

# Wildwood School

71 Strong Street  
Amherst, Massachusetts

## Family Handbook

2012-13



Nick Yaffe, Principal  
Linda Giancesin, Assistant Principal

Amherst Public Schools  
Amherst, Massachusetts 01002



# Wildwood,

## Information at your fingertips:

### Wildwood Office:

Hours: 8:00 AM- 4:00 PM  
Telephone: 362-1400  
Fax : 549-9519  
Health Room fax: 549-9520

Superintendent's Office: Maria Geryk  
Telephone: 362-1810

### Office and Other Staff:

Principal.....Nick Yaffe  
Assistant Principal..... Linda Gianesin  
Administrative Secretary..... Joyce Gooden  
Receptionist/Secretary..... Cyd Champoux  
Special Education Secretary.....Michele Pietras  
School Nurse.....James Robinson  
Kitchen Manager.....Carrie Burke (362-1419)

Head Custodian..... Ted Grab  
Amherst LSSE Afterschool Program....Janna Essig

### Lunch prices:\*

Student lunch.....	\$2.50
Reduced lunch price	\$0.40
Student breakfast.....	\$0.50
Reduced breakfast price....	\$0.30
Adult lunch: .....	\$3.25
Milk or juice alone.....	\$0.35

Monday, Tuesday, Thursday and Friday: 8:40AM -3:05PM

\*Wednesday dismissal is at 1:20 PM

***Please note: Supervision begins at 8:15AM in our front hall; students may not arrive before that time.***

### School closing or delays:

District information line: 362-1898

#### Radio stations:

WRNX 100.9 FM

WHMP 1400 AM

WHAI 98.3 FM

WHYN 93.1 FM

WRSI 93.9 FM

#### Television stations:

WWLP Channel 22

WGGB Channel 40

Wildwood School website found on <http://ww.arps.org/>

*如需要翻译这件文件，请联络心理辅导老师郭乃馨*

*电话362-1400*

*日本語の翻訳又は通訳が必要な方は362-1400を呼びオフィスの方に連絡してください。*

*Para traducir este documento o para discutir su contenido, llame por favor 362-1400 y pida hablar al traductor español.*

District Non Discrimination Policy: "The Amherst School Committee's policy of non-discrimination extends to students, staff and the general public with whom it does business. The Amherst Public Schools do not discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, economic status, political party, and disability in admission to, access to, employment in, or treatment by its programs and activities."

## **Principal's Welcome**

Dear Wildwood Families,

Welcome to the Wildwood Community! Over the past two years we have started to work together to create our vision for our school. This past year we asked our students what they each can do to make Wildwood the kind of school that they want it to be. We called these statements MY WILDWOOD PROMISES and they were proclaimed at assemblies and adorned our hallways as reminders of how we can be our 'best selves' once we enter the big blue doors of Wildwood. These promises were incorporated into the process of choosing our core values for our school (see inside cover). This year we will be discussing how we all can be shining stars at Wildwood by: ensuring each other's **S**afety, **T**rying our best, **A**cting responsibly and treating everyone with **R**espect (STAR). You can join us in this project by listening to your child(ren)'s thoughts and what these words mean to you.

When a school and families work closely together our children benefit in many ways. They receive consistent messages about learning and the effort that is needed to succeed at school. Clear, honest communication forms the foundation of a strong partnership between home and school. This handbook provides a wealth of necessary information that will help to build a mutual understanding between us. Please take the time to read over the contents of the handbook. The first section is specifically about Wildwood, with lots of particulars that will be helpful for you to know about our school. The second section contains goals, policies, and guidelines for the Amherst Public Schools. Please let us know if you have any questions about anything in the handbook.

I look forward to our work together.

*Nick*

## **My Commitment to Our Students and Our Community: A vision for the Amherst, Pelham and Regional Schools Superintendent Maria Geryk**

*We must recognize our students for who they are and must challenge them to excel while balancing their academic progress with expressive, personal, physical, civic, and social development. We must provide our students with the highest quality education possible in order to prepare them for success in a global, interconnected future. The 21st century education at ARPS will enable our students to address challenges we cannot predict, to use adaptive and creative thinking and problem-solving, to understand technology and languages, and to respect and understand diverse beliefs, cultures and backgrounds.*

*To achieve excellence for our students, we are committed to being the highest quality educational system possible. This includes a commitment to continual improvement, informed reflection, and the collection and analysis of data. As an educational system, we must attract and retain excellent educators who can provide a challenging, relevant and cohesive curriculum that serves the needs of our diverse students. We reaffirm our commitment to a vital and focused program of professional development for our staff and a safe environment for learning and constructive communication for our students. Lastly, we commit to the wise allocation of the resources our communities provide.*

## TABLE OF CONTENTS

**This handbook is divided in two sections. The first section contains information specific to Wildwood School: our procedures, practices and programs. The second section contains information about the Amherst Public Schools operations and procedures.**

### **Procedures and Policies**

Arrival and Dismissal .....	4
Attendance and Tardy.....	5
Visiting our school, phone messages.....	6
Field Trips, Lunch.....	7
Free and reduced lunch.....	8
When children should stay home from school, fragrances....	9
Standards of Dress.....	10
Emergency Planning, winter clothing.....	11
Lost and Found, cell phones, Cafeteria rules.....	12
Bus Rules.....	13-14

### **Home-School Partnerships**

Home-School Communication.....	15
Key Messages.....	16
Fundraising.....	17
School Council, PGO, Volunteering.....	18
Library and the Arts.....	19
After School Program/Homework.....	20

### **Creating a Positive School Climate**

Social Justice Commitment, Assemblies.....	21
PBIS (Positive Behavioral Intervention Supports).....	22
Responsiveness Initiative, The Right to be safe...visible.....	23
Internet Safety.....	24
Harassment, Bullying, School Safety Plan.....	25
Response to Intervention, Second Step.....	26
Agreements and Consequences.....	27-29

## **School Profile**

**Wildwood School** offers rich resources and programs to a diverse community of approximately 440 students in Kindergarten through grade 6. School staff works to help each child become her/his personal best in learning and life. Parents are closely involved in the school program through the School Council, PGO and as “valuable volunteers” in the classrooms. Curriculum, instruction and assessment are guided by best practices in education. Multiculturalism is honored and diversity is celebrated through the daily life in the school, as well as in materials chosen, themes studied and festivals held. A multi-language “Welcome” sign with photos of staff members greets visitors as they arrive at Wildwood, signifying that we strive to create a welcoming culture in our school. Wildwood supports an integrated ELE program for English Language Learners and hosts a district program for children with intensive special needs (ILC). All students participate in art, music and physical education. Instrumental lessons, chorus, band and orchestra are offered to students in the upper grades. Technology is an integral part of learning and students use computers in the technology laboratory, the library and their classrooms. Grades 2, 3 and 4 will be continuing their study of Spanish this year. The five colleges in the Amherst area contribute to education at our school through on-going learning opportunities for the staff and through the support of student interns. Welcome to Wildwood School! We hope that you and your family flourish in our community!

