

ALICE A. MACOMBER SCHOOL
FAMILY/STUDENT HANDBOOK

2018-2019



Alice A. Macomber School
154 Gifford Road
Westport, MA 02790
508-678-8671
Fax 508-673-4284

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Precedence: In the event of conflict between the contents of this handbook and those of the Education Policy Manual of the Westport Community Schools, the contents of the Education Policy Manual shall govern. The Policy Manual is available at the Principal's office during school hours.

Students and parents are requested to read this booklet carefully. Students should refer to this booklet throughout the school year.



Dear Macomber Families:

Welcome to the Macomber School. Some of you come to us for the first time, while others are continuing your journey at the MAC. For all of us, this is an exciting new start to the 2018-19 school year. I look forward to getting to know all of the students, staff, and families over the course of this school year!

The *Family/Student Handbook* provides you with information to help you to get to know the school and as a reference for answering critical questions. The handbook is a complement to the *Student Citizen Handbook* put out by the Westport Community Schools. All policies and practices of the Westport Community Schools will evidence the core values, belief statement, and mission statement as stated in the *Westport Community Schools (WCS) Education Policy Codes: AD, ADA, & ADAA*. The *Family/Student Handbook* is reviewed on a yearly basis by the School Council and amended as needed.

Do not hesitate to contact us at (508) 678-8671 with any concerns or questions. We welcome all families to participate in our school activities whenever possible. We want you to be true partners in the joyful and exciting educational journey of your children!.

All of us at Macomber are looking forward to working with you and your children this school year!

Respectfully,

Cheryl M. Greeson, Ed.D.
Principal

Macomber School Motto

Alice A. Macomber School -- "Where small children take big steps in learning!"

Macomber Mission

Alice A. Macomber School's Mission is to provide a child centered learning environment and a developmentally appropriate school experience for the young learners in our care.

Macomber Core Values

- All students have the capacity to learn.
- Everyone has high performance expectations.
- We have healthy self-esteem.
- We model collaboration and conflict resolution to solve problems.
- Learning is supported by a respectful, caring environment and compassion for others.
- We use best practices and most current research to make informed decisions.
-

Macomber Expectations for Student Learning

- All students should acquire, integrate and apply appropriately developmental levels of knowledge and skills with accommodations for the full range of abilities of young learners.
- Language acquisition and development are experienced based.
- All students should integrate developmentally appropriate logical thinking skills to support problem solving.
- All students should have opportunities to acquire technological skills.
- All students will have access to developmentally appropriate curriculum and learning materials specifically geared to their age group to support achievement.
- All students should demonstrate personal and social responsibility.

Philosophy

It is our philosophy to provide a child-centered learning environment which is both age-appropriate and individually appropriate. In this setting, our aim is to nurture the children's development in the physical, social, emotional, and cognitive domains. The primary vehicles for children's learning, play, and language development are both child-initiated and adult supported through active interaction with adults and peers, as well as through exploration of materials.

In the integrated preschool setting, the environment is planned to address a wide range of developmental interests and abilities across a limited chronological age span. Accordingly, a variety of furnishings, equipment, and teaching strategies are explored to address the needs of children who show interest and skills outside the normal developmental range.

The philosophy at the kindergarten, first and second grade level is an expansion of the preschool philosophy. Classrooms are adaptable, flexible, livable, and welcoming. The children are provided an optimal environment

for learning. An integrated approach to curriculum recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In our resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. The planning and implementation of the integrated curriculum are made possible through the flexible scheduling of instructional specialists, the consultative staff, and classroom teachers. The schedule takes into consideration the developmental needs of young children, allowing them time to explore, to converse, and to move about. Individual differences among staff, children, and their families are respected and celebrated equally as members of the school community.

The early childhood setting is not just a smaller version of elementary education. Children at the Macomber School are allowed to be successful with classroom experiences geared to their natural level of development. Macomber is a school that specifically accommodates the full range of abilities of young children. The use of a developmentally appropriate curriculum and learning materials specifically geared to this age group allows for their greatest potential in a manner that is consistent with what we know about how young children learn and develop. This knowledge is consistent with the fundamentals of child development and emphasizes the belief that all children can learn.

Dr. Gary Reese, Superintendent

Antonio Viveiros, Chairperson

Nancy Rioux, Vice Chairperson

Margot DesJardins

Mark Carney

Nancy Stanton-Cross

Elaine Santos, Director of Special Education

Darren Elwell, Director of Curriculum & Instruction

MEET OUR STAFF

PRINCIPAL

Dr. Cheryl Greeson

LEAD TEACHER

Mrs. Leah Chesney

OFFICE STAFF:

Executive Secretary

Mrs. Judith Oliveira

Receptionist

Mrs. Diane Charette

Student Services Clerk

Mrs. Kelley Cooper

TEACHING STAFF:

