

WESTHAMPTON ELEMENTARY

SCHOOL HANDBOOK

2010/2011

PROFILE

Westhampton Elementary School is located in a small rural community. Our staff is committed to education. We serve children in grades pre-kindergarten through grade six. Our address is 37 Kings Highway, Westhampton, MA 01027. The school's telephone number is (413) 527-0561. The FAX number is (413) 529-9753. Our e-mail address is *wes37kings@comcast.net* and our web page can be found at www.westhamptonelementaryschool.org.

Our basic premise is that learning is an active process shared by students and staff. This process takes many different forms with teachers serving as models. Content is important, but emphasis will also be put on the process. Skill development, critical thinking, and problem solving will be actively taught and will include a variety of approaches. Students will be viewed developmentally, and instructional expectations will be based accordingly. Staff endeavor to create an atmosphere of mutual respect where students feel comfortable developing responsibility as an active participant in the learning process. The majority of the time students of varying abilities will be working together in a supportive, cooperative environment. Students will respect others' opinions and share ideas, and each student will be a valuable, contributing member of the group. There will be a maximum amount of inclusion in the least restrictive setting. There will be considerable inter-grade involvement. Examples of the students' work will be displayed throughout the school, and building-wide themes and projects will be in evidence.

MISSION STATEMENT

The Westhampton Elementary School is committed to establishing an environment in which we encourage good character formation, foster self-esteem, stimulate continual curiosity and develop a life-long desire for learning. The mission of the Westhampton Elementary School is to provide a broad range of learning experiences and equal opportunities for students to grow to their full potential.

ADMINISTRATION

Westhampton, with two neighboring towns, is a member of School Union 66. Such rural school unions are formed in the interests of administrative and financial efficiency, sharing the services of a school superintendent and office staff as well as other supervisory personnel where such cooperative use is desired and appropriate. The Superintendent's Office is located in the Hampshire Regional High School at Stage Road, Westhampton, MA 01027. The telephone number is (413) 527-7200.

Local authority for the school rests with the three-member School Committee. School Committee members traditionally are elected for three-year terms and are eligible for re-election. In response to the Massachusetts Reform Act of 1993, we have established a School Council that will serve the Principal and School Committee in an advisory capacity. The site-based team is made up of the Principal, two teachers, three parents, and a community member.

Westhampton is also part of the Hampshire Regional School District for grades 7 through 12. Two elected members of the community and one appointed member of the local School Committee represent Westhampton on the Regional School Committee. Young people primarily interested in vocational education may attend Smith Vocational Agricultural High School in Northampton, a four-year high school admitting students at the freshman level.

ATTENDANCE

The School Committee strongly believes that regular and punctual school attendance is essential for success in school. The Committee recognizes that among the responsibilities of parents of students attending Westhampton Elementary School, is the requirement to ensure that their children attend school regularly in accordance with state law.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his or his character. Parents can help their children by refusing to allow them to miss school needlessly.

According to Chapter 76, Section 1 of Massachusetts General Law, more than fourteen (14) absences per year is considered excessive. Regulations that govern MCAS performance appeals state that students must have maintained at least 95% attendance level during the school year prior to testing and the year of the appeal.

Students may be excused temporarily from school attendance for the following reasons:

1. Illness.
2. Bereavement or serious illness in family.
3. Documented legal responsibilities.
4. Observance of major religious holidays.

School begins at 8:30 A.M. To avoid confusion and to give your children an equal start with classmates, we strongly encourage you to make sure they arrive by 8:30.

SCHOOL ADMISSIONS

All children of school age who reside in the town will be entitled to attend the public schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by a specific action of the School Committee. Proof of residency may be required at registration. The Town Clerk will provide the school with a list of student names and addresses for purposes of verifying residency.

Entrance Age

Children who are otherwise eligible may be enrolled in Kindergarten class beginning in the year in which they turn 5 on or before September 1. (Under the current Board of Education regulations, children must be enrolled in school beginning the September of the year in which they attain the age of 6 and be regularly enrolled until they reach the age of 16.)

Advance registration for prospective Kindergarten students will take place in April. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.

