

# WHATELY ELEMENTARY SCHOOL

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## Family Directory and Handbook 2019-2020



Whately, MA 01093  
ph. 413.665.7826  
fax. 413.665.0428  
[www.frsu38.org](http://www.frsu38.org)

# **2019-2020**

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## **CALENDAR OF SCHOOL EVENTS**

<b>Full Staff Opening Day</b>	Tuesday, August 27th
<b>First Day of School for Grades 1-6</b>	Wednesday, August 28th
<b>Kindergarten Appointment w/Families</b>	Wednesday & Thursday 28th & 29th
<b>First Day for Kindergarten &amp; Preschool</b>	Tuesday, September 3rd
<b>Kindergarten Screening</b>	
<b>Bus Drill</b>	Wednesday, September 4th
<b>Open House</b>	Thursday, September 26th
<b>Picture Day</b>	Thursday, October 3rd
<b>Picture Day Retake Day</b>	Wednesday, November 6th
<b>Holiday Recess/s</b>	November 27th – Noon Closing November 28th & 29th -- No School December 23rd – January 1st (Return 01/02/20)
<b>Progress Reports</b>	Tri-Annual (December, March & end of School)
<b>Winter Recess</b>	February 17th – February 21st
<b>Nature's Classroom, 5<sup>th</sup> Grade</b>	March 31st – April 3rd
<b>Spring Recess</b>	April 20th – April 24th
<b>Spring Concert</b>	
<b>4<sup>th</sup> Grade Trip to Zoo</b>	Thursday, May 21st
<b>Arts Night</b>	Wednesday, May 27th
<b>5th Grade Trip to Boston</b>	Thursday, May 28th
<b>Sixth Grade Class Trip</b>	Thursday, May 29th
<b>School Union #38 Jr. Olympics Event</b>	June 1st - 2nd, rain date of June 3rd
<b>Scheduled 180<sup>th</sup> Day</b> (if <b>no</b> snow days)	Thursday, June 11th – Noon dismissal 5 snow days: June 18th
<b>Holidays/No School</b>	October 14th – Columbus Day November 5th – Parent/Teacher conferences November 11th – Veteran's Day January 17th - ½ Day January 20th – ML King Day May 25th – Memorial Day

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## I. SCHOOL DIRECTORY

Whately Elementary School is part of the Frontier Regional and Union #38 School District. This section provides contact information for the District offices, as well as the Whately Elementary School Committee, School Council, Parent Teacher Organization (PTO), the Out-of-School-Time Program, and the teachers and staff. Refer to Section VII for a description of these groups. The number for the school bus company is also provided.

### FRONTIER REGIONAL AND UNION #38 SCHOOL DISTRICT ADMINISTRATION

219 Christian Lane, Whately, at the intersection of River Road and Christian Lane.

Office hours: 8:30 a.m. to 4:00 p.m., Monday through Friday

<b>Superintendent of Schools, Darius Modesto</b>	665-1155
<b>Central Office Personnel</b>	665-1155
<b>Director of Special Education Office, Karen Ferrandino</b> <b>Title IX Coordinator, Karen Ferrandino</b> FRSD/Union #38 School District 219 Christian Lane/RFD #1, South Deerfield, MA 01373	665-1155, Ext. 711
<b>Early Childhood Education Office, Aimee Zeoli/Coordinator</b>	665-1155, Ext. 723
<b>School Business Manager, Shelley Poreda</b>	665-1155, Ext. 703
<b>Director of Secondary Education/ Health Education, Sarah Mitchell</b>	665-1155, Ext. 722
<b>Director of Instructional Technology, Scott Paul</b>	665-1155, Ext. 715
<b>Director of Elementary Education, Kim McCarthy</b>	665-1155, Ext. 721

### WHATELY ELEMENTARY SCHOOL COMMITTEE MEMBERS

<b>School Committee Members</b>	<b>2019-2020</b>
	Bob Halla, Frontier Representative
	Katie Edwards
	Maureen Nichols

### WHATELY ELEMENTARY SCHOOL COUNCIL MEMBERS

<b>Members</b>	<b>2018-2019</b>
<b>Parents</b>	Maureen Nichols
	Meghan Ashman
<b>Staff</b>	Chris Huntley
<b>Principal</b>	Kristina Kirton
<b>Community Representatives</b>	Ben Gundersheimer Katherine Gundersheimer



# WHATELY ELEMENTARY SCHOOL TEACHERS & STAFF

<b>Main Number</b>	(413) 665-7826/665-7827
<b>FAX</b>	(413) 665-0428
<b>Email Address</b>	<a href="mailto:mary.lesenski@frsu38.org">mary.lesenski@frsu38.org</a>
<b>Website</b>	<a href="http://www.frsu38.org">www.frsu38.org</a>
<b>Principal &amp; 504 Coordinator</b> Whately Elementary School, PO Box 158, Whately, MA 01093	Mrs. Kristina Kirton
<b>Principal's Secretary</b>	Mrs. Mary Lesenski
<b>Office/School Assistant</b>	Mrs. Lola Stone
<b>School Nurse</b>	Mrs. Esti McCoy, 665-5560
<b>Special Education</b>	Mrs. Terri Anderson
<b>Special Education</b>	Mrs. Emily Czepiel
<b>Preschool</b>	Mrs. Christine Huntley
<b>Kindergarten</b>	Ms. Victoria Sittig
<b>Grade 1</b>	Mrs. Amy Tibbetts
<b>Grade 2</b>	Mrs. Diane Kirkendall
<b>Grade 3</b>	Mrs. Jennifer Kellogg
<b>Grade 4</b>	Mrs. Stephanie Apanell
<b>Grade 5</b>	Mrs. Lacey Pittelli,
<b>Grade 6</b>	Mrs. Laurie Gay
<b>Art</b>	Mrs. Amy Meyer
<b>Music – Vocal</b>	Ms. Christine Sirard
<b>Music – Instrumental</b>	Ms. Megan Carr
<b>Music - String</b>	Mrs. Marijo Sherrill
<b>Physical Education</b>	Mr. Steven Carra
<b>Reading</b>	Mrs. Wendy Will
<b>PreK Out of School program coordinator</b>	Ms. Miriah Freemole
<b>Paraprofessionals</b>	Ms. Sarah Chapdelaine
	Ms. Brenda Jerome
	Ms. Megan Wentzel
	Ms. Grace Berggren
	Ms. Lauren Preston-Wells
	Ms. Mary Rief
	Mrs. Dorothy Spadola
Ms. Candice Clark	
<b>Occupational Therapist</b>	Ms. Jasmine Delsie
<b>Physical Therapist</b>	Ms. Deb Wing Ms. Karen Johnston
<b>Psychologist/Guidance</b>	Dr. Cindy Burch
<b>Speech/Language Pathologists</b>	Mrs. Sally Rice
<b>Librarian</b>	Mrs. Paula King
<b>Food Service Manager</b>	Mrs. Mary Delusa
<b>Food Service Assistants</b>	Mrs. Kathy Simmons Mrs. Bonnie Learned

**OUT OF SCHOOL TIME PROGRAM**

<b>Position</b>	<b>Name</b>
Program Director	Janet Seredejko – 665-1155
Site Coordinator	Dorothy Spadola – 665-6674

**PTO EXECUTIVE COMMITTEE MEMBERS**

<b>Members</b>	<b>2019-2020</b>
<b>Chair</b>	Holly Johnson & Laurie Cendrowski
<b>Treasurer</b>	Catherine Wolkowicz
<b>Secretary</b>	Susannah Lawler

**GRYBKO BUS COMPANY**  
Leonard T. Grybko, Jr., Owner  
Whately, MA  
665-2838

## II. SCHOOL POLICIES AND PROCEDURES

This section describes the school policies and procedures put in place to promote a smooth flow of operations and activities throughout the day for students, staff, parents, and other school visitors. The section includes information on attendance policies, school closings, bus rules and schedules and motorist guidelines, the food service program, and the facilities and grounds. It also summarizes the many different ways in which communications with the school staff take place, rules for school visitors, and community activities that take place at the school.

### ATTENDANCE

Attendance and punctuality are responsibilities that each student must take seriously. Frequent absence is the single most important cause of academic failure. Prompt and regular attendance is an excellent habit to establish.

*CH. 76, Section 5. Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school on account of race, color, sex, religion, national origin, gender identity or sexual orientation. (M.G.L. 22.37)*

### School Hours

The Whately Elementary School day for the students begins at 8:40 a.m. and ends at 3:00 p.m. The Out-of-School Time Program (see Section IV) operates from 7:00 to 8:40 in the morning, and from 3:00 to 5:30 in the afternoon. We encourage your arrival to school to be 8:35, so that students are all settled in for instruction at 8:40.

### Absences

If your child or one in your care is going to be absent or tardy, please call the school between 8:00 a.m. and 9:30 on that day at 665-7826 or 665-7827. Provide the child's name, parent's name, teacher's name, and the reason for the absence. If your child is absent due to an illness, parents are asked to call the School Nurse's office directly at 665-5560. When a known absence will take place, it is helpful to inform the school office and teachers in advance to obtain the day's work. **A child is considered absent from school if they miss more than half of a school day or arrive past 12 o'clock noon.**

Parents are requested to keep a child home if he or she is not well, and to cooperate in picking up a child who becomes ill while at school. A good rule to follow is when your child has a fever at night or in the morning prior to school; the child should stay home to recuperate. This will assist in their recovery while simultaneously curbing the spread of illnesses in the school. Please also refer to health services and policies in Section V.

When your child returns to school after an absence, parents are asked to write a note stating the specific reason (e.g., cold, flu, intestinal disorder, fever, injury) for the absence and send it to school with the child on the day that he or she returns to school. Included in the note should be the dates of absence and the parent/guardian signature. It is very important that parents or guardians notify the office or the School Nurse of all communicable diseases, especially strep throat, chicken pox, or scarlet fever. This information is necessary to complete periodic health reports. It is important that the School Nurse and teaching staff are made aware of instructions for follow-up care that may need to be provided.

### Dropping off/Picking up Students

Students may be dropped off starting at 8:30 and we request that all children arrive by 8:35 a.m. A note stating the reason for being tardy should be sent to school with your child whenever possible. Children who arrive at school after 11:59 a.m. are marked absent for the day. A child needs to be in school at least one-half day to be marked as attending.

### Early Dismissals

Parents who need to have their child dismissed before the end of the school day are asked to send a note to the child's teacher informing him or her of the time the child needs to be dismissed and who will be picking up the child. This note is then sent to the Principal's office for the child's record. Parents are asked to come in to the main office to meet and "sign out" their child. Please do not go directly to your child's classroom to pick him/her up.

## Making up Work Due to Absences

When the teacher feels it is necessary to make up work missed due to absences, he or she tries to give students time during the school day to do make up work, such as during recess. Children who take extended vacations will not be assigned the same work as students in the classroom. However, they might be asked to do extra reading or to keep a journal of their trip. Also refer to Section IV.

## SCHOOL CLOSINGS AND LATE OPENINGS

There are times when school must be canceled due to weather conditions or other emergencies and, at times, there may be a two-hour delay prior to the start of school. School closing decisions are made by the Superintendent of the Union #38 School District and are announced over the following radio and television stations. Please note closings or delays are publicized as *Frontier Regional/Union #38 School Districts*. Half-day preschool does NOT run when there is a 2 hour delay.