Preschool/Pre-Kindergarten

Mrs. Karen Sigman

Mrs. Melissa Parker

Kindergarten

Mrs. Rachel Lambauer

Ms. Karen Lavenda

Mrs. Jennifer Medeiros

Mrs. Allison Correia

Ms. Michelle Thomas

Grade 1

Mrs. Elizabeth Dunn

Mrs. Donna Edwards

Mrs. Robin Morin

Mrs. Karen Salva

Mrs. Andrea Willard

Grade 2

Mrs. Jennifer Bettencourt

Mrs. Kristy Almeida

Mrs. Aimee Rapoza

Mrs. Rebecca Boyle

Mrs. Jennifer Merchant

Special Education

Ms. Elizabeth Abdow

Mrs. Renee Rego

Mrs. Amy Sousa

Ms. Krista DeMello

Mrs. Tammy Gluchacki

Interventionists

Mrs. Inge DeFusco

Mrs. Carolyn Lavalley

Mrs. Kristen Shott

Mrs. Leah Chesney

Mrs. Andrea Cottrill

Art

Ms. Chantal Allen

.5 Stem/.5 Interventionist

Mrs. Lindsey Cabral

Music

Mrs. Marlo Dennis

Physical Education

Ms. Teresa Mahjoory

SUPPORT STAFF

School Adjustment Counselor

Mrs. Elisabeth Harrington

Speech/Language Therapists

Mrs. Lynn Volk

Mrs. Rachel Flynn

Nurses

Ms. Tracy Pereira, RN

Mrs. Mary Ann Kelly, LPN

Occupational Therapist

Mrs. Cristine Morrissette

TEACHING ASSISTANTS

Mrs. Christine Dias

TBD

Mrs. Cheryl Estrella

Ms. Susan Harding

Mrs. Jennifer Lavoie

Mrs. Lindsey DeAndrade

Ms. Crystal Carreiro

Mrs. Kimberly Legendre

Ms. Lucy Cordeiro

Mrs. Rachel Fortier

Mrs. Natalie Branco

Mrs. Tammy Pimentel

Mrs. Jeanine Deveau

Ms. Maryanne Vincelette

Ms. Nicole Anderson

Ms. Kathryn Flanagan

Ms. Kelly Dean

CUSTODIAL STAFF

Mr. Maurice Steiblin

Mr. Mark Thibodeau

Mr. Mike Conception

CAFETERIA STAFF

Ms. Sherrie Giovannini

Ms. Susan Hadala

Ms. Fatima Silva

SCHOOL HOURS

Preschool/Pre-Kindergarten	8:50am-2:25pm
Kindergarten, Grade 1 and Grade 2	8:45am-3:00pm
Early Arrival (K-2 Only)	8:15am -8:45am

ATTENDANCE / ABSENCES

Regular and punctual school attendance is essential for success in school. The School Committee does recognize, however, that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance.

A child may be excused for legitimate reasons with approval of the school administrator on a case-by-case basis. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents can help their children by developing good school attendance habits. Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or regular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences as justifiable.

Parents/guardians are asked to notify the school as early as possible if their son/daughter will not be attending school that day. Please call the school at (508) 678-8671 and leave a message at anytime. Please provide a note of excuse for your child's absence. Absences for independent family vacations taken during school time may not be approved by the school principal and will be considered as unexcused absences for the purpose of the state law. **Please note: family vacation taken during school time will be considered an unexcused absence.** (See section on "Family Vacation" for more detailed information).

TARDINESS

Students in Kindergarten, first or second grade arriving to school after 8:45 a.m. are considered tardy and must be signed in at the office before proceeding to class. Preschool students are considered tardy if they arrive to school after 9:00 a.m. Please remember that late students will interrupt instruction as they enter the classroom and likely will have missed important directions or an introduction to a concept or skill. Constant tardiness could have an adverse effect on your child's education.

EARLY DISMISSAL

Parents/guardians wishing to dismiss their child before the close of school must inform the office in writing the morning of the early dismissal. If your child is being picked up by someone other than his or her parent/guardian, authorization must be included in the note. When picking up your child from school, you will be required to come to the office to sign him/her out in our dismissal log. Any person attempting to dismiss a child who is unknown to school office personnel will be asked to provide a valid photo proof of identification. The person should be on the emergency contact list. Otherwise, a parent will be called. Please be advised that early dismissals are very disruptive to the classroom and should be limited to emergency situations. Dismissals are also recorded on student report cards and attendance records.

HOMEWORK POLICY FOR UNEXCUSED ABSENCES

Student absences for family vacations scheduled at times other than the weeks or days identified in the school calendar are strongly discouraged. Due to the challenging content of the required curriculum, these absences create significant teaching and learning problems. Effective instruction in standards-based education requires discussion, group activities, and in-school practice. Many classroom activities are designed to address the readiness, interests, and learning styles of students through grouping and differentiation of instruction. These learning opportunities cannot be replicated for students who have been absent.

Parents/guardians who insist on taking students out of school for vacations at times other than those designated on school calendars should understand that teachers cannot provide school work in advance per school committee policy. Students returning to school after such an absence will be expected to participate fully in all class activities, including scheduled examinations. Upon request, graded assignments and/or tests will be provided to students when they return to school. Assignments and/or tests that are not completed within one calendar week of a student's return, or learning expectations that have not been mastered, will adversely affect academic progress and report card performance levels.