PRESCHOOL

Children are eligible to attend the Westhampton Integrated Preschool Program if they are three or four years old by September 1. Flexible scheduling is available for non-special education students and parents are responsible for tuition. In the past we have received a Community Partnership Grant that, based on income, has lowered the tuition for some students. The goals of this program are

- to build healthy and positive self concepts.
- to provide opportunities to enhance social skills.
- to encourage children to think, reason, question and experiment.
- to promote language development.
- to encourage and demonstrate sound health, safety and nutrition habits.
- to respect cultural diversity.
- to develop initiative and decision-making skills.
- to provide opportunities for physical development.

KINDERGARTEN

We offer a full day program (8:30 - 3:00). Registration for Kindergarten is held in the spring. To be eligible, a child must be five years old on or before September 1. A birth certificate and a record of all required immunizations should be presented at registration. The state requires that each child complete the following immunizations before entering school: diphtheria, tetanus, pertussis (whooping cough), polio series, measles, rubella (German Measles), mumps, hepatitis B (1997) and lead poisoning screening. One dose of the varicella vaccine is required if the child has not had chicken pox. A physical exam by your private physician is required before a child enters Kindergarten.

As mandated by law, all children entering Kindergarten must be screened for special needs. The screening must be completed by October 31. This involves evaluation of speech and language as well as academic and motor skills. The child's vision and hearing are also checked. Parents will receive a report of the screening results.

SCHOOL HEALTH

The school nurse is responsible for a program designed to promote, protect, and maintain the health of students. Our school physician is available for consultation and works with the school nurse to develop standing orders and health guidelines.

Upon admission into the school, a child's health record is established and maintained. Individual plans of care are designed for those with specific medical concerns.

Medication: The nurse should be contacted prior to your child taking medication in school so that appropriate policies and procedures are followed. For safety reasons medication should not be transferred on the school bus and should be brought to the health office by a responsible adult. We recommend that you inform the school nurse if your child is receiving medication at home for an acute illness. If your child is attending school on the same day a procedure or medication is given, we request a note stating the student is able to return to school safely.

Fluoride: A fluoride rinse is administered weekly to students in grades 1 through 6. Parent/guardian permission forms need to be filled out annually at the beginning of each new school year. The Department of Public Health provides this program free of charge.

Height/Weight, Vision and Hearing Screenings: These will be performed by the school nurse following Mass. Dept. of Public Health regulations. Families will be notified of abnormal findings. If a follow up screening with a healthcare provider is suggested, we ask for the completed referral report/recommendations to be given to the school nurse to be placed in the child's health record. Parents can request in writing that their child be exempt from screenings and must provide documentation from their private physician that the screening was done. Grades 1 & 4 will also be screened for body mass index (BMI), and a health screening report will be confidentially mailed home.

Postural Screenings: Grades 5 & 6 will participate in annual scoliosis screenings. You will be informed of any abnormal findings.

Physical Examinations/Immunizations: Periodic exams/updated immunizations must be on file with the school nurse upon entering Kindergarten, again in grades 4, 7, 10 and upon entering a new school. Please update the school nurse on changes in medical history and immunizations.

We ask that parents keep their child home if they are experiencing a contagious illness, rash or infection. Please refer to our attendance guidelines.

ATTENDANCE GUIDELINES DURING TIMES OF ILLNESS OR INFECTION

Student with non-emergency illness:

Students should only be in school when they can fully participate in their educational program. Therefore, children with the following should stay at home and/or will be referred home by the school nurse:

- If a child has a fever of 100 degrees or higher, **the child should stay home until he or she is fever free for 24 hours without the use of fever-controlling medicine.**
- A child with a persistent cough, excessive discharge from the nose or eyes, a sore throat, an earache, a severe headache and/or general malaise or fever **should stay home until the condition subsides.**
- If a child vomits and/or has diarrhea, he or she **should be kept home for 24 hours after the last episode of vomiting and/or diarrhea without the use of medication.**
- If a child has impetigo, **the child must stay home for 24 hours after taking the first dose of medication. The sores should be covered until all lesions have crusted completely.**
- If a child has head lice, **he or she may return to school after using a physician recommended lice treatment and all nits have been removed. The school nurse must check the child before returning to the classroom.**
- If a child has a skin problem such as a rash or an infected sore, please provide a note from the child's doctor to the school nurse stating that the child has been **diagnosed and is being treated by a physician is safe to return to school.**
- If a child has conjunctivitis ("pink eye"), (an inflammation of the eye where the white part of the eye becomes pink and there is often itching, drainage, and crust formation on the eyelid during the night) the child should be seen by a doctor for proper diagnosis and **may return to school after receiving antibiotic treatment for 24 hours.**
- If a child has strep throat, **the child may return to school after any fever has resolved and he or she has received the appropriate antibiotic treatment for 24 hours.**
- In the case of the "Swine Flu" (H1N1), stay home from work and school if you get sick with a flu-like illness and avoid contact with others so the virus does not spread. Stay at home until you have been free from fever for at least 24 hours after your last dose of fever-reducing medication (like Tylenol, Advil or Motrin). For most people this will mean staying at home for about four days (as of 9/3/09).

All communicable (contagious) diseases (chickenpox, scabies) must be reported to the school nurse, who will, if the disease is reportable, report it to the local Board of Health. Any child who has had a communicable disease must report to the school nurse before returning to the classroom

By following the above guidelines set forth by the MDPH, we hope to provide a healthy environment for everyone in the school community. Please feel free to contact the school nurse if you have any questions.

GUIDELINES FOR RETURNING TO SCHOOL AFTER HOSPITALIZATION

If your child has had surgery or has had a serious medical emergency that has required hospitalization, the parent/guardian must contact the school nurse prior to the child returning to school.

The parent/guardian must provide written documentation from the physician that indicates that the student is medically cleared for the return to school, explains any restrictions/accommodations while in school, and states any other pertinent information important to the safety and well being of the student.

CONFERENCES AND REPORT CARDS

Twenty-minute parent-teacher conferences are scheduled in October. As a supplement to the conference, parents will receive a form that outlines student progress. Parents and teachers are encouraged to schedule conferences at other times whenever they feel a need. Report cards are distributed in December, March and June.

HOMEWORK POLICY

Homework assignments provide ongoing opportunities for our students to learn good study habits, develop a sense of responsibility for task completion, and learn time management. These skills will help them transition to junior high and high school successfully. The Westhampton Elementary School staff believe that homework assignments strengthen the ties between home and school. Both the school and the home must assume their responsibilities if successful implementation of this policy is to be achieved. Parent cooperation is crucial in this matter.

As a general guideline each class is assigned approximately 10 minutes of homework per grade level; i.e. first grade 10 minutes, second grade 20 minutes, etc.

At the primary level, homework may be modified at the discretion of the classroom teacher. Homework at this level may be given if a child has not completed work assigned for class time or as an extension of work being done by the class on a particular thematic unit. Many assignments given to primary students require some parental participation. It is expected that all assignments will be completed with accuracy, neatness, and effort.

At the intermediate level, a structured schedule will be followed for homework. At this level, homework is expected to be completed with 70% accuracy. Monthly meetings may be scheduled with parents of students not completing homework on a regular basis. The following schedule has been set for homework at the intermediate level:

Grade 3 - At least 30 minutes of homework will be given per day Monday - Thursday.

Grade 4 -At least 40 minutes of homework will be given per day Monday - Thursday.
Book reports and other long-range projects will be assigned periodically.

Grade 5 -At least 50 minutes of homework will be given per day Monday - Thursday.
Long-range projects will be assigned periodically.

Grade 6 - At least 1 hour of homework will be given per day Monday - Friday.
Long-range projects will be assigned frequently.

At all grade levels, homework will be assigned to meet the needs and abilities of each student. Expectations for homework will be adjusted as needed to suit these needs and abilities. If a child takes substantially more or less than the suggested time to complete homework assignment, parents should contact the teacher. It is extremely important that parents

communicate openly with their child's teacher whenever questions or concerns arise over any educational issue.