**Television Stations:**        WWLP - Ch. 22                    WGGB - Ch. 40

**Radio Stations:**            WHAI - 98.3 FM                    WHMP - 1400 AM

## Emergency School Closings

A calling system has been implemented at Whately Elementary School. This dial out system is to notify parents of important information. **It is critical that our database is up to date and includes correct home, work and cellular phone numbers**

The school respects a parent's decision to keep their child home or to pick them up early on days of inclement weather. On rare occasions, school may be canceled after the school day has begun. Such emergencies might include a mid-day snowstorm, loss of heat, power failure, etc. **When weather conditions turn stormy, parents are advised to listen to the television and radio stations identified above. Please make sure you have discussed back up plans if school is dismissed early.**

## Teacher In-Service and Curriculum Days

Whately Elementary School participates in one Union #38 School District teacher professional development day. This day is organized around enhancing professional skills and strategies in curricula, instructional development, and research. This is a full working day for all faculty; students do not attend school on this day. The Curriculum day is listed on the school calendar for the academic year.

## **TRANSPORTATION**

The bus company used by this district is *Grybko Bus Company* in South Deerfield at 665-2838.

**BUSES:** The bus routes are posted in the Greenfield Recorder prior to the start of the school year. We have two buses at Whately titled W-1 and W-2.

### **Bus Schedules**

The bus schedule is revised annually based on the needs of our students and families. Please contact *L.T. Grybko* Bus Company if you need bus service or have any questions.

### **Bus Safety Rules and Policies**

Riding the bus is a privilege, not a right, and can be withdrawn if a student disregards bus rules and policies. The following rules and policies must be strictly adhered to for the safety and well-being of all school bus passengers:

The bus driver is responsible for the safety and conduct of his/her passengers and, therefore, has complete authority of his/her bus.

- Specific bus rules are sent home with students on the first day of school.
- All pupils must be on time to the bus stop and wait at the designated stop off the road in an orderly manner.
- Pupils crossing the road should do so only upon the driver's instructions.
- Pupils will refrain from pushing and shoving when they are loading and unloading.
- All students are to remain seated when the bus is in motion.
- Students should not throw items on the bus or eat food on the bus.
- Students should stay at least 12 feet from the front or back of the bus at all times.
- When buses arrive at school, students should go directly to their respective classrooms.

No student will be let off at any place other than home or school without written permission from his or her parent or guardian. Bus students may ride on a bus other than the one they've been assigned to, such as to go home with a friend or to attend Scout meetings, by submitting a written request to the school's main office by 9:30 a.m. on the day of the change. A list of changes will be submitted to the bus driver, and only students whose names appear on the list will be dropped off at a stop other than their normal stop.

If a child left any items on a bus, the driver will usually leave the item in the front of the bus for about a week. After that time, the item will be moved to the school's lost and found. You can also call Grybko's directly at 665-2838 to inquire about items left on the bus.

### **Bus Incidence Policies**

We use a "three-strike" system when faced with inappropriate/unacceptable bus behavior. A letter is sent home to all bus riders explaining the process. If necessary, the bus company will fill out a Bus Incidence Report and submit it to the Principal. Any concerns about inappropriate student behavior or questions regarding the bus should be directed to the building principal.

For a precise listing of all bus guidelines, refer to the Transportation Rules and Regulations information sheet given to each student during the first week of school.

### **MOTORISTS**

Please do not park in the bus lane and/or in areas that are blocked by orange cones when dropping off or picking up students. Cars are not permitted in the bus circle during school hours. If you plan to come into the building, park in the lot. Our parking diagram goes home with students on the first day of school.

For afternoon pickups, park in the lot and come into the building. We do not want to release any students before knowing the person picking them up has arrived, and we do not want students running out into the parking lot when they see their parent or other person responsible for pickup that day.

**Motorists are reminded to use EXTREME caution while near the building and grounds because many children will be entering and leaving the area.**

## FOOD SERVICE

### School Lunch Program

All students of Whately Elementary School are required to have lunch at school. Students may bring their own lunch from home or buy one at the school.

Each lunch is served with a choice of skim, 1% or low fat chocolate milk. Menus are printed on a monthly basis and distributed to students to bring home or sent by email. They are also included in *The Greenfield Recorder* and *The Daily Hampshire Gazette*. There is also a link posted on the website. In addition, the menus are posted in classrooms.

The cost of the school lunch is \$2.95 per day. For those students who bring their lunches from home, milk and juice may be purchased for 50¢ each. **Parents are invited to join students for lunch. Please call ahead. Price is \$4.25.**

Each student is personally responsible for his/her lunch money. Cash payment is always welcome. However, for your ease as well as our own, please feel free to write a check payable to "Whately Elementary School" for a weekly, monthly or lump sum. We keep a running total of your credit balance and will advise you when your balance is low. If your child is not in School on a day he/she is scheduled to eat lunch, you will be credited for the missed lunch. We would appreciate prompt payment to keep your child's account current.

Whately Elementary School participates in the Federal Free and Reduced Lunch Program under which students who qualify may be provided with a reduced rate or free lunch upon approval of their application. Applications for this program are distributed each September to all students. Participation in this program is based upon income guidelines established by the federal government. New students who transfer into the school after the start of school will receive an application when they register with the school's secretary.

**The application process is completely confidential.** If your child receives free or reduced lunch there is no indication of this when lunch choices are made each morning in the classroom or while going through the lunch line. Teachers do not know which child has free or reduced lunch.

Lunch Monitors, who assist the children and make sure the Cafeteria Rules are observed, are present in the cafeteria.

### Cafeteria Rules

- Parents are asked to provide nutritious food when sending a bag lunch. Students are not allowed to have candy or soda in school. NO soda, aluminum cans or glass containers.
- Students are given a minimum of 20 minutes for lunch. Additional time is given when necessary.
- Student conversation should be soft and respectful to all who sit at or near their table.
- Students are expected to use appropriate table manners.
- Students are expected to remain seated until they have finished eating.
- Since there are two dining periods and more than one student may use a single dining space, students must leave their area as neat and clean as possible for the next student. Each student must clean up all paper, food scraps, and other items from lunchroom tables and the floor, and they are expected to drop off their tray, silverware, and trash to the disposal area.
- After cleaning their area, students should then return to their seats until they are dismissed.
- Food should not be removed from the cafeteria unless it is returned home in lunch boxes.

### Snack

We encourage healthy snack choices for our students. Students are not allowed to have candy, gum or soda in school. Parents are asked to select a nutritious snack to encourage healthy eating habits. Parents are also asked not to send drinks in glass containers. Teachers have various ways of handling snack time in their classrooms. If you have questions, check with the classroom teacher. Please make sure you check with your child's teacher and/or school nurse, as some of our students have food allergies.

## **COMMUNICATIONS WITH THE SCHOOL**

Parents are encouraged to maintain an open dialogue with their child's/children's teacher(s), and there are a number of ways to do so, as described in this section. Please note that when phoning a teacher, the best times to reach him or her are during the early morning before school or after school. See the directory in Section I for phone numbers and email addresses.

### **Parent Notes**

Please be sure that all parent notes are dated and signed.

Parents must send notes to school with their children for the following reasons:

1. Provide permission for their child to go home with another student who rides the same or different bus or who will be driven home (both families should send notes to the teachers). Please be sure the note is dated.
2. Inform the school of a student's absence (The note should include: the date, the child's name, the parent's name, and the reason for the absence. If the absence was due to illness, clearly state the type of illness or symptoms).
3. Notify the school/teacher that a student will be dismissed early.
4. Notes are required for communication concerning Before and After School program/s.

### **Use of School/Cellular Phones**

Students may use the phone in the school office in case of emergency after having received permission from school personnel. Non-emergency use of the phone will not be permitted. Cell phones are to be left in the main office if they are brought to school. The phone can be picked up at the end of the school day.

### **School Newsletter**

Whately Elementary School publishes a monthly newsletter that is emailed to families or sent home with students. The newsletter contains important information about upcoming school events, programs, dates to remember, news within our school and our school district, and seasonal related health issues. It also contains information on community events, such as recreational programs, and a message from the Principal. Space permitting, it may have recreation department events, Whately Library information or classes held in town or nearby.

### **Teachers' Newsletters**

Teachers also send home newsletters to parents informing them about the children's activities. Some newsletters are weekly; others are included in the monthly newsletter.

### **School Website**

The Whately Elementary School website (<http://www.frsu38.org>) was designed to serve the school, and the Whately community, as well as other communities. The website promotes access to appropriate educational resources, provides space to share ideas and solutions, and includes informative and engaging material. Classroom pages include links for students and teachers that support the curriculum being taught in their grades. Library pages teach information literacy and provide links to lesson plans, book lists, homework help, and cool and useful sites. It also contains current school activities, messages from the principal, notices, online forms, and links to Frontier/Union #38 schools. The purpose of the school webpage is to inform all ages, be used as a teaching tool as we would use a library, and to demonstrate, learn, and respect the power of technology.

### **Open House**

Curriculum Night is held in the fall to introduce parents to their child's teacher and the curriculum being taught in the classroom. The purpose of this evening is to give parents a general overview of the classroom activities. At this event, we focus on sharing information with families related to curriculum and instruction. If you would like to speak to your child's teacher, please request a private conference at another time. Parents, children and other family members are welcome to attend Open House.





## Parent/Teacher Conferences

Our goal is to achieve 100% participation at conferences. Parent/Teacher conferences are scheduled in the fall. Parents are asked to sign up for individual conferences to discuss their child's progress, and discuss any questions or concerns they have about their child's school experience. Parents can often sign up for their fall conference during Open House Night.

Parents may request additional conferences at any time during the school year. Appointments can be made with the child's teacher by calling the school or by writing a note to the teacher. Sometimes concerns or confusion arise about student assignments or programs, or social or behavioral issues arise, for example. To resolve these concerns or confusion, parents are encouraged to initiate dialogue with their child's teacher. This can be done by either writing a note or calling the teacher.

## Progress Reports

Written progress reports are given to students three times each year, in December, March and June. Teachers will review the child's progress during Parent/Teacher Conferences, scheduled in the fall of each school year to discuss the progress to date. Parents may request a progress update meeting any time by contacting their child's teacher. Parents are welcome to visit the classroom for observation; however, parents are asked to make arrangements with the teacher at least two days in advance of the visit.

## Student Records

Regulations of the State Board of Education apply to all information that is kept by the school on each student. The student record is divided into two sections: **(1) the Transcript**, which includes the minimum information necessary to identify the student and reflect the student's educational progress. This includes: name, birth date, address, parent information, course titles, and grades; and **(2) the Temporary Record**, which consists of standardized test results, class rank, extracurricular activities, comments by teachers, etc. The Temporary Record is destroyed within five (5) years after the student leaves the school system.

The following parent/student rights apply to all records:

- A parent or student over the age of 14 may inspect all portions of the student record upon request. The request may be made verbally or in writing. The record must be available no later than two days after the request.
- Only parents, students, and school personnel working directly with the student are allowed access to information in the student's record without the written consent of the parent/guardian.
- A parent or student may add relevant comments, additional information or other written materials to the record.
- A parent or student may request that information in the record be amended or deleted. A conference with the Principal is required for this action to be completed.