### **Suggested main office contacts:**

**Student Records: Ms. Joyce Gooden**

**Free and Reduced Lunch: Ms. Joyce Gooden**

**Bus routes and passes: Ms. Cyd Champoux**

**Health, medication questions: James Robinson, nurse**

**Special Education scheduling: Michele Pietras**

## Arrival and Dismissal Procedures

Classes begin at **8:40** and end at **3:05**, every day except on Wednesdays, when students are dismissed at **1:20**. To ensure the orderly arrival and dismissal of all students, we use the following procedures:

**Arrival:** *Children should not arrive before 8:15, as supervision is not available until then.* Students who arrive between 8:15 and 8:30 assemble in the front lobby and hallways of the school. At 8:30 school staff will dismiss these students to go to their classrooms. Students wishing to eat breakfast may proceed directly to the dining room after 8:15.

**Dismissal:** Dismissal announcements are made from the front office, over the public address system. Beginning at 3:00, students are dismissed by class and then walked to the bus area by their classroom teachers.

Parents/guardian vehicles may only enter the parking lot at the side of the building. Buses load at the front of the school. Parents wishing to pick up their child inside the building may enter through the door on the kindergarten side of the building, and meet children in the Parent Pick-up Room, cafeteria #1.

### **Bus passes:**

Bus passes are granted on a space-available basis, **after the first month of school**. To gain permission for a student to ride on a bus other than his/her own, parents should:

Send a written request to school, directed to the office, preferably at least one day before the date requested. Students then return to the office at lunch time to pick up the pass, or to call home if it has not been granted.

**If anyone other than a parent or guardian is picking up your child on a given day, a written note is required to grant that permission.** Students deliver these notes to their teacher upon arrival in the morning.

### **Parent Pickup Area**

*Dismissal time is an especially busy period of the day, and our focus is on the safety of all children. Staff members who are on duty at that time have the responsibility to oversee students safely during this transition, following the procedures outlined here.*

### **Please help us to safely monitor student arrival and dismissal by:**

1. Dropping off and picking up students in the side parking lot ONLY. The front of the school is reserved for buses at these busy times.
2. Parking in marked spots only. Do not pull into the loading zone behind the cafeteria to drop off. Sightlines are poor, pedestrian traffic is heavy and many near accidents occur when people back out of that space.
3. Arriving promptly to pick up your child.
4. Waiting only within the Dining Room #1 for "Parent Pickup" leaving the doorway clear for entry and exit. We have some very small children coming through the hallway and the rear doors provide egress for our severely disabled students as well.
5. Exiting the building as soon as you have gathered your child(ren).
6. We ask that those of you who walk dogs to school on leashes to please say 'goodbye' to your child(ren) at a distance from the arrival areas. High student foot traffic at that time makes the presence of dogs a safety issue. Please do not leave dogs unattended or free.
7. We will be developing a sign-out system to ensure that children are picked-up safely by a responsible adult.

### Attendance

Daily attendance is fundamental to a child's success at school. This year all of the schools in Amherst will once again be making a concerted, coordinated effort to improve the attendance of our students and to make certain that they arrive to school on time. We will be using the *School is Where It's At* program which is coordinated by the District Attorney's office.

### Absences

**Parent/guardians are asked to call the special school number, 362-1401, before 9:15 AM if their child will be absent.** This is a voice mail system to record reported, excused absences. If you do not call this number you will receive a message from our *Connect-Ed* system, and your child will be marked for an 'unexcused absence'. Absences are tracked daily by office staff who will be monitoring our attendance records. **\*\*This year a doctor's note is required when your child is absent three or more days from school.\*\*** When a child accumulates a number of absences it begins to seriously impact his/her learning. **Therefore, please plan family vacations to coincide with the regularly scheduled school vacation days.**

### Tardiness

Children are expected to be in their classrooms at 8:40 A.M. ready to begin class. Arriving on time helps children settle into their day in school. The beginning

of the day is also important since teachers give directions and set an agenda for the day during that time. Please try to ensure that your child arrives at school on time each day. Tardy students must sign in at the main office and take a late pass to class.

### Addressing Concerns about Absences and Late Arrivals

We will be monitoring our students' attendance and late arrivals closely this year. When we begin to be concerned about the number of student's absences or late arrivals we will send you a letter to alert you of the situation. The guidance counselor, assistant principal or principal will contact you if the problem continues and will set up a meeting to discuss the issue. The "*School is Where It's At*" program will be implemented to address ongoing attendance and tardiness issues. This plan will support our partnership in working together to ensure that all children have good attendance.

### Early Dismissal/Change in Dismissal

If a student is to be dismissed before the end of the day or if there is a change in the way he/she will be going home, this information should be sent in a parent note to school ahead of time. Staff do not take phone calls for this purpose except on an emergency basis. It is the responsibility of the parent to send a note to the child's teacher. Written permission is required for another adult to pick up your child.

### **Visiting Days:**

An effective way to learn about your child's classroom and the school is to make a personal visit. We have specific days designated for that purpose. There are no visiting days scheduled for the months of September or June. Special visits or conferences may also be arranged by contacting your child's teacher. A visiting day guidelines' handout is available in the office.

Please sign our visitor's log and review the guidelines prior to visiting the classroom. All visitors are required to clear their visits, whether formal or informal, through our main office and receive a visitor's name tag. All student information that is observed during a visit must remain confidential. Please note that the goal of visits is to learn about the teaching and learning in our classrooms. Resolving concerns is best handled in meetings with staff and/or administration.

### **Visitor Admission and Protocols:**

To best maintain the safety of our students, we will be utilizing the follow protocol to monitor who comes into our building during the school day.

- a. All visitors will enter the school building through the front door.
- b. All school doors shall remain locked during the regular school day except at arrival and dismissal time.
- c. Access will be granted to the school via the front door after utilizing the door access bell.

- d. Access will be granted by school office personnel, the building principal or other authorized person after visual identification is made or the visitor's purpose for requesting access to the school is accepted.
- e. All visitors will be directed to the school main office where they will sign a visitor log and obtain a School Department Visitor Badge.
- f. Visitors who fail to report to the main office to sign-in or obtain a visitor badge will be reported to the building principal or other authorized person for investigation.

Space in the school parking lot is limited. Please take special care when parking. The area closest to the school must be kept clear for buses from 8:30 to 8:45 a.m. and from 3:00 to 3:30 p.m. **Please note that the state law which prohibits a vehicle from passing a school bus that is loading or unloading children applies also to buses at school.**

### **Phone Messages**

We ask parents/guardians to plan ahead so that phoning children at school is unnecessary except in emergencies. We will always deliver phone messages from parents/guardians to their children, but under normal circumstances will not page children to come directly to the phone. We will not deliver messages to children from people unknown to us without parent/guardian permission.

### **Field Trips**

Field trips are organized throughout the school year to enhance classroom curriculum. Permission from a parent or guardian is required for children to participate. Permission slips will be sent home before each class field trip. Students are expected to follow the same standards of behavior that are expected while on school grounds. Students choosing not to follow these standards of behavior while on it field trip may be returned to school and/or lose the privilege of going on subsequent trips. If there is a fee for a field trip, families contribute what they can afford, but no student is denied participation if his/her family cannot pay. Our P.G.O. helps to offset the cost of our field trips. **A signed and completed permission slip is required for every field trip.**

### **Lunch**

Children may either bring lunch or buy a hot lunch (including milk) at school. Each month's menu is sent home so that parents/guardians may plan ahead accordingly, and the monthly menu is posted on the school's web site. Hot lunch costs \$2.50 per day, and breakfast is \$.50. Please make checks payable to Pelham School. Parents/guardians may also pre-pay for their child's lunch online. The Food Service Department of the Amherst-Pelham Schools provides parents/guardians a convenient, easy and secure online pre-payment service to deposit money into your child's school meal account at any time.