When homework is assigned, we expect children to complete it. If a child does not finish assignments with regularity, a homework slip will be sent to the parents explaining the child's options to make up missed assignments. In grades three through six children will have a homework grade on their report card to provide evidence of their ability to complete assignments in an accurate and timely manner. In this way, we are working to help children succeed in the handling of their responsibilities. We also encourage students to arrange with their teacher a schedule for Finishing incomplete or overdue assignments. This initiative on the part of students serves to further reinforce their acceptance of responsibility for their own schoolwork.

The staff at Westhampton Elementary School will, in turn, strive to make homework assignments at all grade levels appropriate and relevant to the work being done in class. We will also monitor the amount of homework that is given in an attempt to keep assignments consistent with the guidelines stated above. In addition, teachers will try to make certain that all necessary directions and materials for completing homework are sent home with children at the time that the assignment is given.

By working together cooperatively, parents, students and teachers can make homework a productive, practical part of the educational process at Westhampton Elementary School.

STUDENT RECORDS

The transcript is a record of grades. It is created upon enrollment and maintained for each student. After the student transfers or withdraws from the school, that transcript is kept for sixty years. The data on the transcript is limited to name, address, telephone number and birth date of the student; names, addresses and telephone numbers of parents and guardians; course titles, grades or their equivalent.

The *student record* of each student consists of the transcript and the *temporary record*. The student record includes all information kept by the school about a student that is organized on the basis of the student's name or in a way that the student can be identified. Educational records are any records maintained in any way, including but not limited to the following: print, video or audio tapes, computer files, e-mail or any other materials, regardless of physical form or characteristics. The *temporary record* of each student consists of all information in the student record that is not contained in the transcript. A log, kept as part of each student's record, shows who has obtained access to that student record.

Student Records: Non-Custodial Parent As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Dept. of Ed. regulations. The school district will follow the law and the regulations developed by the Mass. Dept. of Ed. to standardize the process by which public schools provide student records to parents who do not have physical custody of the children ("non-custodial parents").

CODE OF CONDUCT

All members of the Westhampton Elementary School community have the right to work and learn in a safe and secure environment. To do this, we all have responsibilities to behave with courtesy and respect. All members of the Westhampton Elementary School community should treat others as they would like to be treated.

Our responsibilities include:

- To express one's own ideas, opinions and feelings and to listen respectfully to others
- To respect school, personal and other's property
- To do one's best and support others
- To accept responsibility for one's actions

Many children will learn these responsibilities through instruction via the Responsive Classroom model that we follow at WES and by working with caring adults who model these traits on a daily basis.

Consequences for violations to the code of conduct

We understand that children don't always behave in the ways they know they should. When violations to the code of conduct occur, there are logical consequences. Consequences depend on the age of the child, the seriousness of the offense, and whether it is a first time or repeated offense. Certain violations are considered **more serious**. These include *fighting, intentional destruction of school property, foul language, refusal to follow adult directions, and intimidation and harassment of others*. When more serious behaviors occur, the following steps will be taken:

1. The adult who observed the offense communicates with the classroom teacher and the principal.
2. The adults brainstorm and invoke consequences that are logical, reasonable, and related to the behavior involved.
3. Parents will be informed of their child's behavior and the consequences by a note or phone call.
4. Certain situations may require the writing of a behavior plan in consultation with the parents or guardians, who sign and return the plan.
5. In extreme circumstances, where students may be a danger to themselves or those around them, the school may deem it necessary to send a child home.

Repeated misbehavior may require additional consequences, which are discussed between the principal and parent or guardian. Possible replacement costs for damaged property may be required.

Note: Certain behaviors are **major offenses** (such as physical aggression, use of drugs or alcohol, or possession of weapons) and may lead to suspension.

The following is the Manifestation Determination Procedure that will be followed for the discipline of students with disabilities at the Westhampton Elementary School.

It is the intention of the Westhampton Elementary School to meet all compliance standards and to observe all federal guidelines in addressing the discipline of students with disabilities,

Including regulation changes contained in the Individuals with Disabilities Education Act, amendments of 2004 (IDEA-04). Discipline of students with a disability is now governed by these federal regulations.