## Parent/Guardian Information Sharing

The Whately faculty is sensitive to the needs of separated and divorced parents and works to keep them informed about their child's school progress when a separation, divorce, or custody agreement allows for this. All information remains confidential. The school's focus is in meeting the needs of students whose families are in transition. The school makes every effort to send written communication to both parents and to invite both parents to school meetings. If for some reason a parent has not received the needed information he/she is asked to contact the school office. As required by *G.L. Chapter 71 Sec. 34H. A non-custodial parent may have access to the student record in accordance with the law and the Department of Education Regulations*. School Board Policy adapted 06/04/07 (on next page).

## **NON-CUSTODIAL PARENTS' RIGHTS**

*Under Section 34H of chapter 71 of the General Laws:*

- a) Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notification of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either work or home locations of the custodial parent shall be removed from the information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless:
- b) The parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order modifies the protective order, specifically allows access to the information described in this section.
- c) The parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat specifically noted in the order pertaining to custody or supervised visitation.

All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

- d) A parent requesting information under this section shall submit a written request to the school principal.
- e) Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

*Our complete policy is available from the school office upon request.*

## **Parent Workshops**

Periodically the school, school district, or PTO will sponsor evening workshops for parents (see Section VII). Topics for these programs have included: Mediation, Self-Esteem, Sibling Rivalry, Mathematics, Early Literacy, Human Sexuality, MCAS Testing, and the Science curriculum.

## **Communicating Problems**

We understand that from time to time parents may be unhappy about something related to school. We encourage parents to communicate with staff about problems and allow all involved to work together to come to a resolution. When such a time arises, we ask that parents keep the following procedures in mind. Whenever possible, problems should be dealt with through the classroom teacher. If a satisfactory resolution is not obtained, parents should then bring the issue up with the principal. If further work on the problem is necessary, the next step would be to see the superintendent of schools and

finally the school committee (see Directory, Section I). When concerns involve programs or areas outside the classroom, parents should request a meeting with the principal.

## **School Pictures**

School pictures are taken early in the fall. Information on the various packages available is sent home prior to picture day. Our fall picture date is usually scheduled for mid-October with a retake day about 3 weeks later.

## **SCHOOL VISITORS**

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in the promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

## **COMMUNITY ACTIVITIES**

Several community groups use Whately Elementary School on a regular basis. The Recreation Department holds basketball in the gym and baseball and soccer games on the field several times during the week of the appropriate sports season. Adult recreational programs, including a basketball team, also use the gym, and Town meetings are held here, as well. Groups must be non-profit. Call the front office for more information on how to reserve the use of the school.

## **Posting of Fliers and Notices**

The posting of notices at Whately Elementary School is permitted when the organizations are local and non-commercial. Posters of other activities of value to pupils may be placed in the building with the approval of the Principal. Fliers and notices are not permitted to be sent home with children unless they are school- and/or school-district approved. The Superintendent grants approval for such notices.

## **FACILITIES AND GROUNDS**

The school building is typically opened at 7:00 a.m. during the week (for the Out-of-School-Time Program; see Section IV) and closes at 5:30 p.m). Additional hours the school is opened vary depending on the group who will be using the facilities and the activity. See the Community Activities section (above).

The school grounds are to be regarded as part of the physical plant and used accordingly. No paper or other litter should be left on the grounds, and care should be given to the trees and shrubbery. Have pride in your school!

Smoking in the building and on school grounds is prohibited by Massachusetts law for both children and adults. Any student found smoking may be subject to immediate suspension.

### **Parking**

Parking is allowed in the lot, not the bus loop or the marked fire lane in front of the school offices. During events, parking is allowed along the beginning of the driveway. During off-school hours, parking is allowed in the bus loop. Refer to the transportation section above for more information for motorists.

### **Fire Drill Regulations**

Whately Elementary School holds fire drills regularly. Fire alarm instructions are posted in each room. If the alarm is sounded, students will immediately file out through the door as directed. For the safety of students, a quiet orderly procedure is necessary during the drills. Students must walk, not run. Also, talking is not allowed.

### **Asbestos Hazard Emergency Response Act**

"Please be advised that Frontier Regional and the Union 38 School Districts have developed and maintain an Asbestos Management Plan in accordance with the Asbestos Hazard Emergency Response Act (AHERA). Individual plans are available for review at each respective school and at the District Office Building located at 219 Christian Lane, Whately, MA."

### **Lost and Found**

All students are reminded to take responsibility for personal property. Nonetheless, many lost and found items are generated each year. It is helpful if you:

- Label all belongings, including lunch boxes, backpacks, jackets, hats, gloves, boots, etc.
- Know what your child brings to school each day, and check with him/her on a regular basis to see that the items made their way home.
- Go through the lost and found items at school on a regular basis.

The lost and found is located in the entryway to the school. Bus drivers will bring items left on any of the school buses to the school's lost and found area after the items remain unclaimed on the bus for about a week.

## **III. SCHOOL RULES OF CONDUCT AND DISCIPLINE**

There are many different goals of education. One of the most important of these goals is to learn to live effectively with other people. It is our hope that the children who attend Whately Elementary School learn how to do so.

Helping students practice self-discipline is another main objective at Whately Elementary School. Discipline is the process by which the students learn self-control and the proper balance between self and group interests. To assist in achieving this goal, a set of guidelines has been established to encourage appropriate student behavior.

In keeping with a philosophy that discipline is a means of teaching, and effective teaching is best done in a positive manner, disciplinary efforts will be as positive as possible. These may include individual discussions, mediation, student involvement in defining acceptable standards, and parent involvement when a student repeatedly exhibits a lack of responsibility or self-discipline.

The school staff takes a personal approach with the children. We hope the children will find the school to be an extension of the family environment that encourages growth through love, understanding, and respect for each other.

In our school community, everyone has a right to a safe and positive learning environment.

### **SCHOOL RULES**

- Walk quietly and in an orderly fashion.
- Cell phones must be left in the main office if brought to school.
- Go directly to and from your classroom.

- Show courtesy to everyone you meet.
- Treat all areas and materials of the school with respect.
- Do not chew gum in school.
- Remove hats in the school building.
- Use appropriate and polite language.
- Follow recess guidelines (see page B) while on the playground.
- Follow cafeteria guidelines (see Section II) while at lunch.

## **STUDENTS BILL OF RIGHTS AND RESPONSIBILITIES**

Preamble: As a citizen of the Whately Elementary School, I, \_\_\_\_\_, have both rights and responsibilities:

1. I have a right to be happy and treated with respect. I have a responsibility to be kind to all members of our school community.
2. I have a right to be myself. I have a responsibility to respect people's differences.
3. I have a right to hear and to be heard. I have a responsibility to stay quiet and to listen when someone else is talking.
4. I have a right to hear only appropriate language. I have a responsibility to use only appropriate language.
5. I have a right to be safe. I have a responsibility to keep others and myself safe.
6. I have a right to expect that my personal property will be safe. I have a responsibility to respect the property of others.
7. I have a right to a peaceful school environment. I have a responsibility to resolve conflicts in peaceful ways.
8. I have a right to learn. I have a responsibility to do my work, follow directions, and allow others to learn.

Behaviors that warrant in-school or out-of-school suspension include the following:

- Fighting
- Threatening to harm or using the word kill
- Swearing at a teacher or staff
- The use of drugs/alcohol
- Possessing weapons on school grounds or in the building (guns, knives, or any objects that could be used as a weapon)
- Setting off a fire alarm
- Destroying school property
- Using email that interrupts the teaching/learning process

## **SECOND STEP and A Bullying Prevention Program**

The Whately Elementary School has adopted the **Second Step** curriculum, developed by Committee for Children in Seattle, Washington. This research-based social and emotional learning program uses photo-lesson cards and videos to prompt discussion and role play activities on a variety of topics.

In the younger grades, puppets are also introduced. Its goal is to decrease aggression while increasing prosocial behavior in the school community. Lessons are divided into three topic areas: Empathy Training, Impulse Control and Problem Solving and Anger Management. Students from Pre-K to Grade 6 enjoy and benefit from this effect whole-system approach to violence prevention.

## **RECESS GUIDELINES AND PLAYGROUND SAFETY**

All students in grades K through 6 go outside for recess twice each day unless the weather is inclement. Recess monitors are present when children are at recess.

To make recess an enjoyable and safe experience for all, students should follow the rules listed below for behavior and use of the playground structures. Teachers and recess monitors will make children aware of these guidelines. The recess monitors do their best to ensure the safety of all children, and it is important for students to take responsibility for the safe use of the equipment and respect for other students.

### **Students are to follow these rules during recess:**

- Honor your space and the space of others.
- Alert adults on duty to any dangerous trash, objects, or animals on the playground.
- Put all trash into the trash cans.

- Do not use skateboards, rollerblades (in-line skates), scooters, and bicycles during the school day.
- Only use picnic tables for eating, playing quiet games, reading, drawing, and conversation.
- Respect individual's rights to play with personal possessions.
- Play in a cooperative way so that everyone is safe.

**Boundaries:**

- Students are to stay within eyesight of an adult at all times.
- Students are NOT allowed back into the building unless visiting the School Nurse or to retrieve appropriate clothing; students must ask permission before entering the building and check in with the adult on duty when returning outside.
- Students may not leave the playground area to retrieve a ball without permission from an adult on duty.
- Students must stay within designated play areas. The wooded areas are off limits.
- Students must stay away from all planted areas next to the school building.

**Clothing:**

- Adults will determine whether a child is appropriately dressed (cold, rain, snow). Children not wearing appropriate clothing will be sent back inside to retrieve clothing. If clothing is not available, the child will not be allowed outside. Parents need to be responsible for providing appropriate clothing for the weather. Remember to have shoes sent to school when boots are worn for bad weather.
- Boots or waterproof shoes must be worn for playing in wet areas or on snow. Students who do not bring boots will be asked to remain on the blacktop in wet and snow conditions.

**Throwing of objects:**

- The throwing of snow, ice, stones, sticks, etc. is not permitted. Only appropriate game equipment is allowed to be thrown.
- Playing catch must be in designated areas. Adults on duty will determine safe areas to play catch.

**Rough play:**

- There is no wrestling, tackling, pushing or hitting allowed. The only contact is in games that allow one-hand TOUCH!!!!

**Games:**

- All games are to be played in their appropriate areas. All running should be on the grass areas, excluding the basketball courts.

**Language:**

- Inappropriate language is never allowed.

**Play structures:**

- Students should use the playground equipment with care. They should not pull, grab, or kick other students who are using the equipment.
- Students should go down the slide one at a time and should not attempt to climb up the slide. Students may not jump from the slide to the ground.
- Students should not dodge in and out of swings; students should swing in a straight motion; only one person should be on a swing at a time; no jumping off is permitted.
- Students need to be aware of others near them as they move in and around the structure.

**Reasons for loss of recess privileges:**

- Not following the above-mentioned guidelines.
- Fighting.
- Making threats or harassing others.
- Making disrespectful comments.
- Being rude or disrespectful towards others.

## DISCIPLINE

Maintaining effective discipline is a job, which is shared by every member of the school staff. If everyone accepts this responsibility, our school will be relatively free of discipline problems.

Classroom discipline should be handled by the classroom teacher and should be referred to the principal when the behavior concerned is continuous and malicious, or when the teacher feels s/he needs assistance. Teachers are expected to stand by their classroom doors during times when students are passing in the halls.