### **Online Pre-payment system for the cafeteria:**

This service also provides parents the ability to view your child's account balance through a web site called *MyNutriKids.com*. By having money in each child's account prior to entering the cafeteria, we find the lunch lines move along much faster so your child has more time to eat and be with friends. Also, parents/guardians will have the ability to print out a copy of their child's eating history report. This history report will show you all dates and times that your child has purchased a breakfast and or lunch within the past thirty days.

### **To access these services:**

1. Simply go to the district web site at [www.ARPS.org](http://www.ARPS.org).
2. Click on the Food Services link.
3. Click on the *MyNutrikids.com* link. From this site you will create your account and add money to your child's school meal account. All you need is your child's name, student ID number and school ZIP code (01002). The instructions listed on the back of this page will guide you through the easy online account set up process. Please contact the school office for more information.

## **Information for Families Eligible for Free and Reduced Meals**

Beginning in September 2012, the state of Massachusetts is instituting an administrative system known as Virtual Gateway. This system of direct certification will automatically enroll any student whose family is approved for Supplemental Nutrition Program (SNAP), TANF/TANFDC or FDPIR in the free lunch program. These families will be notified that they have been directly certified, and no application is necessary. Families who are directly certified may choose to opt out if they prefer not to participate in the free and reduced price lunch program.

Families who are not included on the direct certification list must file a new application each year, even if their child received free or reduced price lunch in the past. All families will receive a free/reduced lunch form at the beginning of the school year and can request one at any time during the school year from the main office of the school. There is a one-month carryover period for these students to allow families to submit and receive approval of the new application. If no application is filed and approved by September 30, that student is taken off of the free and reduced list.

Please note some important details about the free and reduced program:

- The point-of-sale system used in the school cafeterias ensures that students who receive free and reduced price meals are not identified in any way when making purchases. Please be assured that confidentiality will be maintained.
- Federal regulations prohibit retroactive submission for any meals charged by students after the carryover period. It is important to submit your application as soon as possible so that it can be approved by September 30. If approval is delayed and your child must charge meals for any period of time, the district will be happy to set up a payment schedule to allow families to pay for those meals over time.
- Only a full meal is eligible for free or reduced price lunch. If your child brings a lunch from home and buys only milk or juice, there will be a charge for it.
- If there is any change in your financial circumstances over the course of the school year, an application for the free lunch program may be submitted at any time by contacting the Main Office at your child's school.

If you have any questions or concerns about the program, please contact Rebecca Trietley, Food Services Director at 413-362-1839 or the Business Office at 413-362-1819.

## **Policies and General Information:**

### **HOW TO KNOW WHEN TO KEEP YOUR CHILD AT HOME**

In general, these symptoms warrant keeping a child home for the day:

**1.) Fever of 100 or more**

Stay home for 24 hours after the fever is gone and encourage fluids.

**2.) Vomiting or diarrhea**

Stay home for 24 hours after the last episode and encourage fluids.

**3.) Sore throat**

Note that Strep throat may be present without fever, and may have symptoms of headache and stomach ache.

**4.) Runny nose, cough**

Often a day or two of rest, and a light diet with extra fluids will help resolve a cold and will help in minimizing the spread of cold virus at school. A child who is feeling run down, losing sleep due to their cold or actively sneezing and coughing is not going to be able to attend to learning.

**5.) Earaches**

If an earache lasts more than a day or if pain is severe, please see your health provider.

**6.) Impetigo or other skin rash**

Please have these identified and treated 24 hours before returning to school.

**7.) Pinkeye or conjunctivitis**

A draining, itchy eye that is red must be treated with antibiotic eye medication before the child returns to school.

**Please consult with the school nurse if you have questions about any of the above symptoms.**

*Please refer to district health policies concerning physical examinations, immunization requirements, accidents, medication policies, vision and hearing tests, head lice, and scoliosis screening in the back of this book.*

### **Fragrances**

Some of our staff members suffer from a chemical sensitivity disorder. Their reactions to a variety of fragrances can cause a multitude of symptoms including severe migraines, respiratory difficulty, asthma episodes, vomiting, red itchy eye, etc. A reaction can be triggered from exposure to the softest scent or to a combination of multiple scents. Each individual responds differently. What we do know is that the reactive person can become very ill. Potentially, a multitude of perfumes, colognes, lotions and hair products could come into our building on any given day. For this reason we ask children and adults to refrain from wearing fragrances in the school building whenever possible.

### **Standards of Dress and Appearance**

The intent of these standards is to encourage all concerned to dress, groom, and conduct themselves in keeping with an atmosphere which reflects an awareness of the overall purposes and functions of the school.

- Students should wear shoes or sandals held securely on the feet for protection when on school grounds and aboard school buses.
- Students should not wear decorations, symbols, mottos, or designs on the body or clothing showing unacceptable products (such as tobacco, alcohol, or drugs) or inappropriate pictures or words. Students should not wear clothing that contains obscenities, fighting words, incitement or defamation on them.
- Students should arrive each day at school with clean clothes, bodies, and hair, in keeping with the practice of good hygiene.
- Students should not wear see-through clothing or halter or tank tops with thin straps, nor should they wear tops that leave the stomach showing, short shorts, or miniskirts. (You can use the tips of your fingers with your hands at your sides as a good estimate of an appropriate length for your shorts or skirts.)
- Students should wear clothing that lets them move and play safely when physical education is scheduled: for example, sneakers, shorts/pants, and t-shirts.
- Students' clothing should be worn appropriately. For example, pants are to be held securely at the waist.
- Jewelry should be worn in a way that does not present a safety or health hazard nor cause a major distraction to the educational process. Wallet chains are not permitted.
- Students should not wear hats inside the school building unless previously approved by either a teacher or principal.
- Wheelies are not permitted.

The Wildwood School Administration will contact you if we determine that a student's dress/appearance meets school standards.

## **EMERGENCY PLANNING**

It is essential that we have a means of contacting every parent or guardian at all times. For the most part, our School Nurse will contact you if your child becomes ill during the school day. Accidents, minor or otherwise, need to be communicated immediately to parents, as well. Our Safety Team uses the Connect-Ed automated calling system for communicating with families in the event that we must unexpectedly close school (such as for a major snow storm), or evacuate the school in case of emergency.

As soon as a child enters school, we must have both of the following:

- A completed emergency health form
- A completed emergency school closing form

These forms ***MUST*** remain up to date and contain multiple approved contacts, so that if you are not available, we can call the person you have designated. Please keep the school office informed of any changes or additional contact numbers, at any time during the year. These forms must also be updated at the beginning of each school year, for each child in the family.

## **Winter Wear Guidelines**

In our elementary schools, children go outside for recess on a daily basis so it is important for them to dress appropriately for the weather. When the temperature is colder outside that it is indoors, children should wear additional clothing (i.e. sweatshirts or jackets and long pants) when going outdoors. When the weather approaches freezing temperatures, the children should have hat, mittens or gloves and warmer clothing when going outdoors. To walk in snow, students must wear waterproof boots, or have a second pair of shoes to be worn inside. To play in the snow, (go sledding, roll around, etc.) students must wear snow pants. Please send your child to school with clothing appropriate for varied weather conditions. In particular, please note that students should have shoes, sneakers or slippers for indoor wear, if they are planning to walk in the snow.

On very cold days our staff will look closely at the wind chill factor in order to ascertain if there is any danger of frostbite. If there is no threat of frostbite we will hold outdoor recess even on cold winter days. Proper clothing ensures that this winter play is comfortable, safe and fun.