- Students with disabilities may be disciplined in the same manner as non-disabled peers for up to 10 **school** days in the same school year, as long as the removal does not constitute a change of placement.
 - If suspension of a disabled student will constitute a change of placement (including expulsion or removal to a 45-day interim alternative educational setting) the Principal will convene relevant members of the student's IEP TEAM to conduct a review of the IEP (Individual Educational Plan).
 - The IEP TEAM will (within 10 **school** days of the occurrence of the behavioral incident in question) determine if the misconduct was a manifestation of the student's disability.
 - The parent shall receive written invitation to the manifestation team determination. In making this determination the IEP TEAM must consider all relevant information in the student's file, including:
 - The IEP (Individual Educational Plan)
 - Any teacher observations
 - Any relevant information provided by the parent
1. The results of the TEAM meeting will be used by the Principal in conducting the disciplinary hearing. The Director of Pupil Services or other Special Education representative from the TEAM will be present at any hearing to present his/her findings.
 2. If the IEP TEAM decided the misconduct was related to the student's disability (i.e. if the conduct was caused by or had a substantial relationship to the child's disability, or if the conduct was a direct result of the Local Educational Agency's failure to fully implement the IEP) the student will not be expelled or suspended for more than 10 school days (**EXCEPTIONS:** A student carries or possesses a weapon, inflicts serious bodily injury upon another person, or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of a state or local educational).
 3. Special education services will be provided in the new placement during the period of suspension or expulsion.
 4. In all cases involving a change in placement that occurs as a result of a disciplinary procedure, a Functional Behavioral Assessment (FBA) will take place. The TEAM will assess the student's behavior and develop a Behavioral Intervention Plan (BIP) or review and modify any existing plan as necessary.
 5. If the parents do not agree to a change in placement or with the manifestation determination, they may request a hearing at the Bureau of Special Education Appeals.
 6. In special circumstances, IDEA 2004 allows for a change in placement regardless of whether the behavior is a manifestation of the child's disability. This placement is to an Interim Alternative Education Setting (IAES) for a period up to but not to exceed 45 **school** days. However, a Free Appropriate Public Education (FAPE), including provision of all IEP

services, must be provided at such a site. A 45-day placement can occur in the following circumstances:

- a. A student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency. (**Weapon:** a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than 2 inches, as defined in 18 USC, Section 930).
- b. A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. (**Controlled substance:** does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or used under any another authority provided by federal law.)
- c. A student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. (**Serious bodily injury:** is bodily injury that involves a substantial risk of death, *extreme physical pain*, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty, as defined in 18 USC, Section 930.)
- d. BSEA hearing officer may order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days, if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

The Westhampton School District is deemed to have knowledge that a student is a student with a disability if:

1. The parent expressed concern, in writing, to supervisory or administrative personnel or the child's teacher that the child is in need of services.
2. The parent has requested an evaluation.
3. The teacher of the child or other LEA personnel has expressed specific concerns about a pattern of behavior directly to the director of special education or other supervisory personnel.

Under the revised Act, an LEA does not have knowledge, if the parent has not allowed an evaluation, has refused services, or the child has been evaluated and determined not to be a child with a disability. If there is no prior knowledge of disability, the following applies:

- The student may be subjected to the same disciplinary measures as those applied to children without disabilities.
- If a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation will be conducted in an expedited manner.

- Until the evaluation is completed, the student remains in the educational placement determined by the school.
- In specific instances students with disabilities can be suspended for more than 10 school days in a school year while remaining in their current placement. The days of suspension beyond the 10 school days may not constitute a change of placement if:
 - a) the removal is for 10 consecutive school days
 - b) the student has been subject to a series of removals that constitute a pattern because the removals aggregately amount to more than 10 school days in a school year
 - c) the child's behavior is substantially similar to the child's behavior in the incidents that resulted in the series of removals, taken cumulatively is determined to have been a manifestation of the child's disability, and such other factors such as length of each removal, total amount of time removed and the proximity of removals to one another (300.536 IDEA).
- Students who are removed more than 10 school days yet do not constitute a change in placement will receive services to the extent necessary to enable the pupil to appropriately progress in the general curriculum, as well as advance toward achieving their IEP goals.
- Provision for services during the first 10 school days of removal is not required; however, provision of services for each day beyond the first 10 school days is required under IDEA-04. At least one of the child's teachers will determine the extent to which services are needed, if any, and the location in which the services will be provided.