When disciplining a student, the faculty member should be calm, fair, and consistent. The staff member should never engage in an argument with a student.

When a student is sent to the office for discipline reasons, the following will be in effect:

1. The principal will take no action until he has spoken with the teacher, or the teacher has sent a note to the principal.
2. A second student should be sent to the office immediately after the student being disciplined to make sure that the first student arrived, and that the principal is available.
3. It will be assumed by the principal that the student's infraction was of a serious nature to warrant being sent to the office. The classroom teacher should deal with minor problems.
4. A record will be kept of the times students are sent to the office.
5. Except for severe cases, the student will be permitted to return to class after discussing punishment with the principal, and the student has assured the principal the infraction will not occur again.

"Pink slips" are to be used as the formal disciplinary referral (appendix) to the principal. Refer to the school's discipline policy for more details on student discipline. Many times our approach to disciplinary actions will be specific to the individual student. Please note: discipline policy will be rewritten to reflect *Steps to Respect* guidelines. This is a target goal for the 2008-2009 school year.

## JIA-A / UNION #38 SCHOOL DISTRICTS STUDENT DUE PROCESS RIGHTS

### **DUE PROCESS FOR SUSPENSIONS: NOTICE OF PROPOSED SUSPENSION**

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½, the school shall provide the student and parent/guardian with written and oral notice of the proposed suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

#### **DUE PROCESS FOR SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION**

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal. If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

#### **DUE PROCESS FOR LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION**

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;



- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

#### **DUE PROCESS FOR SUSPENSION: APPEAL OF LONG-TERM SUSPENSION**

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

#### **DUE PROCESS FOR SUSPENSIONS: EMERGENCY REMOVAL**

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

#### **SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½**

1. The due process procedures above do not apply to a) possession of a dangerous weapon; b) possession of a controlled substance; c) an assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, §§37H or 37H½.
2. The principal will inform the student of the specific charges in writing, informing the student of the right to be represented by counsel (at the student's expense) and the right to provide evidence and question witnesses, on the proposed hearing date.
3. The student may appeal the principal's expulsion determination to the Superintendent of Schools within ten (10) days of notification of the expulsion.
4. The superintendent may uphold, reduce, or reverse the disciplinary action after the appeal hearing. Note that a failure to make an appeal to the superintendent within ten (10)-day period will exhaust any further right of appeal.
5. All students who have been suspended or expelled who remain residents of the District shall have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities.
6. If the superintendent upholds the expulsion decision, if the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

### **DISCIPLINING STUDENTS WITH SPECIAL NEEDS**

All students are expected to meet the requirements for behavior as set forth in this handbook. Special Education laws require that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Educational Program (IEP). The following additional requirements apply to the discipline of special needs students:

If a student with documented special needs is suspended for more than 10 cumulative days for the same type of offense, a "manifestation determination" hearing must be conducted. This hearing must be conducted within 10 school days of the decision to suspend the student or change his/her placement. Relevant TEAM members must be present at this hearing.

Conduct a manifestation of the disability: If the TEAM determines that the conduct that resulted in the suspension or change in placement is the result of the student's disability, the student will be returned to his/her original placement and receive a functional behavioral assessment and/or other interventions designed to prevent a recurrence of the conduct.

Conduct that is not a manifestation of the disability: If the TEAM determines that the conduct is NOT a manifestation of the student's disability, the regular school discipline procedures will be used. However, the district will provide educational services during the time of a long-term (longer than 10 days) suspension

#### **Special Circumstances:**

- Regardless of Manifestation, school officials may remove a students for 45 school days for the following reasons:
  - The student carries or possesses a weapon at school, on the premises or at school functions.
  - The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school, on school premises or at school functions.
- If the student has inflicted serious bodily injury while at school, on school premises, or at a school function.
- Serious Bodily Injury is:
  - Substantial risk of death
  - Extreme physical pain
  - Protracted/obvious disfigurement
  - Protracted loss or impairment of function of a bodily member, organ or mental faculty.

### **DISCIPLINE OF STUDENTS ON 504 PLANS**

Students are expected to meet the expectations for behavior identified in the school handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's 504 Plan?

Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

*Our complete policy is available from the school office upon request.*

## **BULLYING POLICY**

### **Student Conduct in School Bullying.**

The Frontier Regional/Union #38 School District is committed to maintaining a school environment free of bullying. Bullying of students by other students will not be tolerated. This policy is in effect while students are on school buses, or attending or engaging in school-related activities.

Each student is personally responsible for ensuring that his/her conduct is not intimidating to any other student. Students exhibiting intimidating behavior are required to cooperate in any investigation of alleged bullying if requested to do so by the person conducting the investigation. Any individual who prevents or attempts to prevent an individual from making a complaint of bullying or fails to cooperate with, or interferes in any way with the investigation of such a complaint will be subject to disciplinary action.

### **I. Bullying Prohibited**

It will be in violation of this policy for anyone, including another student, to bully or intimidate a student through conduct or communication as defined by this policy.

### **II. Definition of Bullying**

Most bullying by students starts out verbally – teasing and put-downs – and may become progressively worse and assume physical dimensions.

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental and/or written interactions. Bullying can take many forms and occur in virtually any setting.

Examples of bullying include, but are not limited to:

- Intimidation, either physical, verbal, written or psychological
- Threats, stated or implied
- Assaults on students, including those that are verbal, written, physical, psychological and/or emotional
- Attacks on student and/or district property

What constitutes bullying is determined by the perspective of a reasonable person being made fearful. Therefore, students should consider how their behavior might reasonably be viewed by other individuals. It is also important for students to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

### **III. Bullying and Retaliation Prohibited**

Bullying in any form or for any reason is absolutely forbidden. In addition, retaliation against a student who has brought a bullying complaint to the attention of the School District or who has cooperated in an investigation of a complaint under this policy is also prohibited and will not be tolerated.

STUDENTS WHOSE BEHAVIOR IS FOUND TO BE IN VIOLATION OF THIS POLICY WILL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING EXPULSION.

### **IV. Guidelines**

It is the expectation of principals that staff/students will bring any concerns and complaints of bullying the attention of the principal so the issue may be resolved quickly.

*Our complete policy is available from the school office upon request.*

## **BULLYING PREVENTION AND INTERVENTION**

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

These requirements have been included in the school's or district's Bullying Prevention and Intervention Plan, which is available to families in the WES office and our Central office. The Plan includes the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when

it occurs. In developing the Plan, schools and districts consulted local community members, including staff, and parents and guardians.

*Aggressor* is a student who engages in bullying, cyberbullying, or retaliation.

*Bullying* is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

*Cyberbullying* is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

*Hostile environment* is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

*Target* is a student against whom bullying, cyberbullying, or retaliation is directed.

*Retaliation* is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

### Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

### Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously to *Mr. Pete Crisafulli, Principal, 413-665-7826, PO Box 158, Whately, MA, 01093.*

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

### Professional Development for School and District Staff

Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.

Additional information about the school's or district's Bullying Prevention and Intervention Plan will be made available when it is finalized.

## **NON-VIOLENCE POLICY**

All children are entitled to learn in a non-violent and peaceful school environment. Each child's day should be free from threats, teasing, acts of violence, and exposure to violent games, literature, or objects that are considered to be violent in nature. Furthermore, we feel the school should take a proactive position by teaching, modeling, and integrating peaceful conflict resolution into our curriculum.

## **NON-DISCRIMINATION AND NON-HARASSMENT POLICY**

The Frontier Regional and Union #38 School Districts are committed to proactively working to build an inclusive, positive school climate—one that fosters student and staff health and development to each individual's fullest potential. To that end, the districts are committed to the development of respectful human relationships at all levels and among all ages.

Furthermore, the Districts are committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability as defined and required by State and Federal laws. or handicap in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study, subject to school authorities.

The Frontier Regional and Union #38 School Districts are also committed to maintaining a school and work environment free of harassment based on the basis of race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by State and Federal laws. The District expects all employees, volunteers, and students to conduct themselves in an appropriate and professional manner. All employees, volunteers, and students have the responsibility to maintain the schools free of harassment, sexual or otherwise.

Harassment is any form of behavior that intentionally interferes with another person's sense of safety or productivity in the employment or educational environment.

Harassment on the basis of race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, and handicap in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures of physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation, gender identity, ancestry, or disabled or handicapped individuals or groups.

Harassment is prohibited whether or not such harassment involves relationships of adult to adult, adult to student, student to adult, or student to student.

Any employee or volunteer who receives a report of or has knowledge of conduct prohibited by this policy is required to report the conduct or incident immediately. Any violation of this policy should be brought to the attention of the Principal or the Superintendent of Schools, or his or her designee, as soon as possible, who will conduct an investigation and take whatever action is deemed appropriate.

Any employee or member of the school community found to have engaged in harassment, including, but not limited to, sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school, subject to applicable procedural requirements.

It is a violation of this policy for any person to retaliate, coerce, intimidate, harass, or interfere with a member of the school community, or any other individual, who has filed a report regarding harassment or assisted with an investigation. Any employee or member of the school community found to have engaged in this conduct shall be subject to sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school, subject to applicable procedural requirements.

Reporting conduct that may be construed as harassment is encouraged, although it is a violation of this policy to intentionally file a false report regarding harassment. The intentional filing of a false report shall result in sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school subject to applicable procedural requirements.

Filing of a report, other than an intentionally false report, will not reflect upon the status, grades, assignments, or other terms and conditions of education or employment of the reporting party.

Under certain circumstances, sexual harassment, or other harassment, may constitute child abuse under Massachusetts law, G.L. c. 119, 51A. The Frontier Regional and Union #38 Districts shall comply with Massachusetts laws in reporting suspected or actual cases of child abuse.

**Examples of conduct that can constitute harassment:**

- Words, signs, jokes, or pranks
- Physical or verbal intimidation or threats
- Physical contact
- Verbal or physical violence

This list is illustrative and not intended to be limited to the examples given. Copies of this policy are kept on file in the school's main office and are available upon request.

**GRIEVANCE PROCEDURE (AC-1)**

**INVESTIGATION AND RESOLUTION OF GRIEVANCES**

All employees, as a condition of their employment and volunteers are expected to act responsibly and conscientiously in carrying out the provisions of this Policy. They are also expected to work purposefully to establish and to maintain a school and work environment, which is free of harassment or discrimination.

Since all employees and volunteers have a duty and a responsibility to maintain the schools free of harassment of students, anyone who receives a report of, or would have pertinent knowledge of any conduct or behavior which is prohibited by this policy in reference to students, is hereby required to report such conduct, behavior, or incident as soon as possible but no later than 30 days after the alleged violation to the building administrator, (unless the building administrator is the alleged harasser,) and the Superintendent of Schools or his/her designee.

The person who first receives the harassment complaint should make no commitments of specific action or promises of a particular resolution. He or she should assure the complainant that the matter will be brought to the attention of the building administrator and then to the Superintendent of Schools, and that the Superintendent of Schools will make a determination as to whether or not further investigation is warranted.

The Superintendent of Schools, or his or her designee, shall have the right to investigate any pertinent information, which is deemed to merit further investigation regardless of whether or not an informal or formal grievance is filed. Where the investigation substantiates that unlawful harassment has occurred, the Superintendent of Schools, or his or her designee, may take appropriate action. (See "Sanctions")

Any member of the school community who believes that he or she has been harassed may, and is encouraged to, initiate the procedures set forth below.