## **Lost & Found**

Lost items are displayed on racks in the hallway on the way to the kindergarten. Any items unclaimed at the end of the year are bundled up and donated to a local charity. Each year our Lost and Found collects an extraordinary array of costly and useful clothing, none with nametags and many unclaimed. How so many articles can accumulate is one of the unsolved mysteries of Wildwood School. Please put your child's name on items that are not likely to stay on the body at school, i.e., coats, sweatshirts, gloves, hats, backpacks, lunchbox, etc.

### **Items brought from home:**

Unless you have made a special prior arrangement with your child's teacher, only books and music should be brought to school for general sharing. Please refrain from allowing your child to bring electronic equipment, or other items that can be broken or misplaced, particularly iPods, Nintendo DS systems, and other small electronic devices. Similarly, since we have found that yugio, 'magic', and collecting cards can be very distracting for our students and may get lost or stolen, they also should not be brought to school. The school cannot be responsible for items that are lost. Knives, toy guns, bullets, and laser pointers are also not allowed in school or on the bus.

## **Cell Phones**

In general, cell phones are not allowed in school. However, if you feel that your child needs a cell phone for use after school please write a note to the principal stating why and s/he will be able to keep the cell phone in a backpack during the school day. We also ask all adults to refrain from using cell phones in public areas in our school.

## **Cafeteria Rules**

In keeping with the district's philosophy to provide a climate that promotes healthy human relationships and to enhance the quality of life for children as well as adults, we believe that everyone has the right to eat in an environment that is clean, positive and safe. To maintain this environment, all students must adhere to the following rules and procedures during breakfast and lunch:

1. Walking only.
2. Stay seated and talk only to those at your table.
3. Raise your hand if you need to get out of your seat.
4. Talk or do quiet activity.
5. Eat your own lunch. Do not trade food.
6. Keep the dining room clean by throwing away your trash, stacking your trays neatly, composting in appropriate bins.
7. Treat adults, other students and yourself with respect.

## **Bus Rules**

Respectful and safe behavior, both at the bus stops and on the bus, is essential. The bus is where many of our students begin and end their school days, so we want the bus ride to be a positive experience for all. If your child complains of problems on the bus, please let his/her teacher, the principal or assistant principal know immediately. Children who misbehave on the bus will receive a 'bus conduct report' which will be sent home to be signed. If the problems continue they may have their bus privileges suspended for a period of time. Eligible riders will not be permitted to get off the bus at any stop other than their usual one unless they have a note from a parent/guardian. For their own safety, kindergarten children must be met by a parent/guardian or designated adult at their bus stop or they will be taken back to the school and a parent/guardian will be called to pick them up.

State law requires that cars stop whenever a school bus indicates it is loading or unloading children by flashing red lights and showing a stop sign. This law also applies to the bus entrance in front of Wildwood School.

**Parents/guardians, please review the following rules with your child.**

### **1.) WAITING FOR THE BUS**

- A.** Be on time for the bus but do not arrive at your bus stop earlier than ten minutes before the time at which the bus usually arrives.
- B.** Do not allow younger children who are not yet attending school to accompany you to the bus stop.
- C.** Observe all safety precautions while waiting for your bus.
  - 1. Do not play in the road.
  - 2. If possible, avoid crossing streets.
  - 3. Whenever you must cross a street, do so only if you are sure that no moving vehicles are approaching you from either direction.
  - 4. Do not push, pull or chase any other pupils.
  - 5. Avoid trespassing on private property and being noisy
- D.** As your bus approaches, line up at least six feet off the highway and do not approach the bus until it has stopped and the driver has opened the door. Again, avoid pushing others in line.

**2.) LOADING ON THE BUS**

- A. Get on your bus quickly and be seated at once.
- B. Listen carefully and obey any directions issued by the driver.

**3.) RIDING ON THE BUS**

- A. Do not eat food while you are on the bus.
- B. Do not throw anything while you are on the bus.
- C. Do not extend your arms or any other parts of your body out of the window.
- D. **DO NOT CHANGE SEATS WHILE THE BUS IS MOVING.**
- E. Avoid shouting and other excessive noise that may distract your driver and lead to a serious accident.
- F. Help to keep your bus clean and sanitary.
- G. Be courteous to other pupils.
- H. Listen carefully and obey any directions issued by the driver.

**4.) UNLOADING FROM THE BUS**

- A. Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.
- B. Again, obey any directions issued by the driver.

- C. Leave the bus quickly but in a courteous manner without pushing any other pupils.
- D. If you must cross a street as you leave the school bus, be sure to walk in front of the bus (never in back) at a distance of at least 12 feet from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur.
- E. Be sure to observe all safety precautions as you travel from your bus stop to your home.

**5.) LOSS OF RIDING PRIVILEGES**

- A. Students engaging in inappropriate and/or unsafe behaviors may be suspended from riding the school bus for a specific period of time.
- B. Any suspensions will be initiated by school principals with prior notification to parents/guardians.
- C. Suspension of riding privileges for a specific period of time is automatic with a third bus misconduct notice, but suspension for serious infractions may occur after any one infraction.

### **Home-School Partnership**

The relationship between families and the school is centered on our aspirations for our children. Developing mutual trust is an essential part of this relationship. We want families to be an integral part of every child's educational team. We value each family's viewpoint and know that parents /guardians are a child's first teacher and they offer a unique perspective into the hearts and minds of their children.

### **Home-School Communication**

Open communication is the foundation of a successful partnership between home and school. We would like to encourage families to communicate directly to their child's teacher about any concerns. Arranging a time to meet, rather than having a brief chat 'on the run' in the hallway, is the best way to discuss serious issues. Each teacher will set up a format for families to get in touch with him/her as well as ways to share information. Our voice mail system makes it easy for families to leave messages for teachers. Individual parent-teacher conferences are scheduled in the fall to discuss your child's progress. A second conference may be scheduled in the spring at the request of either the teacher or the parent. School-wide and classroom newsletters are a valuable source of information. Please develop a system with your child to make sure you get all of your 'mail' in order to avoid missing important news from school. Please check backpacks daily!

### **Setting Goals with your child**

At the beginning of every year in order to enhance our home-school partnership, we would like to invite parents/guardians to share a few goals that they have for their child (ren). Teachers often ask their students to create goals for themselves at school. The teachers will make their own goals for every child and then all of these objectives can be looked at together by the child, parents/guardians and teachers at parent conferences, and throughout the year.

### **Wildwood's Guidance Counselors**

If you have a question or concern about a social or emotional issue, you can also contact the class guidance counselor. This year the class assignments are: Ms.Naihsin Kuo (Grades 3, 4, 5 and 6) and Ms. Ana Encarnacion (Grades K, 1, and 2). Starting this year Ms. Encarnacion will be a full time guidance counselor at Wildwood.

### **Classroom Placement**

Our professional staff will meet in the spring to carefully construct the class placements for the upcoming year. We spend a great deal of time and devote much thought as we examine possible combinations and revise our lists. Our goal is to create balanced classrooms which will thrive as learning communities. In doing so we take into account the individual needs and strengths of all of the children. Parent requests for specific teachers will not be considered as part of the placement process.

### **Key Messages**

The more that school staff and families can work together and give our children consistent messages, the easier it will be for them to understand our expectations. We can build a child's foundation for learning with three basic messages:

1) *What we are asking you to do is important.* 2) *You can do it with effective effort.* 3) *We are not going to give up on you.* The underlying meaning embedded in these three statements is that intelligence or 'smarts' is something that you 'get' through effort.