BULLYING

Bullying and harassment are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully.

As a rule bullying behavior starts in elementary school and peaks in the middle school years. However, it attracts more attention from adults when it appears in high school. There the students are older and physically larger and the behavior is recognized as being less tolerable and more inappropriate. Also, sexual harassment is, in fact, often a form of bullying.

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

Bullying of any type has no place in a school setting. The Westhampton Elementary School will endeavor to maintain learning and working environment free of bullying.

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect

attending school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extracurricular activities, or riding on the bus to and from school each day.

Examples of bullying include but are not exclusive to:

1. Intimidation, either physical or psychological
2. Threats of any kind, stated or implied
3. Assaults on students, including those that are verbal, physical, psychological and emotional
4. Attacks on student property

The School Committee expects administrators and supervisors to make clear to students and staff that bullying in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

The District will promptly and reasonably investigate allegations of harassment, including bullying. The Principal will be responsible for handling all complaints by students alleging harassment, including bullying.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

CORI REQUIREMENTS

In accordance with state law, all prospective employees and volunteers shall complete a release of information form whereby the Public Schools shall be authorized access to the Criminal Offender Records Information (C.O.R.I.) from the criminal history systems board for potential employees and volunteers who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation the children.

In addition, as a condition of being offered employment every applicant for any position within Westhampton Elementary School shall have had their C.O.R.I. reviewed by the Superintendent.

The Superintendent has the final responsibility for making or approving employment decisions for all school personnel as permitted by law. The Superintendent shall also request C.O.R.I. information on contractors or other individuals who may be in direct and unmonitored contact with students.

The superintendent shall periodically, but not less than every three (3) years, obtain all available criminal offender record information from the criminal history systems board on all such employees and volunteers during their term of employment or volunteer service.

Access to C.O.R.I. information must be restricted only to those individuals certified to receive such information.

ACCEPTABLE USE POLICY - TECHNOLOGY

Refer School Committee Policy Book
located in the school office.

SCHOOL ADJUSTMENT COUNSELOR

The adjustment counselor is a licensed mental health clinician. The counselor's job includes consulting with parents and teachers about the academic progress and social-emotional development of children as individuals and in relation to others. This is accomplished through individual and group counseling, social skills training with students, classroom developmental guidance programs, and facilitation of home and school communication. The counselor is available as a liaison among families, the school, and community services. Please call the school if you would like an appointment with the counselor.

REMEDIAL LANGUAGE ARTS

The school currently employs one certified language arts teacher who works as a tutor during the school day in grades 1 - 6 in the areas of reading and writing (which includes spelling). Classroom teacher recommendations and standardized testing are used as the basis for the selection of students who will receive this support. Parental permission is required before a student begins working with the language arts teacher.

READING RECOVERY

The school employs a specialist known as a Reading Recovery teacher. The goal of the Reading Recovery Program is to supplement classroom-reading instruction with early intervention support for at-risk first grade students. This program was implemented in September 1997.

SPECIAL EDUCATION

Under Chapter 766, a state law, and P.L. 94-142, a federal law, children ages 3 to 21 inclusive with special needs are eligible for special education services. Our goal is to include children with special needs within the regular classroom whenever possible. Parent involvement is required and welcomed. Parents are vital members of the team, which determines each child's needs and subsequent educational plan.

PHYSICAL EDUCATION

All students are required by law to take physical education. If your child cannot participate for an extended period of time, we must receive a note from a doctor. Parents are strongly urged to provide their children with sneakers/gym shoes. This will be the only footwear allowed when we use the gymnasium. Each year students in grades 3, 4, 5, and 6 take part in the President's National Physical Fitness Program. This program and subsequent tests are designed to measure strength, speed, and agility.