**FORMAL GRIEVANCE PROCEDURE**

The following grievance procedure should be used by an individual filing a complaint alleging harassment of or by an employee, a volunteer or a student in any aspect of education opportunities or in employment practices and policies or the provision of work related programs, services and benefits by the Districts:

1. Any alleged act of harassment of or by an employee, a volunteer, a student or other member of the school community should be reported to the Superintendent of Schools and to the building administrator. If the building administrator is the alleged offender, the report may be made directly to the Superintendent of Schools. Prompt reporting makes investigation and resolution of a problem easier.
2. The grievance should contain as much information as possible about the alleged incident including: the name(s) of anyone involved; the dates, times and places of any alleged misconduct; an objective description of any alleged misconduct; the name of the person filing the complaint and his or her address and telephone number; and an account of any mitigating circumstances which might be relevant to the particular situation. The grievance should also contain the specific remedy, if any, sought by the individual filing the grievance.
3. If a student under the age of 18 is involved, his or her parent(s) shall be notified.

4. If the individual making the grievance is unwilling, or unable, to present it in written form, then the Superintendent of Schools, or his or her designee, who receives it, will reduce the grievance to writing. The grievance must be signed by the individual who reduced it to written form. The individual making the grievance shall be asked to sign a written statement acknowledging the written statement's accuracy. If the individual is unwilling, or unable, to so acknowledge, the Superintendent of Schools, or his or her designee, shall sign the grievance indicating that the information is accurate as related by the individual, that the information was read to and reviewed with the individual and that the individual is unwilling, or unable, to sign the statement. The fact that an individual is unwilling or unable to sign or acknowledge the statement shall not preclude the Superintendent of Schools, or his or her designee, from conducting an investigation or taking any action, which he or she deems appropriate.
5. The Superintendent of Schools, or his or her designee, shall conduct an investigation of the allegations made in the grievance. The building administrator, i.e., the Principal, will normally be so designated. The investigation will include, but is not limited to, interviews with the individual(s) filing the grievance, the individual(s) subjected to the alleged harassment, the individual(s) allegedly engaging in the harassing conduct, any other individual(s) who may have information bearing on the conduct in question and, if any individual(s) involved is (are) under the age of 18, the parent(s) of such individual(s).
6. The Superintendent of Schools or his or her designee will determine whether or not a violation of the Anti-Discrimination and Harassment Policy has occurred. The Superintendent of Schools, or his or her designee, will decide what action, if any, is deemed appropriate. The Superintendent of Schools, or his or her designee, shall prepare a report of the investigation. If the individual preparing the report is other than the Superintendent of Schools, the report shall be submitted to the Superintendent of Schools.
7. The report shall be prepared within five (5) working days of the completion of the investigation.
8. The Superintendent of Schools will respond in writing to the individual filing the grievance, his or her parent(s) and/or his or her representative, within fifteen (15) working days of the completion of the investigation. A meeting may be arranged.
9. The Superintendent of Schools' decision is final.

### **SEXUAL HARASSMENT POLICY (AC-Z)**

It is the goal of Frontier Regional and Union #38 Districts to promote a workplace/learning environment that is free of sexual harassment. Sexual harassment of employees/students occurring in the workplace/learning environment or in other settings in which employees/students may find themselves in connection with their employment/studies is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace/learning environment free from sexual harassment, the conduct that is described in this policy will not be tolerated, and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees/students.

Because Frontier Regional and Union #38 School Districts take allegations of sexual harassment seriously, complaints of sexual harassment will be responded to promptly, and where it is determined that such inappropriate conduct has occurred, prompt action will be taken to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action including workplace termination/student expulsion where appropriate.

This policy sets forth goals of promoting a workplace and learning environment that is free of sexual harassment. The policy does not limit the school district's authority to discipline or take remedial action for workplace/learning environment conduct, which is deemed unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

*Our complete policy is available from the school office upon request.*



## IV. CURRICULUM AND EDUCATIONAL PROGRAMS

The heart of Whately Elementary School is the widespread learning that takes place every day in every grade. This section describes the curriculum and education programs provided at Whately Elementary School, from preschool through sixth grade, from the core subjects to the music and art programs. The special education programs and the before- and after-school program are also explained, and the issues of homework, standardized testing, and the use of the Internet are addressed.

### PRE-SCHOOL PROGRAM

The purpose of the Early Childhood Program is to provide a preschool experience for three and four year olds which will help to prepare them for their elementary school experience. We create an environment of cooperation and trust. This setting allows children to grow and develop their own interests at their own speed and to their own potential. The Early Childhood Program provides stimulation and enhancement of individual skills and concepts in the areas of communication, problem solving, gross and fine motor skills, social/emotional development, early literacy development and self-expression through the arts. Providing comprehensive programming to meet individual needs at an early age allows for greater academic success in the primary grades. Through a variety of child-centered activities, children are active participants in their learning. Children have repeated opportunities to interact, explore and discover. The program staff seeks to support children in the development of initiative by fostering creativity and promoting a positive self-image. The aim of the program is to foster a sense of community within the classroom, which is based on trust, respect and cooperation, where children learn to value themselves and others, and to appreciate and accept individual differences.

The Early Childhood Program is a mandated program in accordance with Public Law 94-142 and Chapter 766, under the Office of Special Education. Children with special needs are referred to the program through early intervention agencies or through the screening/evaluation process. The most appropriate placement for a special needs child will be determined at a team meeting. Families of special needs children must also meet the eligibility requirements of the full-day program.

Preschool screening is the process of assessing a child's overall general development. Preschool screening is conducted continually throughout the school year for three and four year olds. Parents may request a screening at any time. A parent, doctor, social worker or teacher may refer a child who is thought to have a special need. If indicated by the screening results, the school may then recommend a more comprehensive evaluation in order to confirm any indication of a potential special needs. Parents with concerns about their child's development may make an appointment by calling the Early Childhood Coordinator, Kim McCarthy, at 665-8928.

### FULL-DAY PRE-SCHOOL PROGRAM

Whately Elementary School offers a full-day preschool program for three and four year old children. The early childhood classroom is an integrated program for both special needs children and their typically developing peer partners. The programs offer educational programming; therapies such as speech/language, occupational, and physical therapy; screening and assessment; and parent support services, such as home visits.

**The program meets the accreditation standards set by the National Association for the Education of Young Children.**

### FULL DAY KINDERGARTEN

The Whately Elementary School has a full-day kindergarten program. The goal is to provide a kindergarten environment that is developmentally appropriate for all kindergarten children. The program provides opportunities and time for children to develop specific skills, as well as their unique talents or interests. **The program meets the accreditation standards set by the National Association for the Education of Young Children.**

The full-day kindergarten program provides the following:

- **Time** to explore topics and themes in depth
- **Opportunities** to integrate new learning with prior experiences through project work
- **Accommodation** for individual differences and interests
- **Expansion** of curriculum
- **Learning** through first-hand experiences, exploration, and manipulation of materials
- **Optimal development** of language and early literacy skills
- **Enhancement** of children’s social skills development
- **Balance** of quiet and active components of the day

### **Rest**

A brief quiet rest time is included each day.

### **Snack**

All of the kindergarten classes have a scheduled morning snack time. **Parents are asked to select a nutritious snack to send in with their children, to encourage healthy eating habits.**

### **Transportation**

School bus transportation is provided for kindergarten children. See Section II.

## **CURRICULUM AND ACADEMICS: GRADES 1 - 6**

In an effort to provide the best education for our students, the curriculum in the Whately Elementary School, based on frameworks established by the Massachusetts Department of Education, is continually examined and revised by teachers and staff. Current research and strategies about best practices in teaching and learning are considered. The Whately Elementary School currently has teacher-authored curriculum guides in the areas of language arts, spelling, science and mathematics. These guides outline overall instructional goals, as well as specific grade level skills for students. The curriculum guides are available in the school's main office and in the school library for parents to review. **The Director of Elementary Education is Ms. Louise Law. She may be reached at the Central Office at 665-1155.**

### **Language Arts**

Our Language Arts Curriculum strives to ensure that all students develop into confident readers, writers and communicators with critical and creative thinking abilities. The teaching of language arts is integrated across content areas as a means to acquire and demonstrate knowledge. For example, students may keep written journals or logs in math and science, read and write reports in social studies, or read an interesting story or poem about a science topic. Research has indicated that spelling is a conceptual process that is gradually mastered over a period of time. Spelling is not merely the memorization of words. It involves using a variety of strategies. Our goals are to equip students with a variety of strategies that will enable them to attempt words they wish to spell and to support the transition from invented to conventional spelling.

### **Mathematics**

Our Mathematics Curriculum aims to empower all students to develop into mathematical thinkers and problem solvers. Students are encouraged to use estimation, mental math, paper-and-pencil, calculators, or manipulatives to problem-solve. They learn to approach basic skills with computational fluency, that is, to understand why they are using a specific strategy or algorithm and why it “works” to solve that particular problem. New materials and strategies are consistently introduced and reinforced to help prepare the children for the realities of the future. Multiple strategies and solutions are encouraged, thereby broadening the understanding of problem solving as well as promoting an acceptance for a broader range of personal learning styles. Students explore mathematical problems in depth, work together, use a variety of concrete materials and appropriate technology and express their mathematical thinking through talking, drawing, and writing.

## **Science**

Our Science Curriculum is presently undergoing updating by a district-wide Preschool – 12<sup>th</sup> Grade Science Team. Currently, the Science Team is constructing specific science kits that include hands-on materials and investigations in life, earth, and physical sciences for each grade level. Our belief is that students learn science by engaging in authentic tasks of inquiry, reasoning, and problem solving. Our goal is for students to develop into scientific thinkers who can make observations, ask questions about the natural world, plan and conduct simple investigations, and use technology to solve scientific problems.

## **Social Sciences**

The Social Sciences Curriculum has been recently changed to reflect the Massachusetts Social Studies Curriculum Framework document. Grade 3 will be studying Massachusetts history and geography. Grade 4 will study ancient civilizations, world geography, current events and America inventors. Grade 5 will continue with a review of ancient civilizations and U.S. history from its origins until 1815. Grade 6 will study topics in world history, additional ancient civilizations, major world religions, world geography, and immigration.

## **Spanish**

We provide age appropriate Spanish lessons to all students from 1<sup>st</sup> through 6<sup>th</sup> Grade.

## **LIBRARY PROGRAM**

The library is an active focal point for our school. Children may come to the library whenever they need or want to as long as their teacher approves. Each class visits the library at least once a week for readings, author talks, book talks, library skills lessons, curriculum extension activities and enjoyment of the library's resources. The school librarian, Mrs. Paula King, is involved in obtaining materials for teachers and students and for promoting an atmosphere conducive to appreciation of literature, books, and reading for fun. Our library is a comfortable, pleasant place that strives to promote an interest in life-long reading.

Children, teachers, staff, and family members are welcome to use this library. Children in Preschool and Kindergarten check out one book per week. 1st graders may borrow two books and 2nd through 6th graders may borrow three books per two week loan period. Parents and Grandparents may borrow ten books per two week loan period. Materials for research and projects can also be signed out. Everyone can return their items as soon as they are ready for something else, regardless of their scheduled visit. Books may also be renewed if a longer loan period is necessary. All materials must be returned in appropriate condition and damaged or lost materials must be paid for.

