



# **PANTHER PAGES**

**Scott Magnet School**

January 2010

## **Cold Weather**

The cold weather season is now upon us. We believe that exercise is an important requirement that affects your child's ability to learn. Please make sure your child wears a **WARM WINTER COAT, HAT, and GLOVES!!!** We need to ensure that all of our students are safe and warm. Thank you for



## **School Planning and Management Team (SPMT)**

**And**

## **Panthers Actively Working for Scott (PAWS)**

5:45 PM-Media Center

1st Grade will perform

## **Parent/Teacher Conferences**

**February 3, 2010 3:30-8:00 PM**

**and**

**February 4, 2010 8:00 AM-8:00 PM**

We look forward to seeing each and every parent. Having a good relationship is crucial to the success of our students!

Parent volunteers are always welcome! Listening to students read, cutting out literacy center activities, helping students learn math facts, etc. can make all the difference.

### Calendar of Events

- Jan. 11-Panther Pride Assemblies
- Jan. 12-SPMT/PAWS 5:45 PM
- Jan. 18-No School Martin Luther King Jr. Day
- Jan. 27-3rd Grade to TPAC
- Feb. 2-4th Grade to KS Museum of History
- Feb. 3-Parent/Teacher Conferences 3:30-8:00 PM
- Feb. 4-No School Parent/Teacher Conferences 8:00 AM-8:00 PM
- Feb. 5-No School
- Feb. 15-No School Presidents' Day
- Feb. 16-No School Staff Development
- Feb. 18-Kindergarten Application to Scott for 2010-11 6:30 PM
- Feb. 22-2nd Grade Music Concert 6:30 PM  
3rd Grade Music Concert 7:15 PM
- Feb. 23-SPMT/PAWS 5:45 PM



## TOPEKA PUBLIC SCHOOLS DISCRIMINATION AND HARASSMENT POLICIES

The Board of Education of Topeka Public Schools is committed to providing a productive learning and working environment, free from discrimination and harassment on any protected ground. Over the past few months, the board has revised its discrimination and harassment policies for both students and staff. The new policies provide comprehensive descriptions of the types of actions that are prohibited and give students and staff clear pathways for reporting and resolving complaints of discrimination.

The new policies affecting students are Board Policy 8110 and Regulation 8050-2, which can be found in the 2009-10 Student Handbook. Board Policy 8110 has been expanded to cover sexual harassment, harassment on the basis of disability, and harassment on the basis of religion in addition to racial harassment. The procedures previously adopted by the board to be used for resolving complaints racial discrimination now apply equally to complaints of other types of discriminatory harassment.

Regulation 8050-2 is designed to establish clear procedures for resolving complaints of discrimination. Students may discuss their complaints with the building principal, other administrators, the guidance counselor, or a teacher. If the complaint is made to someone other than the building principal, the person receiving the complaint must inform the building principal of the complaint and of any proposed resolution of the complaint. The principal must discuss the harassment and proposed resolution of the complaint with the student. If the complaint is resolved at this informal level, the principal will follow up with the student within 20 days to ensure the proposed resolution is working.

If the complaint cannot be resolved informally, the student may initiate a formal complaint under new regulation 8050-2. Formal complaints should be filed in writing within 180 days after the act of discrimination or harassment occurs. Forms to assist in filing complaints of discrimination are available in the school office.

All complaints of discrimination will be promptly investigated. Both the person making the complaint and the person accused of the discriminatory or harassing act will be given a chance to present any information to the investigator. Confidentiality will be maintained to the extent possible. Retaliation against an individual for filing a complaint or cooperating with an investigation is strictly prohibited.

At the completion of the investigation (no longer than 30 days), the investigator will provide a written determination of the complaint's validity and a description of the proposed resolution. If the person filing the complaint is not satisfied with the proposed resolution, an appeal to the board is available.

Use of the schools complaint procedures does not prohibit an individual from filing a complaint with The Office for Civil Rights of the U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114-3302 or by calling (816) 268-0550 or toll free 1-800-421-3481 or via the internet at [www.ed.gov](http://www.ed.gov).