SCHOOL LUNCH PROGRAM

Children are encouraged to participate in the lunch program, which can help them learn good nutritional habits and the easy acceptance of food variety. Our school lunch program operates each regular school day and is planned to meet one-third of the daily dietary requirements set by the state office. It consists of protein foods, fruits and/or vegetables, bread, butter, energy-building foods, and one-half pint of milk daily. Iron, Vitamin C, and Vitamin A needs are met. Menus must fit state and federal requirements within a strict operating budget and are expected to include a balance of color, texture, and flavor, as well as variety.

The current charge to students is \$2.50 a day, payable weekly. We strongly urge every student to pay on Mondays. Weekly menus are published in the Daily Hampshire Gazette and monthly menus are sent home each month. A child may order lunch for individual days or the entire week. A credit is given in the case of absence. Free and reduced price lunches are available to those students who meet the financial requirements. Applications can be obtained from the principal. Students may bring a box lunch from home and purchase milk. The current cost is \$.50 per half pint, also payable on Mondays.

TRANSPORTATION

Bus drivers expect students to be at their stops by the designated time and follow bus safety rules. Bus transportation will be denied to any student with repeated infractions of the rules. [NO: fighting; pushing, shoving, or "horseplay" in general; damaging property; swearing, yelling or other distracting behavior; insubordination].

Whenever there is a change in a child's transportation [including walkers], the school must be notified in writing. If this change is on a regular weekly or monthly basis, then a single note will be sufficient for the school year.

Walkers, bicycle riders, and children dropped off by parents should not arrive at school before 8:15 A.M. Supervision is not provided until that time.

SCHOOL CANCELLATIONS

If there is no school or a delayed opening, the superintendent will send an automated telephone message using the Connect.ed system. It will be also be announced over radio stations WHMP, WHYN, WTTT, WNNZ, WMAS, WPKX, WRNX, WRSI, WPVQ, and WAQY. Television stations WWLP [Channel 22] and WGGB [Channel 40] will also broadcast these announcements. In addition cancellations may be found on the call-in Gazette Line or internet website, *cancellation.com*. In the event we would close school early, although it is unlikely, this information will be announced over the same stations. Parents should inform the school and their children of the proper place to go in case school is dismissed early.

LIBRARY

Students are strongly encouraged to make use of our library. Specific information on our book borrowing policy is sent to parents early in the school year.

PARENT-TEACHER ORGANIZATION

There is an active P.T.O. that usually meets monthly during the school year. Parents and teachers are invited to attend any of the meetings. The purpose of the P.T.O. is to provide support and enhance the quality of education for all students.

NO SMOKING POLICY

We are smoke free. Smoking and use of tobacco are not permitted inside the building or on the school grounds.

TRAFFIC SAFETY

Please observe the one-way traffic signs. During school hours cars must turn by the mailbox and not go around the island, which is for buses only.

Parents who drive their children to school in the morning should drop them off at the sidewalk ramp next to the accessible parking spaces. Students will then use the concrete walkway as they proceed to the rear playground.

Parents picking up their children at the end of the day should use the parking spaces adjacent to the sidewalk. Please try to arrive before the 3:00 dismissal and do not park in accessible spaces. Children will not be allowed to walk across the parking lot or driveway unless an adult accompanies them.

VISITING SCHOOL

Parents and the General Public

Parents, townspeople and other interested parties are always welcome to visit the school for legitimate purposes. As partners in the education of children, parents are encouraged to view the classroom setting and observe the learning environment of their children. Parent understanding of what school is like and what goes on in classes is an essential part of helping students achieve their very best.

Because it is important to minimize interruption of instructional time, appointments are necessary to meet with teachers. Visitors who wish to observe classrooms or tour the school are expected to sign in at the main office. Arrangements will be made for the Principal or another staff member to escort the visitor through the building. Depending on the activities scheduled at school on any particular day, it should be understood that visits might not be possible if unannounced. This policy does not apply when parents have been invited to a

classroom, assembly, or special school program, nor does it apply to the main lobby area in situations when parents bring their children to school or wait to pick up their children at dismissal time.