Volunteers to assist in our library program are welcome.

## **COMPUTERS/TECHNOLOGY**

Technology is a tool we use to enhance learning throughout the curriculum. All students from third through sixth grade receive keyboarding training on "Keyboarding onLine" web software. Lower grades will be using Keyboarding without tears. We use Microsoft Word and Google Docs. Software for projects that require word processing. Spreadsheet applications such as Excel and Google Sheets are used for graphs and charting exercises. PowerPoint and Google Slides are used to produce visual presentations and class productions. Internet use is provided for research and interactive learning assignments. Proper Digital citizenship and Internet research techniques are covered.

Digital cameras and a scanner are used to enhance the content of many projects. Students will have the opportunity to learn and use the technological equipment we provide.

Rules concerning the use of the internet are shared with students on an annual basis. Recent lessons will include how to appropriately "cite" website information that might be used in report writing, etc...

## Internet Security

At Whately Elementary School, the following steps are taken to ensure that our students will not come across any inappropriate material when using the Internet.

E-mail is not enabled for students

We have a Web filter appliance to detect and block inappropriate sites.. In addition, for double protection, we encourage the use of our **Kids Search Engine** page available on our Home Page for students to use when gathering research materials. Using these two filters, we have reduced the risk of inappropriate material to our school via the Internet.

## Internet: Acceptable Use Regulations

The use of Internet, as part of this computer network, can be a great motivator for students, and its use encourages independence and autonomy. Because the Internet is blind to class, race, gender, age, ability and disability, it is a valuable means for addressing the needs of all students.

While the benefits of Internet access are many, parents need to be aware that the Internet is an open system, which contains information that parents might find objectionable and inappropriate for children. We will make every effort to prevent your son/daughter's access to inappropriate materials on the Internet, but we cannot guarantee that he/she will not inadvertently encounter text, pictures or references that are objectionable. We ask your assistance in developing responsible attitudes and reinforcing appropriate behaviors.

Parents/guardians will receive a copy of the policy to guide and govern the use of the school computer networks. Please read them thoroughly and discuss them with your son/daughter.

The Frontier Regional/Union #38 School District Computer Network (FR/U38SDNet) provides open access to local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy. In return, every network user in our school community and on the Internet and FR/U38SDNet account holders are expected to act in a responsible, ethical and legal manner, in accordance with the Frontier Regional/Union #38 School District rules, regulations and guidelines and the laws of the states and the United States.

The FR/U38SDNet account holder is held responsible for his/her actions and activity within his/her account. Unacceptable use of the network will result in the suspension or revoking of these privileges and could further cause school disciplinary action to be pursued. Some examples of such unacceptable use are:

- Using the network for any illegal activity, including violation of copyright or other contracts
- Using the network for financial or commercial gain
- Degrading or disrupting equipment or system performance
- Vandalizing the data of another user
- Wastefully using resources
- Gaining unauthorized access to resources
- Invading the privacy of individuals
- Using the account owned by another user
- Posting another individual's communications without the author's consent
- Posting anonymous messages

## Acceptable Use Policy

Each user of electronic resources must read the electronic resource use policy and sign the consent and waiver form, as included in Appendix C.

### **ACCEPTABLE USE POLICY-TECHNOLOGY**

The Frontier Regional/Union #38 School Districts shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies and businesses.

#### **Availability**

The Superintendent or designee shall implement, monitor and evaluate the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing the use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Frontier Regional/Union #38 School Districts.

#### **Acceptable Use**

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Frontier Regional/Union #38 School Districts as well as with law and policy governing copyright.

#### **Monitored Use**

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

#### **Liability**

The Frontier Regional/Union #38 School Districts shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Frontier Regional/Union #38 School District shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

*Our complete policy is available from the school office upon request.*

## PHYSICAL EDUCATION

The physical education program at the Whately Elementary School has as its objective the physical, social, emotional and intellectual development of children. This development is achieved through a balanced program of fundamental movement, ball handling, rhythmic activities, games of low organization, gymnastics and tumbling, relays, team sport skills and physical fitness activities and testing. A major emphasis is made to foster a positive attitude toward physical activity and the joys of participation. Although some activities are competitive, the physical education program stresses cooperation and sportsmanship. Students in grades K-6 are scheduled for physical education two times per week.

### **Union #38 Jr. Olympics**

Each year in June, students in grades 3, 4, 5 and 6 participate in a district wide day featuring track and field events. This activity, modeled after the Olympic Games, brings students and schools together from Conway, Deerfield, Sunderland and Whately for the purpose of experiencing athletic competition. Participants are matched randomly in a combination of individual and team events. Such events may include: the 50 yard or 100 yard dash, the 440 or 880 yard run, the long jump, and the softball or shot put throws. The culminating activity each day is the team relay races, which are always an exciting event. Whately students learn and train during their physical education classes and during their class recess times in

preparation for the Field Day. Parents are invited to attend the day-long event and are encouraged to cheer on all students. In addition, parents can shape the success of the day by being a volunteer. Tasks include organizing student groups for events and recording times and distances for events. Specific information about the day and scheduling will be provided prior to the scheduled Track & Field Day.

## **ART**

The visual arts are important in developing and enriching the whole child. Art provides a vehicle for both creative expression and problem solving. The lesson establishes a set of parameters and a goal that is worked out through the use and manipulation of art materials. Frequently, the curriculum introduces art history and can coordinate specific studies at a particular grade level. The year's program can include: drawing, painting, sculpture, weaving, and crafts. The success of the project is not solely determined by the finished piece but by the internal growth. The students make decisions and choices that are personally theirs. Thus their judgment comes from within. Art is one area where students can take a risk and build self-esteem. By sharing their efforts, we become benefactors of their experience.

## **MUSIC**

Our music program is a comprehensive program for students in grades K through 6. While the students are exposed to a variety of genres, the program is also very participatory. Students learn about the various styles of music, from classical to jazz and about the important musicians from each of our periods of history and how music has helped shape our cultures. Through movement and song, students are encouraged to express themselves and explore the many opportunities available through music.

### **Instrumental Band Program**

Fourth, Fifth and Sixth grade students are eligible to join the Band Program offered in school. Early in September, these students attend a session where the program is explained. Through this assembly, the students are introduced to the instruments they will have the opportunity to study; flute, oboe, clarinet, alto saxophone, tenor saxophone, French horn, trumpet, baritone horn, trombone, and percussion instruments. Children who have access to an instrument in good working order will only need to purchase the appropriate lesson book. Students who need instruments will be able to rent them through arrangements made at the school. Lessons are offered in school on a weekly basis. Students are placed in small groups for lessons and join the school band as they become more proficient on their instrument. Lessons and band rehearsals are held every Tuesday.

Playing a musical instrument can boost many of your child's skills in the areas of mathematics, language, self-awareness and cooperative learning. Music is an integral partner to both life and learning. If parents would like their 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> grade child to take part in the beginner band program, they are asked to complete a permission form for the Instrumental Music teacher. A notice of the September information meeting and instrument rental opportunities will be sent home with your child and is included in the school newsletter.

### **Strings Program**

Third, Fourth, Fifth and Sixth Grade students are eligible to join the Strings Program offered in school. Children who have access to an instrument in good working order will only need to purchase the appropriate lesson book. Students who need instruments will be able to rent them through arrangements made at the school. Students are placed in small groups for lessons that are offered weekly. Information will go out early in the school year for interested students.

## **HOMEWORK**

Current research and thinking about homework supports the conclusion that the appropriate and effective use of homework can have a significant role in fostering student achievement. The research suggests the following purposes for homework:

- Increase student responsibility, personal development, time management, and self-confidence.
- Provide additional Practice leading to increased speed, skill maintenance, and master.
- Promote additional participation by students in the learning process
- Promote parent-child communication.
- Promote higher and more positive parent-school relationships

- Clearly communicate high expectations for students.

## **Guidelines for Homework Assignments**

Homework should provide students with meaningful opportunities to practice extend and transfer their learning. The proper and effective use of homework can have a positive impact on learning. Homework assignments should be:

- Developmentally and instructionally appropriate for the learner.
- Reflective of classroom learning.
- Differentiated to meet individual student needs.
- The purpose of homework must be clearly communicated to students and parents. Parents are encouraged to check homework assignment books daily for Grades 3-6.
- Homework should be used primarily to promote student achievement and learning. Feedback on homework should be regularly given, but assignment of grades to homework should be kept at a minimum.
- Time spent on homework should be commensurate with grade level ( For example: Grade 1=10 mins, Grade 2 = 20 mins, etc...).
- Students should have the necessary skills and knowledge to complete assignments.
- A parent’s major role should be to provide an environment suitable for the completion of homework assignments.
- Consistent accountability systems should be developed and used.

## **Make-up Assignments**

It is not school policy to assign busy work to students who take extra vacation days. Reading, journaling and other relevant work may be assigned at the discretion of a particular teacher. Students are expected to make up work missed due to illness. Teachers attempt to allow time during the school day for this make-up work to be done, such as during recess.

## **STUDENT ASSESSMENTS**

### **Kindergarten Screening**

All kindergarten children are assessed to determine if each child is progressing within normal ranges of development. This screening takes place during the first five weeks of the child’s kindergarten year. The children are screened by a team of specialists including: a Speech/Language Pathologist, Occupational Therapist, the School Nurse and the kindergarten teacher. Therapists and teachers document observations of each child. Information is compiled in the following areas: vision, hearing, gross motor skills, fine motor skills, concepts, communications and developmental history. Standardized screening and scoring occurs in October. The information is combined in order to provide an accurate picture of a child’s strengths and weaknesses. This screening is done in accordance with Massachusetts State Law, Chapter 766, which states that all school systems are required to screen and identify any children who may be in need of special services. All kindergarten children must be screened by the end of October.

Decisions are made as to whether any children should be referred for more intensive evaluation in any of the seven areas above. Letters are sent to parents regarding the results of the screening and may include recommendations for further screening or evaluations. If a child is determined to need support services, those services will be provided through school support services and may include Section 504 or Chapter 766 services.

### **Standardized Testing Program**

The Education Reform Act of 1993 instituted annual student achievement testing called the Massachusetts Comprehensive Assessment System (MCAS) in grades 3, 4, 5 & 6. All students enrolled in these grades participate in standardized testing

which assesses student comprehension in several areas. Full statewide implementation of these new requirements began in 1998.