### **Habits of Mind**

Schools try to teach students *thinking skills* which will enable them to become life-long learners. These *Habits of Mind* helps you when you are faced with new learning challenges. We want our students to take ownership for their learning by saying, "I can try" when faced with a new challenge, by asking questions when they do not understand a concept, by accepting help when it is offered, and finally, by not giving up and working hard to achieve mastery. By explicitly teaching thinking skills and modeling 'thinking out loud' students can begin to understand the steps involved in solving a problem.

### **Perseverance**

Perseverance is an important Habit of Mind which helps students solve any challenging problem or situation. For example, when children get discouraged and say to themselves, "I will never learn my times tables?", we can try to teach them ways to develop perseverance. People who persist often are able to step back and analyze a problem and then create a systematic approach to completing the task. Breaking down big goals into smaller steps may help. If our first attempts fail, staying flexible will lead to thinking of alternative strategies. Of course, in order to persevere, students need to manage their frustration level. Being patient and trying to remain calm help us find a solution. The following three questions might help our students persevere: What do I need to help me succeed? What do I do next if I don't get it right away? How do I continue when the task seems too difficult?

### **Becoming Independent Learners**

Families can support their children's development in becoming independent learners in many ways. Setting up a quiet work place and establishing a regular homework routine create good study habits. Homework helps children take responsibility for their own learning. Even if a child says that he/she has no homework, the time can be used for independent reading. Children can also learn how to organize their school work and backpacks for the next day.

**Every year Wildwood families financially support the school's educational mission in numerous ways.**

### **The Brown Paper Bag Fundraiser**

The PGO asks families to contribute to our school through a Brown Paper Bag Fundraiser. Sometime during the school year you will receive a letter describing this fundraiser with a brown envelope attached. Please contribute what you can (no amount is too small) and return the envelope with your check made out to the Wildwood PGO enclosed.

### **Summer Read-a-thon**

Wildwood students love to read! They use our school library constantly, withdrawing thousands of books during the course of a school year! Donations to this fund will help us maintain an up-to-date collection of books that will be available to our students.

### **School Pictures**

One of our biggest fundraisers, this annual tradition is run by the PTO. Volunteers are needed to help assist the photographer and children during the photo shoot.

### **Scholastic Book Fair**

The PTO works with Scholastic Books to bring popular paperbacks on-site for an annual school wide fundraising sale. Prices are affordable, and individual parent (voluntary) donations allow children the

opportunity to buy at least one book. Assistance is needed in managing the sale, as well as with setting up and breaking down book displays.

### **Box Tops for Education**

General Mills has given over \$50 million to American schools through Box Tops for Education. To contribute on behalf of Wildwood, all you need to do is clip the coupons from your food boxes (cereal, taco shells, etc.) and deposit them in the BTE box in the Main Office. Wildwood will receive a check when we send them in. Each one is worth \$.10 so it really adds up!

### **Gift Wrap**

The most lucrative of the annual PTO fundraisers, the Gift Paper Holiday Sale raises funds to support school programs. Catalogs are sent home so that family, friends and neighbors can shop from the comfort of their arm chairs. Assistance is needed with distributing items when they arrive.

### **'Passive' fundraising**

This fundraising program allows families to financially support the school by making purchases at participating businesses such as national retailers and supermarkets. The school receives a percentage of all sales made by registered or cardholding shoppers. Volunteers are needed with organizing and coordinating this wonderful and lucrative effort!

### **School Council**

The Wildwood School Council is a representative, school building-based committee composed of the principal, parents/guardians, teachers, community members. Councils are required to be established by each school as part of the School Reform Act. Meetings are open to the public and parents are encouraged to attend. The function of the Council is to assist the principal in: adopting educational goals for the school, identifying the educational needs of students, formulating a school improvement plan, reviewing the school's annual budget, and conducting the parent survey. Elections for new members will occur this fall. School Council member information and monthly meeting minutes can be found on the school website.

### **Volunteering in the Amherst-Pelham Regional Public Schools**

The Amherst-Pelham Regional Public Schools provide a rich array of volunteer opportunities which address the educational needs of all students and support educational programming and school community needs. Fortifying school success for all students fosters language, literacy, social and initiative skills. Community members, college students and parents are encouraged to become volunteers to support learning and to facilitate positive community involvement, partnership and collaboration.

There are many volunteer opportunities in our schools throughout the year. Examples are as such: academic tutoring, classroom/office/clerical support, afterschool programs, computer lab, athletic coaching, community events, music and dramatic productions and Parent/Guardian Organizations. Application and additional information can be found on [www.arps.org](http://www.arps.org) or by contacting Kimberly Stender at [stenderk@arps.org](mailto:stenderk@arps.org) or 413-362-1825.

### **Volunteer Program at Wildwood**

Our PGO has instituted an 'Hour Power' system in which parents/guardians can volunteer for one hour a month at a time. Every effort is made to match your schedule and skills to our wide variety of needs.

### **Parent Guardian Organization (PGO)**

The Wildwood PGO works to enhance the educational opportunities of our children through fundraising, parent/guardian education, and community-building events. This year there will once again be a PGO Classroom Liaison or 'class parent' serving each class as a contact to keep all families notified of upcoming activities and events. We welcome all parents and guardians to participate in any way that is comfortable and convenient for their family. Events and ways to be involved will be included in our school's monthly publication, the *Wildwood Window*, which is sent home with students. The Wildwood PGO also maintains a blog at [www.wildwoodpto.org](http://www.wildwoodpto.org)

## **LIBRARY**

Literacy development is the cornerstone of the Wildwood library program. Up-to-date books and materials are provided to support the academic work of students and for pleasure reading. The instructional program teaches library use and acquaints students with all the genres of children's literature at a full range of reading levels. Materials are selected to support a wide variety of student interests. The goal is to have students become lifelong readers and library users, so they are encouraged to borrow books on a regular basis.

When a student borrows a book, he/she is responsible for its safe return. Books are due on the first school day of the next month. Overdue notices follow after two weeks. If the book is not returned, students are then restricted to borrowing one book at a time until the overdue items are returned or renewed. Students are responsible for the replacement of lost or damaged books. If the book is found and returned in good condition, the money will be refunded.



## **INSTRUMENTAL MUSIC**

String music lessons are offered to students in grades 4, 5, and 6 and wind, brass and percussion lessons are available for students in grades 5 and 6. There is also an opportunity to play in an ensemble, either band or orchestra, as students are ready to do so. The district provides string instruments to beginners at a minimal maintenance fee, and other instruments are available for rental at local stores, at reasonable cost, should families choose to rent. Information regarding sign-up and rental options will be sent from the music department to students at the beginning of each school year. We have wonderful winter and late spring band/orchestra concerts. There will also be evening concerts for the convenience of our families.

## **ARTS & SPECIAL PROGRAMS**

The Arts team at Wildwood consists of the Art, Technology, Music, and Physical Education teachers. These professionals work with students on a rotating basis, and are in partnership with faculty to integrate curriculum where appropriate. Students are encouraged to make multicultural connections while developing a foundation for lifelong learning in the arts. The Wildwood Chorus for grades five and six will showcase their talents in winter and spring evening concerts which this year will take place at the Amherst Regional Middle School.