The Principal is responsible for all persons in the building and on the grounds, and for the security and safety of students and staff. For these reasons, the following policy applies to visitors to the school:

1. Anyone who is not a regular staff member or student of the school will be termed a "visitor."
2. A visitor to the school must report to the office of the Principal upon arrival at the school.
3. Parents or citizens who wish to observe a classroom while school is in session *must* arrange such visits in advance with the *Principal and the teacher*, so that class disruption may be kept to a minimum.
4. Teachers are not expected to take class time to discuss individual matters with visitors.
5. The presence of any unauthorized person on school property will be reported to the Principal. The person will be asked to leave. The police may be called if the situation warrants.
6. Visitors whose purpose is to influence or solicit students will be denied entry to the school, based upon the Principal's judgment of their apparent intent.

School Committee Members

Members of the School Committee are encouraged to visit the school for the purpose of becoming acquainted with school programs, personnel, operation, and facilities, and in accordance with the following guidelines:

1. School visits should be scheduled through the building Principal.
2. The Principal or an available staff member will accompany the School Committee member on the visit if the committee member so desires.
3. School Committee members will not give directions, or make suggestions to personnel during a visit. A Committee member is only an observer, and may not exert authority on behalf of the Committee as a whole. If a school visit raises a question or concern, this concern should be taken up with the Principal at a mutually convenient time.
4. A Committee member may also visit the school as a parent, and in such instances will follow the policy as noted above. In those instances, the member should make it clear that he or she is visiting as a parent and not as a member of the School Committee.

Invited Guests

Because there is a wealth of experience, expertise and knowledge among community members which can be used to good advantage of effective teachers in enhancing student learning, invited guests are welcomed in classrooms and the school at large.

Teachers should inform the Principal and secure approval before inviting guests to their classroom. If it is expected that an invited guest will discuss a controversial issue, reasonable efforts will be made to see that all appropriate viewpoints are represented in a fair and reasonable fashion.

Conduct on School Property

The Principal is authorized to refuse entry to persons who do not have legitimate business at the school, and to request that any unauthorized person or person engaging in unacceptable conduct leave the school grounds.

The Principal is authorized to request assistance of law enforcement officers in cases of emergency. With the assistance of the Superintendent, the Principal may seek prosecution to the full extent of the law when persons violate the provisions of the district policy regarding trespassing on school grounds, damage to school property, loitering, and disruptive activity.

Westhampton Elementary School 2010-11 Staff

Deane Bates, Principal

Deborah Sholly, Administrative Assistant

Jenny Finnie, Grade 6 Teacher

Sarah Moylan, Grade 5 Teacher

Sarah Overstreet, Grade 4 Teacher

John Bye, Grade 3 Teacher

Ellen McKenzie, Grade 2 Teacher

Shelby Marowitz, Grade 1 Teacher

Jennifer Thomas, Kindergarten Teacher

Sara Hunt, Preschool Teacher

Mary Ellen Gorman, Preschool Assistant Teacher

Kelly O'Connor, Speech & Language Therapist

Elizabeth Besser, Music Teacher (Thurs. & Fri afternoons)

Michael O'Connell, Physical Education Teacher (Tuesday)

Joanne Lucia, Art Teacher (Mon., Wed., & Thurs. a.m.)

Colleen Gilbert, Reading Recovery Teacher/Literacy Teacher

Alison Labrecque, Aide

Donna Barcomb, Aide

Kelly Birchenough, Aide

Heather Gagnon, Aide

Maura Paley, Aide

Lisa Norris, Library Aide

Lynn Sherry, School Nurse

Cynthia Tobin, Cafeteria Supervisor

John Allen, Custodian

Andria Wolf, Special Education Teacher

Jennifer Reagan, Sped. Secretary (Wed.)

Helene Pajak, Language Arts Specialist

Emilie Woodward, Adjustment Counselor (Monday & Thursday all day, Wed. a.m.)

Joseph Silverman, Psychologist (Tuesday)

DAILY SCHEDULE

8:15 Earliest arrival time for walkers, bike riders, and children being driven by parents
8:30 School Begins
10:15-10:30 Recess, Grades K-3
10:30-10:45 Recess, Grades 4-6
11:50-12:10 Lunch, Grades K-3
12:10-12:30 Recess, Grades K-3
Lunch, Grades 4-6
12:30-12:50 Recess, Grades 4-6
2:55 Warning Bell
3:00 Dismissal