## Union #38 School Districts Assessment Chart Current Assessment

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<b>Kindergarten</b>	<b>DIBELS Next</b> Fall/Winter/Spring <b>HRSIW</b> Jan/Spring <b>F&amp;P Benchmark Reading:</b> Winter/Spring <b>RAN</b> Rapid Automatic Naming Rosner – Phonological processing	Writing Prompt: Spring: Narrative	Math Their Way <b>AIMSWEB</b> Number Concept Pilot CPAA
<b>Grade 1</b>	<b>DIBELS Next</b> Fall/Winter (Spring as needed) ORF end of year goal: 40 WPM <b>HRSIW</b> Fall/Spring <b>F&amp;P Benchmark Reading:</b> Fall/Winter/Spring	Writing Prompt: Jan: Narrative and Opinion Spring: Literary and Expository	Fall/Spring District Benchmark Math Their Way <b>AIMSWEB</b> CAP and Comp. Fluency Pilot CPAA
<b>Grade 2</b>	<b>DIBELS Next</b> Fall (Spring as needed) ORF end of year goal: 90 WPM <b>F&amp;P Benchmark Reading:</b> Fall/Winter/Spring	Writing Prompt: Jan: Narrative and Opinion Spring: Literary and Expository	Fall/Spring District Benchmark <b>AIMSWEB CAP and</b> Comp. Fluency Pilot CPAA
<b>Grade 3</b>	<b>DIBELS Next</b> Fall (Spring as needed) ORF end of year goal: 110 WPM <b>NWEA</b> Fall/Spring <b>F&amp;P Benchmark Reading:</b> Fall/Winter MCAS	Writing Prompt: Winter: Narrative and Opinion Spring: Literary and Expository	Fall/Spring District Benchmark <b>AIMSWEB</b> CAP and Comp. Fluency <b>NWEA</b> Fall/Spring MCAS
<b>Grade 4</b>	<b>DIBELS Next</b> Fall (Spring as needed) ORF end of year goal: 118 WPM <b>NWEA</b> Fall/Spring MCAS <b>F&amp;P Benchmark Reading:</b> Fall/Winter	Writing Prompt: Fall: Narrative Dec: Opinion Spring: Literary and Expository Spring: MCAS	Fall/Spring District Benchmark <b>AIMSWEB CAP and</b> Comp Fluency <b>NWEA</b> Fall/Spring MCAS
<b>Grade 5</b>	<b>DIBELS Next</b> Fall (Spring as needed) ORF end of year goal: 124 WPM <b>NWEA</b> Fall/Spring MCAS <b>F&amp;P Benchmark Reading:</b> Fall/Winter	Writing Prompt: Fall: Narrative Winter: Opinion and Expository Spring: Literary	Fall/Spring District Benchmark <b>AIMSWEB</b> CAP and Comp Fluency <b>NWEA</b> Fall/Spring MCAS
<b>Grade 6</b>	<b>DIBELS Next</b> Fall (Spring as needed) ORF end of year goal: 125 WPM <b>NWEA</b> Fall/Spring MCAS <b>F&amp;P Benchmark Reading:</b> Fall/Winter	Writing Prompt: Fall: Narrative Winter: Opinion and Expository Spring: Literary	Fall/Spring District Benchmark <b>AIMSWEB</b> CAP and Comp Fluency <b>NWEA</b> Fall/Spring MCAS



## Section 504 Student Services

Section 504 of the Federal Rehabilitation Act of 1973 is an Act that prohibits discrimination against persons with a handicap. The school district has specific responsibilities under the Act, which include: identifying, evaluating, and providing access to appropriate educational services to any child who is determined to be eligible under Section 504. The Act defines a person with a handicap as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such an impairment; or
3. Is regarded as having such impairment.

## Special Education Services—Chapter 766

Chapter 766 refers to a State Law that guarantees public education for school age children regardless of any handicap they may have. These needs may be specific learning disabilities, physical handicaps, or behavioral disorders. State guidelines for eligibility for special education services are quite specific. If a parent thinks a child may have a special need, they should first consult with the child's teacher. The teacher may in turn consult with the Child Study Team. Evaluations and assessments of the child's specific needs may then be recommended. If a child is determined to need special educational services, an Educational Plan is developed by members of the Special Education Team, the teacher, the principal, the school psychologist, and any pertinent specialists. This team is responsible for preparing an Individual Educational Plan for the child, and for meeting at least once a year to review the child's progress, evaluate the Plan, and make suggested changes in the Plan. Parents can obtain additional information through the school's main office.

## OTHER EDUCATIONAL PROGRAMS

### Field Trips

Field trips are extensions of the instructional program. Their purpose is to provide educational opportunities, which cannot be offered within the building, for acquiring skills, understanding and appreciation. The cost for most field trips are paid by the parent/guardian. Efforts are made to seek grant funding or alternative funding for these trips. Scholarships are always available. At no time will any Whately Elementary School student be excluded from participation due to a parent's/guardian's inability to finance the field trip.

### Nature's Classroom

Each fall or spring, fifth grade students attend Nature's Classroom. This is a one-week residential educational experience, which takes place in a designated *Nature's Classroom* site. The program uses the out-of-doors for learning experiences that cannot easily take place in the classroom. Students and teachers learning outdoor awareness in this extended classroom can use the experiences to improve their understanding of the natural environment, their school subjects and the way people live. The program includes activities such as animal live-trapping, examining life in lakes and swamps, investigating weather, colonial and Native American skills and confidence building group challenges. A variety of field walks, classes in all subjects and evening activities ensure an exciting, stimulating experience.

Students stay in cabins with their peers and are chaperoned by school personnel. Professional staff counselors direct the camp. More detailed information about clothing and equipment, food and lodging, etc. will be provided during the school year. Parents are able to pay in installments beginning in their child's fourth grade year. Scholarships may be available for parents who are unable to pay. Contacting the Principal concerning scholarships is the recommended process. If you have any questions, please contact Mary in the School Office.

## **OUT OF SCHOOL TIME PROGRAM/BEFORE & AFTER SCHOOL**

The Whately Before & After School Program is committed to providing a safe, fun and educational atmosphere for children attending the Whately Elementary School in grades K-6. The adult to child ratio is kept as low as possible, between 1:10 or 1:11, in order to facilitate quality interactions between staff and students. Children self-select activities throughout the program hours. By offering choices and allowing for input into the design of the program, children are given the opportunity to develop the other 3 R's – resourcefulness, responsibility and reliability.

The program meets in the morning prior to the start of the school day from 7:00 to 8:35 a.m., and at the completion of the academic day from 3:00 to 5:30 p.m. A healthy snack is provided in the afternoon. Families may choose a one- to five-day per week schedule.

Students may be involved in the program in a variety of ways. They may choose to attend the before and/or after school program which follows the Union #38 School Year calendar. Opportunities for exploration are provided through a number of enrichment programs, which are offered throughout the year. In the past, programs were offered in karate, science, music, art, drama, foreign languages, nature studies, floor hockey, horseback riding, and field hockey. The program provides a time and space for students to work on homework assignments. Private tutoring is not available through the out-of-school-time program, but every effort is made to help students to succeed in their academic work.

Children may also attend the program on half and full curriculum days when teachers are in session but students are out of school. In addition, the Out-of-School-Time Program operates a vacation camp, River Valley Day Camp, during February and April vacation, as well as a summer camp.

Application to the program can be made through the site coordinator. For additional information, please call the Out-of-School-Time Program at 665-6674. The district-wide Out-of-School Time Program (OST) is run by Deb Lane at District office, 665-1155.

### **Application and Tuition**

Application to the program, including emergency contact information, can be made through the site coordinator. A non-refundable \$40.00 application fee is required at the time of enrollment. Tuition is due the first of each month. Failure to pay by the fifteenth of the month will result in dismissal of your child from the program, unless alternate arrangements have been made with the program director or billing office. Tuition is due for the number of days per week that have been contracted, regardless of absenteeism. Financial aid is available according to the Massachusetts State sliding fee scale to determine rates for income eligible families. For additional information and current tuition costs, please contact the site coordinator.

### **Arrivals and Departures**

When dropping off or picking up your child, please let the teachers know that you've arrived and use the sign in/out book in the Out-of-School-Time Program. If you have an emergency and know that you will be late, please call the site coordinator.

### **Absenteeism**

Please send a note to school or call if your child will not attend the after-school program that day.

### **Late Pick Up Policy**

If you arrive between 5:30-5:45 p.m. to pick up your child, you will be charged a fine of \$5.00. After 5:45 p.m., an emergency contact will be called to come and pick up your child. If no emergency contact can be reached at 6:00 p.m. the local police will be called for assistance. The program requires thirty days written notice to the site coordinator prior to withdrawing your child from the program or to change your child's scheduled days of attendance, unless prior arrangements have been made.

### **Withdrawal**

If a child is withdrawn from the program without thirty days notice, the parent(s) will be held responsible for the tuition payment for that month, and it will not be possible to refund money on deposit.

## **Family Picnic**

At the end of each year the Out-of-School-Time Programs celebrate with a family picnic. The event is rotated to a different school in the District each year. Parents are asked to bring a side dish or dessert to share. Entertainment makes this event a fun time for all.

## **V. HEALTH SERVICES, POLICIES, AND PROGRAMS**

Whately Elementary School provides a number of health services and programs, as described in this section. The goal of the Health Program is to maintain and enhance the optimum level of physical and emotional health of every student. While parents have the prime responsibility for the health and welfare of their children, the school is responsible for assisting parents in building and maintaining the highest possible level of health for each student. The school can only extend and supplement family responsibility rather than serve as a substitute.

### **HEALTH SERVICES**

#### **School Nurse**

The School Nurse at Whately Elementary School is Esti McCoy, R.N. The nurse's office hours are 8:15 a.m. to 3:15 p.m. each school day. **The direct phone/fax number to the nurse's office is 665-5560.** Please feel free to direct your child's doctor's office to fax (to 413-665-0428) doctor's notes, physical forms and other pertinent information to the school nurse, as applicable.

#### **School Physician**

Dr. Diana Johanson serves as Whately Elementary School's physician. Dr. Johanson is available to consult with the School Nurse on individual student health issues and general school-wide issues.

### **HEALTH POLICIES**

#### **Physical Examinations**

Massachusetts State Law mandates that all transferring or newly entering students must have submitted a signed physical exam form to the school's health office prior to admission to school. It is also necessary for preschool students to submit a physical exam form stating that they have had a complete physical within a year of entering school. In addition, all students in grades 2 and 5 need an updated physician's exam. Medical forms to be completed by parent and physician are available at the school's main office. Physical exams are no longer provided by school physicians at the schools. If students do not have health insurance and/or a health care provider, please call the School Nurse for assistance.

#### **Immunizations**

Massachusetts State Law requires students to have proper immunizations in order to enter school, except as instructed by a physician due to a health condition or due to sincere conflicts in religious beliefs (see Appendix D). Parents are expected to see that their children have the required immunizations. Written validation from a medical doctor must be provided at registration verifying the immunization record. The required immunizations include vaccines for the following: Diphtheria, Pertussis, Tetanus (DPT), Measles, Mumps, and Rubella (MMR), Polio, Varicella (chicken pox) or verification of disease, and Hepatitis B.

It is also required that all preschool children be screened for lead poisoning. Documented evidence of lead screening must be submitted prior to entrance to preschool or kindergarten. **Children will not be admitted to kindergarten without verification of immunization status and lead screening. Children enrolling in the Union #38 District in grades 1 through 12 must submit verification of immunization.**

## Emergency Forms

New **Emergency Data Forms** are to be completed by parents/guardians at the start of each school year. The information includes: home address, telephone number, parents' work numbers, and who to contact in an emergency. This information must be updated by the parent/guardian during the school year when there is any change of information.

## Illnesses

It is expected that a child will remain at home when he or she is ill. It is essential that children with a temperature of over 100° stay home and return to school only after having been without fever for 24 hours. When in doubt, a parent/guardian should keep the child out of school. **If your child has received any medication prior to coming to school, please notify the nurse.** Parents are asked to call the nurse's office directly to report a child's absence from school due to illness or injury. (Also see information on absences in Section II.)