## **After School Day Care Program**

***This year there will be one after school program at Wildwood which will be coordinated by the Amherst Leisure Services.***

Superintendent Maria Geryk and Town Manager John P. Musante are pleased to announce that, through the new Out-of-School Time partnership between the Amherst Public Schools and the Town of Amherst, the Amherst After School Programs are poised to serve more children with activities and enrichment opportunities that are well-aligned across all program sites beginning with the 2012-2013 school year. These opportunities will include visual and performing arts, instrumental lessons, cultural and language activities, outdoor education, health and wellness programs, and academic intervention and enrichment through the Five-Colleges Partnership.

Janna Essig of the Marks Meadow After School Program will continue to direct the after school program at Wildwood Elementary.

Families interested in enrolling their children at any of the three Amherst Elementary Schools should contact LSSE at 259-3065 or LSSE.org.

You may ask in the office or leave a written message for more information about this program.

## **Homework**

Some kind of homework is expected at every grade. Assignments are the responsibility of the student and parents/guardians are expected to support the child's learning by ensuring a regular, quiet place to work at home. The School Committees believe that homework is an important part of the educational process and that it is valid if it has the following objectives: to promote growth in self-responsibility and self-direction in learning; to direct students toward good work habits; to enrich and extend school research experience to bring pupils into contact with out-of-school learning resources; to help children learn to budget time; and to provide essential practice in developing skills.

Homework is a learning activity which should increase in complexity with the maturity of the pupil. With increased maturity, learning should become an independent activity. Parents/guardians, teachers, students and principals need to discuss homework practices in their schools. Clarification of homework at various levels is important. Ongoing assessment should take place concerning whether assignments are having the desired effect on student's learning, effort, and motivation, as well as on communication between home and school.

## **Creating a Positive School Climate**

At Wildwood School we are dedicated to creating a school community in which every family feels welcomed and each child experiences a safe learning environment. We want all children to feel proud of their heritage, to be comfortable being ‘themselves’, and to feel free to express their own interests and talents.

## **Social Justice Commitment**

The ability to take the perspective of others is an important developmental task for all children to learn. At Wildwood we attempt to infuse our students’ experiences with opportunities to understand and appreciate others. In creating these learning experiences we build upon children’s natural curiosity and their awareness of the similarities and differences of all human beings. We openly talk to our students about embracing differences and treating others with respect.

A school community is a perfect laboratory for children to learn concepts of justice and equity. Whether it is through daily interactions between peers, conflicts during a game at recess, or by participating in an all-class problem-solving meeting, children are constantly constructing their own ideas of how to be socially responsible human beings.

The Amherst Public Schools, as a district, have made a commitment to social justice. We have begun to create a developmental framework for teachers to

use to facilitate their students’ thinking about social justice issues in the classroom and in the world outside our schools. In doing so, we hope to give our children the skills necessary to be active citizens in a pluralistic, democratic society.

## **Assemblies**

One important way that we will be creating a vibrant school culture and a strong sense of community at Wildwood is by having assemblies. For instance, at the beginning of the year we have a ‘Welcome Assembly’ for all new children and staff. We then talked about how we can carry this spirit of welcoming in every classroom, in the hallways, in the cafeteria and on the playground throughout the school year. Every year we have an assembly to share our vision for Wildwood and how each of us can make Wildwood the kind of school we want it to be. From time to time we may have grade level ‘Town Meetings’ in which students have an opportunity to speak openly about an issue that needs to be addressed or a topic that is relevant to all.

We will regularly have assemblies to celebrate our students and their contributions to the school community. During these gatherings we showcase the learning and projects that take place in each classroom. Whenever possible, classroom teachers will inform you in advance when your child’s class will be making a presentation at an upcoming assembly.

## **PBIS**

Wildwood is utilizing a PBIS (Positive Behavior Interventions and Supports) model to improve school climate. The PBIS model is a school-wide approach to ensure that we are both clarifying our expectations for student behavior and recognizing the many instances when students are going above and beyond our expectations. Last year we surveyed our staff to reach an agreement as to what we believe are the most important qualities to nurture in our students. We incorporated what the children stated in their Wildwood Promises. The main feedback that we heard from the parent/guardian survey was that it was all of the positive traits were important and that you wanted your children to embody many of the characteristics that we listed. After a lively discussion we agreed on our four core values: Being **S**afe, Trying my best, **A**cting responsibly, and Being **R**espectful (**STAR**) (see back of the front cover of this handbook) which we will introduce to our community this year. We will be using the metaphor of a '*Shining Star*', which represents the 'best self' that everyone can be at Wildwood.

We will be teaching those values in a variety of contexts in the school: in the classroom, the hallways, the cafeteria, and on the buses and playground. At the same time we will focus on noticing the positive behaviors that children exhibit every day. As parents and guardians you can join us by discussing with your

children what it means to ensure the safety of others at school, what it looks like to try your best, how one can act responsibly, and the how one can demonstrate respect for all. Throughout our school we will be introducing these ideas in classrooms at a developmentally appropriate level and celebrating how we are Shining Stars at our assemblies. As always we will be encouraging our students to express their thoughts in their own words.

## **The Oasis Program**

This year using our PBIS framework we will emphasize how we can work together to create an optimal atmosphere for learning in every classroom setting. When a child's behavior interferes with the learning of others our teachers will give him/her an opportunity to regain self-control within the classroom. We have set-up a special area called the Oasis Room for children to go when they are unable to manage themselves in the classroom setting. The Oasis Room is staffed by trained therapeutic paraprofessionals who will help students develop strategies for regaining self-control so that they can re-enter the classroom. Disciplinary consequences, if appropriate, will be discussed later in the day after the child has calmed down.

### **Responsiveness Initiative**

The Amherst Public Schools has established a comprehensive *Responsiveness Initiative* to ensure that we have a safe learning environment in which all children know that it is “okay to tell” when they feel uncomfortable about a situation at school or in their lives. The message that we want to give to children is that talking to a trusted adult about a concern is the responsible thing to do. We are striving to create a school where our students know that they can speak up about teasing, bullying or anything that is giving them an uncomfortable feeling without fear of retribution, and that adults will listen and respond to remedy the situation. All adults working in the schools have been trained to be a “First Responder” who will listen to our children and then pass on the concerns to a “Second Responder” who is a member of each school’s Responsiveness Committee. At Wildwood the “Second Responders” are Nick Yaffe/Principal, Linda Gianesin/Assistant Principal, Naihsin Kuo, Ana Encarnacion/guidance counselors, Rory Keogh, Rhonda Morrison, and Sally Crawford /therapeutic teachers, and James Robinson/Nurse. This group will make sure that each concern that is brought up is examined and addressed in a timely fashion. Of course, parents/guardians can also communicate issues that their children bring to their attention to the school. At the beginning of each year we will review the importance of ‘responsible telling’.

### **The right to be safe, included and visible**

It is important to address all types of biases in elementary schools so that we can prevent the development of prejudices and promote respect when children are young. Despite our efforts to create a respectful climate in the Amherst Public Schools, parents and students have shared that anti-gay name-calling and exclusion can be a common occurrence and may worsen as children get older. Children at an early age may hear the words ‘gay’ or ‘lesbian’ being used as negative put-downs. They may be exposed to derogatory references to gay and lesbian people on T.V., in movies, or from others. In elementary schools children who do not fit into gender stereotypes are often teased. This harassment causes children to be afraid of being “different” or exploring the interests that they love. Sensing the prevalence of anti-gay sentiments, children from gay and lesbian families may try to hide their family composition at school.