Similar provisions for employees can be found in revised Board Policy 4060 and new Board Policy 4065. New Board Policy 4065 communicates a strong message that discrimination and harassment on any protected ground will not be tolerated in the district. Additionally it:

- Provides employees with information on how to file a complaint;
- Requires investigation of complaints;
- Requires reporting of harassment by employees who witness acts of harassment;
- Protects employees from retaliation;
- Ensures confidentiality in the process, to the extent possible; and
- Protects against false complaints.

Revised Board Policy 4060, similar to regulation 8050-2, provides procedures for filing complaints. Employees may elect to use the procedures for resolution of grievances in the professional agreement or grievance procedures in employee handbooks in lieu of these procedures.

*Topeka Public Schools, Unified School District No. 501 is committed to affirmative action and equal opportunity. No person shall, on the basis of age, race, color, creed, religion, gender, disability, national origin or ancestry be denied lawful access to any appropriate educational service, program or activity provided by the school district. The Title IX compliance coordinator is the associate superintendent of administrative and support services. The Section 504 compliance coordinator is the general director of special services. The clerk of the Board of Education has been designated to receive and redirect or handle inquiries regarding nondiscrimination policies, regulations and procedures. The clerk may be contacted by calling 785/295-3045 or by writing to 624 SW 24th Street, Topeka, Kansas 66611-1294.*

# Parenting Ideas



From Mrs. Marshall

## Top 7 Tips for Disciplining Your Grade-Schooler

By Katherine Lee, About.com

Disciplining grade-school age children has its unique challenges and rewards. While children this age are better able to articulate their feelings and demonstrate self-control, disciplining big kids can still require some handling of tantrums and tears.

When a big kid has the occasional meltdown, it's important to try to be mindful of the importance of teaching respect when disciplining children. Even if your child is pushing your buttons, try to remember to talk to her the way that you would want to be talked to.

It's also helpful to keep in mind that disciplining school-age children can be a way to lay down foundations for good behavior. Some parents may think of child discipline as something you do when a kid misbehaves. But many experts say that disciplining children should be more about working with your child to guide him toward good behavior so that he can make good choices on his own. As your grade-schooler grows into a child who can increasingly discipline himself, here are some ways you can guide him:

### 1. When Disciplining Children: Expect Some Steps Forward -- and Some Back

As children get older and enter kindergarten and grade school, they begin to develop better self control to deal with frustrations and disappointments. They also become increasingly more able to talk about their feelings, and are better able to understand and follow rules. That said, they are still young, and can sometimes easily fall back into meltdowns, whining, and other negative behavior more common in toddler and preschooler years.

### 2. When Disciplining Children: Get Your Child Involved in Setting Limits and Rules

Now that your child is in kindergarten or grade school, he will be better able to understand why some rules are necessary (for his health, safety, etc.). Explain your position, listen to his opinion, and then compromise where you can. If his friend goes to bed at 9, but you'd rather that your child's bedtime was 8, tell him you'll try out 8:30 provided he doesn't seem too tired during the day.

### 3. When Disciplining Children: Be Firm About R-E-S-P-E-C-T

Let him know it's safe to express his feelings -- as long as he does so respectfully. If he acts cranky with you (hey, we all have bad days, grown-ups included), tell him to speak to you in a nice way. Then, when he's more peaceful, talk to him about what was making him unhappy. Respect also goes both ways, so speak to your child the way you want him to speak to you. Don't shout, say what you need to in a calm manner, and remember to say "please" and "thank you."

### 4. When Disciplining Children: Give "Do's" Instead of "Don'ts"

Focus on the behavior you want to see, not what he's doing wrong. Instead of saying, "Don't throw that ball around the house" say "Doing that could break something. Let's go outside and play."

### 5. When Disciplining Children: Find Out What's Behind the Behavior

Maybe he was rude to a playmate because he'd had too many activities that day. Step back, and consider what may have caused him to misbehave. Later, after he's calmer, ask him what he was thinking and feeling.

### 6. When Disciplining Children: Keep Child Discipline Short and Simple

Though your grade-schooler is better able to understand rules, avoid going into too much detail. Getting into a long explanation about something you want him to do can be confusing. It can also give your child the message that you're not certain about what you're saying.

### 7. When Disciplining Children: Be Consistent and Firm When Disciplining Children

Bedtime is bedtime. Just one more (fill in blank) is not negotiable. If you waver, he'll know he can push the boundaries again the next time.

Taken from: <http://childparenting.about.com/od/behaviordiscipline/a/disciplinechild.htm>