problem.

Homework Assignments

- Assignments should consist of what teachers value and include a variety of assessment items, including, definitions, computations, explanations, applications, etc.
- Students should be prepared and able to complete their homework independently

Closure - Have students explain what they have learned and apply it

Long-term Memory Review - Maintain skills, address deficiencies, and stress important ideas for the year



Homework

- Assigned Monday through Thursday to encourage good study habits early on in their school careers.
- In addition to twenty minutes (minimum) of reading, each student should be assigned approximately 10 minutes per grade level for homework.
- Individual needs and abilities must be taken into account.
- Children must thoroughly understand both the objective of the assignment and the directions for accomplishing it, as excessive frustration at home reflects poorly upon the school and teacher.
- Insist on high standards of work turned in by students. Study habits are taught by the teacher in order to promote a higher degree of benefit from the homework.
- Communicate the homework policy to students and parents, encouraging parents to question their child about nightly homework.
- When a student is absent the parent may call the school and request make-up work for that student.

Attendance and Enrollment/Withdrawal Reporting

- We encourage all students to have positive attendance and be present in school daily.
- If your child has been exposed or tests positive for Covid-19, contact the CCSD Nurse Hotline immediately at: (702) 799 4322
- Distance education will only be provided to students who are formally placed on the quarantine list by CCSD Nurses.
- Please always send a note to excuse an absence. You will be contacted if your child has more than 4 tardies or more than 3 absences to discuss ways to support you and your child and remove barriers for attendance.

Awards

- Semester Awards will be held for students receiving All A Honor Roll, A/B Honor Roll, Citizenship, CHART Awards, Positive Attendance, Specialist Awards, and Newton Navigator.
- Straight A Honor is ALL A's and A/B Honor Roll is A's and B's, not all B's.
- There is no perfect attendance award for 22-23.
- Invitations will be sent for the first semester inviting parents to attend the ceremony.
- CHART awards will be done 10 times throughout the year and involve a Principal and treat event.

Fingerprinting

- ALL volunteers, including PTA members, field trip chaperones, and classroom/ school volunteers, must be fingerprinted and vetted through CCSD Human Resources department prior to volunteering, if they are left alone with students or are regular volunteers. (4 times a month)
- Informational packets are available for pickup in the front office. The process must be completed and clearance granted prior to volunteering at any school event.
- We value our volunteers and appreciate their support. Please know this is for the safety of all students.