There is much we can do to promote a supportive atmosphere for all children and their families. Prejudice persists when members of a particular group are invisible or are unknown. Mentioning gay and lesbian people in a respectful way or reading stories which include gay and lesbian families or characters will counter these biases. As a staff we will interrupt every incident of anti-gay insults (as we do with all types of name-calling and prejudicial slurs). We will openly discuss why these put-downs are hurtful. Introducing the concept that “love makes a family” showcases all of the different types of families, thus enabling every Wildwood student to feel proud of his/her family. It is every family and child’s right to be visible, safe and included in our school.

## **Internet Safety and Social Networking Site**

The internet is a wonderful and wide reaching tool for adults and children alike. However, it can also pose dangers if precautions are not taken. Unsupervised access can put both your child and your own data at risk from predators. This includes both use of computers and cell phones that have internet connections, which many young people use even more than home computers.

Social networking sites, like Facebook, have become especially popular with children and teens and can have both benefits and hazards which should be addressed. Though many social networking sites do have age limits, children as young as 7 and 8 have been known to violate the age limits by signing up with false birth dates and/or names. Young people often post their full names, contact information and other revealing facts about themselves on their pages. And while there are safety features on social networking sites that can prevent strangers from viewing some information, teens (and children) often do not use these privacy options and even when they do, their information is never completely private. In addition information from these sites can be used for identity theft and other more serious crimes.

Because the content of these networking sites is uncensored, your child can be exposed to all sorts of profanity, inflammatory, violent or sexually-charged language, whether it comes from a “friend,” ads targeting adults, or from other apps they may have subscribed to. This uncensored on-line environment is the perfect backdrop for ‘cyber-bullying,’ in which students are harassed online (or by cell phone) by other young people. This can take the form of e-mails, texts, chats, personal quizzes, or photos posted to make another person uncomfortable.

As there are many areas online (both on full sized computers and hand-held cell phone computers) where students

are possibly exposed to confusing, possibly inappropriate, and possibly hurtful material, it is important to be actively involved in your children’s internet life and be aware of what sites they are members of and how they are presenting themselves in their “digital life.” Please contact Nick immediately if your child has been a victim of any form of ‘cyber bullying’. It is one of our jobs as parents and educators to protect them from the potential consequences of these activities.

Kids and teens are fully involved in experimenting and exploring the World Wide Web and their use should be supported in a supervised and productive way so that they will grow to be responsible digital citizens. For more information on keeping your child and yourself safe online, visit some of the following sites: [www.wiredsafety.org/](http://www.wiredsafety.org/), [www.staysafeonline.org](http://www.staysafeonline.org), <http://webhost.bridgew.edu/marc/>

### **Internet Safety Tips for Families**

- Keep the computer in the family room or another open area of your home.
- Talk to children about not responding to offensive or dangerous e-mail, chat, or other communications. Report any such communication to local law enforcement. Do not delete the offensive or dangerous e-mail; turn off the
- Look into safeguarding programs or options your online service provider might offer. These may include monitoring or filtering capabilities.
- Talk to children about what to do if they see something that makes them feel scared, uncomfortable, or confused. Show them how to turn off the monitor and emphasize that it's not their fault if they see something upsetting. Remind children to tell a trusted adult if they see something that bothers them online.

### **Harrassment and Bullying**

Harassment and/or bullying of students or staff are extreme violations of the Standards of Behavior. It can also be a violation of civil and criminal law. It will not be allowed in school or at school sponsored activities. Any such offense will result in disciplinary action.

*When is it harassment or bullying?*

According to Massachusetts State Law: “Bullying means the severe or 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 another student that has the effect of: (i) causing physical or emotional harm to the other student or damage to the other student’s property; (ii) placing the other student in reasonable fear of harm to himself or of damage to his property; (iii) creating a hostile environment at school for the other student; (iv) infringing on the rights of the other student at school; or (v) materially and substantially disrupting the education process or the orderly operation of a school.”

It is harassment when a student talks inappropriately about a person's ethnic or national origin, race, color, religion, physical appearance, gender, sexual orientation, or handicap. Examples include, but are not limited to:

- calling a person names and/or putting a person down
- writing comments about a person; for example, on a wall or in a note
- teasing a person about his/her body
- Intentionally omitting a person from an activity

### **School Safety Plan**

In conjunction with all of the Amherst Public Schools, we have developed a crisis safety plan with the goal of being prepared for any situation that may threaten the safety of our students. We have worked closely with the Superintendent, the District’s Student Services Office and the Amherst Police Departments to coordinate all of our preparatory efforts. The police department has conducted walk-through safety inspections of our building and has led training exercises with our entire staff to review responses to specific circumstances. We have formed a Crisis Response Team to oversee our plan for Wildwood.

We will always communicate to you about any incidents that occur which cause us to implement a crisis safety response at school. Typically, if there is no immediate threat to our school population, we will send a letter home on the day of the response with the students. Safety plans like our own have become standard practice in schools these days and help us all feel prepared to respond to any situation.

### **Response to Intervention (RTI)**

Our school, in conjunction with all of the Amherst Regional Schools, has adopted a Response to Intervention (RTI) model. Response to Intervention is an instructional framework which uses multiple assessment tools in an ongoing way to understand students' learning needs. At Pelham, the student academic data that we examine includes Teachers' College reading and writing assessments, MAP (Measure of Academic Progress) Testing, the end-of-unit math assessments, Developmental Reading Assessments (DRA) and MCAS scores. Based on this up-to-date data, students receive focused instruction in small groups in their specific areas of need. There will be ongoing progress monitoring to assess how the students are *responding to the intervention* in order to guide our instruction. Our Intervention staff will be using what are called 'evidenced-based curriculum programs' since they have been proven to support students' learning. We have created a half-hour period called the Enhancement Block, which is a time that has been set aside for us to reteach, reinforce or extend skills and concepts in reading and math. While this learning period will take place in addition to the classroom instruction in reading, writing and math, children may also receive extra support during the regular reading and math periods. This model is based on the understanding that students may need extra time and/or help to develop mastery of skills and

concepts. As educators and parents we can give our children key messages about learning such as, *we all have strengths and weaknesses* and that *the way to 'get smarter' is by sustained, focused effort*. We strive to teach children that with the right combination of support and effort they can master skills that they thought were challenging. The Response to Intervention Model does promise to provide a structure for us to meet the needs of our students in a timely way. If your child is receiving this extra help you will be contacted by the school and informed about what specific skills he/she is working on and how you can support this learning at home.

### **Second Step and Steps to Respect**

The Second Step Program teaches social and emotional skills to reduce impulsive and aggressive behavior in children and increase their level of social competence. The lessons, which are taught by our school guidance counselor and classroom teachers, teach, model, practice and reinforce skills in empathy, impulse control, problem-solving, and anger management. The Steps to Respect program teaches upper grade students to recognize, refuse, and report bullying, be assertive, and build friendships.

# AGREEMENTS THAT GUIDE OUR BEHAVIOR: OUR RIGHTS & RESPONSIBILITIES

Wildwood is a studious and inclusive school community. Every member of Wildwood has important rights and responsibilities which help us create a safe, vibrant learning community. By honoring this agreement, we will work together to ensure everyone's success.