**Parents/guardians should immediately report any contagious illness or condition to the School Nurse.** The Nurse will determine when the child can return to school. When the child returns to school following a contagious illness, the child needs to check in with the School Nurse. A 24-hour waiting period is required before a child can return to school after the onset of antibiotic treatment.

On the note explaining your child's absence, please indicate the specific illness your child experienced. This information is necessary for the School Nurse to complete periodic health reports. Please also inform the School Nurse and teaching staff of instructions for follow-up care that may need to be provided.

## Medication Policy

If a child requires medication during school hours, the School Nurse under the following guidelines required by State Law will supervise it:

- All medications (prescription and non-prescription) must be supplied in the original pharmacy container and must be accompanied by written instructions by a physician.
- Parents must sign the appropriate administration permission forms.
- Medications prescribed three times a day should be given at home, if possible, i.e., antibiotics.
- In the event of a field trip, the School Nurse will delegate and train an appropriate person to administer the medication.
- A responsible adult must bring medication to school.

<b>No medication will be administered without a doctor's order.</b>
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## HEALTH PROGRAMS

Services required by the Massachusetts Department of Public Health include immunization monitoring, physical exams, vision screening, hearing screening, height and weight measurements, scoliosis screening, and maintenance of health records.

## **School Insurance Plan**

Each year, families are given an opportunity to enroll their child in an accident insurance plan, which is offered through a private vendor. This is done on a voluntary basis. The insurance brochure is now available on our Website. If interested, parents should download the brochure, complete all information and return DIRECTLY to the insurance company.

## **Vision and Hearing Screenings**

The School Nurse will perform one screening for visual and hearing difficulties on all students. These are strictly screenings, not diagnostic exams. If the child has difficulty meeting state standards on these screenings, the parent will be notified by letter. A letter will accompany this notice to the doctor of the parent's choice. The child's physician should then complete a special portion of this letter, and return it to the school.

## **Dental Examinations**

It is requested that all kindergarten students have a dental examination by a licensed dentist before entering school. However, a basic examination will be provided by a dental professional with parental permission. This exam is not a substitute for a complete examination provided by a licensed dentist.

## **Fluoride Rinse Program**

Whately Elementary School offers a fluoride rinse program to all students in grades 1 through 6. The Division of Dental Health, within the Massachusetts Department of Health funds this entire program. The fluoride rinse adds further protection against cavities, and the school recommends this as part of a child's dental health plan. Participation is voluntary. **Permission forms are sent to parents, who must authorize their child's participation in the program.**

## **Postural Screening**

Postural screening (or scoliosis screening) is performed annually by the School Nurse on students in grades 5 through 9 in the Union #38 District. The best prevention of spinal curvature is early detection. Exemption from this screening is allowed if written notice from the parent/guardian is received.

## **Pediculosis Checks (Head Lice Screening)**

The School Nurse periodically schedules pediculosis checks. Head lice spread quickly and easily in the school setting. We encourage parents to call the School Nurse to inform her of exposure to head lice so we can prevent transmission to other students.

## **Automated External Defibrillator Policy (AED)**

The Automated External Defibrillator will enable predetermined responders in the Frontier Regional/Union #38 school Districts to deliver early defibrillation to victims in the first critical moments after a sudden cardiac arrest. Responders use of the AED should not replace the care provided by emergency medical service providers, but is meant to provide a lifesaving bridge during the first few critical minutes it takes for advanced life support to arrive. Upon arrival of EMS providers, patient care should be transferred to them.

The purpose of this policy is to establish and formalize the standard operating guidelines that are required by the Massachusetts Department of Public Health in order for the Frontier Regional/Union #38 School District Health Services to have, maintain, and utilize an Automated External Defibrillator (AED). The protocols include a memorandum of understanding with the AED Director and Emergency Department at Franklin Medical Center as well as letters of notification to Conway, Deerfield, Sunderland and Whately's Emergency Response, Fire Departments and Police Departments. The protocol must identify the area

Medical Director, the Towns' Emergency Response Liaisons, the School Districts' AED Coordinator, all regulatory and paperwork requirements, appropriate maintenance, storage and use, and periodic training. Under the Commonwealth of Massachusetts, persons who provide AED emergency services in accordance with his/her training shall not be liable other than for gross negligence or willful misconduct resulting from the rendering of the service.

*Our complete policy is available from the school office upon request.*

## VI. STUDENT SUPPORT SERVICES

This section explains the special services and personnel available to provide support to children in need. A school counselor and school psychologist are available to help prevent and remediate any problems. A reading program makes sure children of all abilities have a successful start to learning. When necessary, staff form a Child Study Team to address academic, social, or behavioral concerns about a particular student.

### GUIDANCE SERVICES

The Whately Elementary School Guidance Program recognizes that growth and learning are developmental. Whately Elementary School addresses the developmental needs of students, utilizes preventive guidance approaches, and helps to remediate situations that may interfere with a child's ability to learn. The Frontier Regional and Union #38 School District provide the Whately Elementary School with the services of **Dr. Cindy Burch, School Psychologist & Counselor**. The School Psychologist conducts child assessments for team evaluations and may provide individual counseling to students.

School counseling services generally include:

- Counseling for children, individually or in small groups
- Consultation with parents, teachers, and other staff members
- Coordination of services with other agencies and private service providers
- Provision of curricula for classroom guidance activities
- Provision of home assessments for special education evaluations and developing guidance goals for Individualized Educational Plans if needed

### THE READING RECOVERY PROGRAM

**Wendy Will** is our Reading Recovery Teacher. Reading Recovery is an early intervention designed to operate within the school system to assure success for the lowest achieving children. It is a short-term, research-based program for children who have been in school for one year and are identified through teacher recommendation and a literacy achievement screening as children who may be at risk of failing to learn to read and write in the first grade. Children participating in the program receive daily individual tutoring with the goal to develop effective reading and writing strategies in an accelerated manner.

Within the framework of the individualized lesson, and with the support of a teacher who carefully observes the child, the program enables most Reading Recovery children to catch up and work with an average group of children in the classroom after twelve to twenty weeks of program participation. With this added effort in reading instruction, early literacy success is more likely and gives these children the additional help needed to make a successful start in reading and writing.

### CHILD STUDY TEAM (CST)

The Child Study Team is part of the regular education process, and is designed to assist classroom teachers who seek advice for academic, behavioral or social concerns for a student or a group of students in their classes. The process promotes collegial work to assist the referring teacher. The Child Study Team can assist the classroom teacher by recommending specific strategies and interventions and may recommend additional screenings and evaluations for the student. Questions about this process should be directed to your child's teacher.

## **VII. SCHOOL ORGANIZATIONS AND VOLUNTEER OPPORTUNITIES**

In addition to the offices of the Frontier Regional/Union #38 School District, several organizations are responsible for, oversee, and/or assist with the operations and programs of Whately Elementary School, as explained in this section. There are a number of opportunities for parents to take part in improving the school, such as through the Parent Teacher Organization (PTO) or School Council. Opportunities might exist for assisting in the library, with the computers, in the cafeteria, and sometimes, in the classroom.

### **WHATELY ELEMENTARY SCHOOL COMMITTEE**

The School Committee is responsible for review and approval of the school's annual budgets, and for establishing educational goals and policies for the school, which are consistent with the requirements of state laws, goals, and standards established by the State Board of Education. With the Massachusetts Educational Reform Act of 1993, the School Committee also became responsible for the yearly review and approval of the School Council's School Improvement Plan.

The Whately Elementary School Committee is made up of three elected members from the community. Members serve in rotating three year terms. The School Committee meetings are usually scheduled on the first Monday of each month. Meetings are held in the school's library at 6:00 p.m. All meetings are open to the public.

### **WHATELY ELEMENTARY SCHOOL COUNCIL**

The Whately Elementary School Council was established in 1993 as part of the Massachusetts Education Reform Act of 1993. The Council provides a forum for parents, teachers, and the Whately community to participate in the creation of a positive learning environment for children attending Whately Elementary School. The mission is to assist the Principal in identifying educational needs of students, review the school's annual budget, approve educational goals for the school, and develop a School Improvement Plan.

The Whately School Council is comprised of parent and teacher representatives, a community member, and the Principal. The Principal serves as a Co-Chair of the Council along with a parent representative. The School Council members select the Parent Co-Chair and the Recording Secretary each year. Each Council member typically serves a three-year term. The teachers and staff at the school select the teacher representatives; the parent representatives are selected through elections, which are managed through the Whately PTO or through contact with the principal.

### **School Improvement Plan**

The School Improvement Plan is a planning document that identifies educational goals and values, as well as, specific goals for the school/learning environment. These include: curriculum development, class size, professional development, parental involvement, school safety, school climate, extra-curricular activities, and the diverse learning needs of students. The School Improvement Plan is written for three-year periods, and serves as the basis for the School Council's focus throughout the year. Once it is prepared, it is submitted to the Whately Elementary School Committee for review and approval.

The Whately Elementary School Council is also responsible for preparing a School Council Report each year. The report contains a description of the School Council operations and identifies the current School Council membership. The main portion of the report reviews the focus and priorities of the Council's work during the school year, as they relate to the established mission and goals of the Council, which have been identified in the School Council's School Improvement Plan. Finally, the report describes the preliminary agenda for the Council's work for the following academic year. This report must be submitted to the Whately Elementary School Committee by June of each school year for their review and approval.



## **UNION #38 COMMUNITY PARTNERSHIP FOR CHILDREN COUNCIL**

The Union #38 Community Partnership for Children (CPC) is grant funded by the Massachusetts Department of Education to enhance the quality of early childhood programs and provide subsidies for working parents with young children ages 2 years 9 months – 5 years of age. The mission of the CPC is to secure accessible and affordable development opportunities for early care staff, sponsors a home literacy program and playgroup for young children and provides a variety of services to both public and private preschool programs. For more information or if you would like to become a member of the Council, contact Karen Green, CPC Coordinator at 665-8928.

## **PARENT TEACHER ORGANIZATION (PTO)**

The objective of the PTO is to promote a strong working relationship between parents, teachers, and administrators so that all may contribute effectively to the education and development of all students. Membership is open to all parents and staff of the Whately Elementary School. Meetings are held once a month, with open discussion and decision-making. Agendas for the meetings and minutes of previous meetings are sent home with students.

The PTO supports educational and cultural enrichment programs within the school. Through fund-raising and special promotions, the PTO is able to provide financial support for special programs and educational materials. The PTO donates money to teachers for special supplies or teaching materials for their classrooms, donates money to the school library, and promotes the arts through funding and sponsorship of special programs. PTO officers are elected in the fall of each year.

## **VOLUNTEERING**

Whately Elementary School considers parent volunteers as a very special resource; volunteers are a vital and integral part of the Whately Elementary School. All parents are encouraged to volunteer their time and talents in order to enhance our children's education.

Many opportunities exist in the areas of assistance in the classroom, in the library and at computer programs, and in the planning and staffing of the many PTO-sponsored events. Teachers may ask and encourage parents to participate as classroom volunteers, go on field trips with the class, speak to the class about topics of interest to them, collect materials for class projects, or assist with special programs or extracurricular activities.

Please call the office or contact individual teachers if you have time or skills you can donate to make Whately Elementary School a better place for students to learn and grow.