## **EVERYONE HAS THE RIGHT TO LEARN IN AN ENVIRONMENT THAT IS FREE FROM DISRUPTION**

WE WILL 'DO OUR PERSONAL BEST' AND PARTICIPATE FULLY IN OUR LEARNING ACTIVITIES WHILE RESPECTING EVERYONE ELSE'S LEARNING. WE WILL:

- Arrive at school on time
- Be ready to learn on time
- Have materials organized and prepared
- Complete homework on time
- Face the teacher/speaker
- Actively listen and participate
- Always do our best and produce high quality work
- Use appropriate voice level
- Stay on task
- Move quietly throughout the building

## **EVERYONE HAS THE RIGHT TO FEEL RESPECTED AND INCLUDED**

WE WILL TREAT EVERYONE AT WILDWOOD WITH RESPECT AND HELP OTHERS BELONG TO OUR SCHOOL. WE WILL:

- Use appropriate words and tone of voice
- Take charge of our own work and behavior, letting others take charge of theirs
- Include others in our conversations and activities
- Express our own ideas, opinions, feelings and needs, and listen respectfully to others
- Accept responsibility for our own actions

## **EVERYONE HAS THE RIGHT TO BE PHYSICALLY SAFE**

WE WILL RESPECT EVERYONE'S BODIES AND PHYSICAL SPACE. WE WILL:

- Be *a walking school*
- Keep our hands, feet, and bodies to ourselves, except when being invited to be helpful
- Face forward while walking in the building
- Use school equipment carefully and appropriately

## **EVERYONE HAS THE RIGHT TO A COMFORTABLE AND CARED FOR ENVIRONMENT**

WE WILL TAKE CARE OF OUR ENVIRONMENT, OUR PROPERTY AND THE PROPERTY OF OTHERS. WE WILL:

- Leave work areas and eating areas clean
- Enjoy bulletin boards and displays by looking and not touching
- Keep our hallway floors clean
- Touch only our own personal property or the property of others we have been given permission to touch
- Reuse and recycle

WE AGREE TO THINK CAREFULLY ABOUT OUR BEHAVIORS AND ACTIONS:  
*AM I READY TO LEARN? AM I BEING SAFE? AM I BEING FAIR? AM I MAKING WISE CHOICES?*

## **CONSEQUENCES FOR VIOLATIONS OF WILDWOOD AGREEMENTS THAT GUIDE BEHAVIOR**

The goals of these consequences are to help children:

- Identify the behavior and discuss why it is inappropriate.
- Take responsibility for behavior.
- “Give back” to the community the calm and peace that has been disrupted, by making amends and repairs.
- Discuss alternatives to inappropriate behavior.
- 

### MINOR OFFENSES

Each will be dealt with according to the seriousness of the offense, the age of the student, and whether or not the behavior is a one-time or repeated event. Specific consequences are at the discretion of the supervisory adult. Examples of consequences used at Wildwood School in the case of minor offenses are listed below. This list is not all-inclusive and they are applied at the discretion of the supervisory adult. This discretion is based upon careful consideration of the developmental age of the student, agreements between teams of adults, logistics, and, most importantly, upon the individual students. Whenever possible, consequences will include a community service/repair component. Where appropriate, peer mediation will be offered on a voluntary basis.

- Time out to another location in the classroom
- Time out in an adjacent (supervised) space
- Use of Pro-social curricula to support a problem solving dialogue
- Process needs/feelings (with teacher, with peer, or independently)
- Use of pre-established signals to student to remind them about expectations
- Opportunity to make repairs that contribute to the well-being of a hurt peer or entire class (Apology of Action)
- Consultation with Guidance/administration
- Discipline Report (see below)
- Move to private work-spots/tables
- Phone call or letter to parents
- Student writes a note to their parents/guardians
- Community service (classroom preparation projects, cleaning, peer education)
- Completing academic work during recess if academic work time has been lost to misbehavior

## **Discipline Reports**

A Discipline Report is a signal that the school and the family must work closely together to help a child learn more constructive ways of expressing him/herself. We understand that it is very hard to hear negative ‘news’ about your child, but when behavioral issues occur, it is a time for increased communication between school and home. At Wildwood we always try to focus on the deed, not the doer. Not only will we stress actions that the child can perform to “make things better”, but we will emphasize concrete ways that he/she can make more constructive choices.

The supervising adult or principal will make a referral for disciplinary action by completing the Discipline Report when a student is involved in a major offense anywhere on school grounds or on the bus. The Discipline Report will be reviewed by the principal or assistant principal. The principal or designee or assistant principal will discuss the incident with the supervising adult, family and student(s) in a timely manner.

### **Major Offenses which would require an automatic Discipline Report:**

These would include, but not be limited to, physical aggression (actual or attempted), threat of physical harm, verbal assaults, targeted and repeated bullying, and gross destruction of property/equipment. Also, repeated rude or defiant behavior, repeated use of vulgar language, and repeated disruptions of class, which continue after a specific warning from the supervisory adult, would also result in a Discipline Report.

For each offense, a supervisory adult will complete a Discipline Report. The report will be sent to the Principal/Assistant Principal and remain on file in the office. The Principal/Assistant Principal will contact the supervisory adult (and the classroom teacher, if not the same person) and counselor to discuss the reported offense. The Principal/Assistant Principal will speak to the child involved as soon as possible.

## **Consequences for Major Offenses are:**

### **1<sup>st</sup> Report**

Loss of 2 days recess, with time spent on community service/repair. Student completes a Discipline Report describing his/her behavior and reasons why it is unacceptable. Report is carried home by the student for parent to read, sign and return to school. Classroom teacher, Principal or Assistant Principal will follow-up with the parent. Where appropriate, peer mediation will be offered.

### **2<sup>nd</sup> Report**

Repeat all consequences for 1<sup>st</sup> referral, with 3 days of community service/repair. Principal or Assistant Principal will make personal contact with parent/guardian. Classroom teacher and supervisory adult will be notified of this contact. Student and parent/guardian will be reminded of consequences if a third report is necessary.

### **3<sup>rd</sup> Report**

Repeat all consequences for 1<sup>st</sup> referral, with 5 days of community service/repair. Parent(s)/guardian(s) will be called to meet with the Principal/Assistant Principal, the classroom teacher and the student to discuss the discipline issue. In-school suspension (all assignments are completed in a supervised space other than the regular classroom) may be administered at the discretion of the Principal/Assistant Principal.

### **Additional Reports:**

In-school or out-of-school suspension may be administered at the discretion of the Principal/Assistant Principal.

### **Note:**

Some offenses are of such a serious nature that it becomes necessary to circumvent the stated procedures. Possession of drugs, alcohol, etc., as well as major physical aggression, are examples of such offenses. Consequences for these and similar offenses will result in the Principal/Assistant Principal taking immediate action which may include suspending the student and/or notifying the police. Administrative flexibility is required in any disciplinary regulations to account for individual cases, unusual problems not anticipated nor written in school regulations, and the maintenance of effective control of behavior in a public school



## **Acknowledgement Page**

Each parent, guardian or the student him/herself (if over 18 years old) must sign the acknowledgement form below, indicating that he/she has received and read a copy of the handbook. If the signed acknowledgement form is not received by September 15, then the school district will nonetheless presume that the parent, guardian or student him/herself (if over 18 years of age) has received and read the handbook.

Please detach, complete and return to the school office the following form:  
I have received and read the 2012-2013 edition of the School Handbook.

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**Please return this tear off slip to your child's teacher.**

**I have read this handbook, discussed it with my child, and will support the school's efforts to consistently provide a safe, productive learning environment.**

**Child's name** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_