SCHOOL CANCELLATIONS AND DELAYS

School cancellations and delays due to emergencies will be aired on the following television stations: WCVB (Channel 5), WLNE (Channel 6), WHDH (Channel 7), WJAR (Channel 10), WPRI (Channel 12), WFXT (Channel 25), WNAC (Channel 64), and the following radio stations: WSAR-AM 1480, WHJJ-AM 920, WPRO-AM 630, WBSM-AM 1420, WWBB-FM 101, WHJY-FM 94.1, WSNE-FM 93.3. **ONE CALL NOW** will also notify you by phone or email regarding delays or cancellations. Please be sure the school has your correct phone number and email.

In addition to our current "cancel" or "school on" options, we have instituted a third option when appropriate: A 90-minute delay. In the event of a 90-minute delay, simply move forward by 90 minutes the regular time when your child either meets the bus or when you deliver your child to school. Please be aware that school personnel will not be available on the regular school schedule, as they will also be operating on the same 90-minute delay. The Macomber School building will open at 10:00 a.m. and school will begin at 10:15 a.m.

At rare times, unfolding weather conditions may warrant an early release from school. These early releases are always announced on local radio stations and may also appear on area television stations. Early dismissal announcements also appear on channel 16. Our **ONE CALL NOW** system will be activated to notify you of any changes in the schedule. Please be sure to sign up for **ONE CALL NOW** at www.westportschools.org by clicking on the **ONE CALL NOW** link.

Positive Behavior Interventions and Supports (PBIS)

Macomber Primary School began school-wide implementation of Positive Behavior Interventions and Supports (PBIS) in 2016-2017. PBIS focuses on creating and sustaining school-wide, classroom and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by our students.

By implementing PBIS, we can reduce school and classroom behavior disruptions and educate all students about acceptable school behaviors. Our PBIS implementation plan includes clearly defined outcomes, research-validated practices, supportive administrative systems and information for problem solving behaviors. Expected behaviors for all areas of the school environment will focus on four areas: *Practice Kindness, Accept Responsibility, Work Hard, Stay Safe (PAWS)*. Please visit the school website for the *Macomber Primary School Expected Behavior Matrix*.

All staff members at Macomber Primary School will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. Our school also has a system in place for recognizing and rewarding expected behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student.

An integrated part of our PBIS initiative is to recognize the positive behavior shown by our students. Students will be individually recognized when they are caught displaying safe, respectful and responsible behavior. Staff members will acknowledge and compliment students who are exhibiting these behaviors by giving them specific, positive feedback along with a “Pawprint”.

With these general goals in mind, please review the guidelines with your child at home as they will be reinforced at school. We believe that fostering responsible student behavior enhances the environment for learning. Our young children will require our encouragement and positive reinforcement in developing their life skills. Young children learn best in an environment in which there is an expected routine and familiar, reasonable guidelines. Their confidence will be best supported when home and school work together.

DISCIPLINE PROCEDURES

Macomber School will use a consistent procedure for handling discipline. Teachers will address all minor infractions in the classroom. Teachers will refer all major infractions to the office by completing an *Office Referral Form*. Please note that three minor incidents will result in an office referral. If a student receives an office referral, parents will be notified by administration. Parents must sign and return the *Office Referral Form*.

SCHOOL BUS RULES AND GUIDELINES

These rules and guidelines are for the safety of students and bus drivers. Remember, school provided transportation is a privilege, not a right.

Practice Kindness:

1. Be respectful with words and actions.
2. Follow the bus driver’s direction the first time.

Accepts Responsibility:

1. Ride only your assigned bus; get on and off at your assigned stop.
2. Keep personal devices off and put away.

Works Hard:

1. Maintain cleanliness and appearance of the bus. Do not damage the bus in any way.

Stays Safe:

1. Remain seated, facing forward in your seat.
2. No eating or drinking.
3. Keep your body and all other objects to yourself and inside the bus.
4. Use appropriate noise levels

CURRICULUM

Children in the three-to-eight age range acquire knowledge in ways that are significantly different from the way older children learn. Younger children learn best through direct sensory encounters. The curriculum responds to the differing learning and developmental needs of young children. Each decision about the curriculum was made in light of what is developmentally and individually appropriate and what is best for the particular children being served. The content of the curriculum reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning. The following indicators reflect the content of teachers' daily lesson plans and are based both on firsthand, day-to-day experiences and extensive research into how young children learn.

- Life experiences are used as a basis for learning.
- Language acquisition and development are experience based.
- Spoken and written language skills interact and influence each other.
- Children learn about reading and writing through observing these skills being used and through using and interacting with their environment.
- A natural language approach precedes phonics instruction which is introduced in the first grade. Children develop an awareness of phonics through interaction with meaningful text (i.e. stories, songs, invented spelling, etc.).
- Skills are presented in a meaningful context.
- Independent pre-writing and pre-reading practice are scheduled each day.
- Numbers and numeration are developed through manipulation of concrete objects and are understood by the children before they move to operations.
- Development of logical thinking and problem solving is fostered.
- Many opportunities are made available for children to explore, investigate, and discover mathematics.
- Concepts, dispositions, and the acquisition of skills are addressed in an integrated fashion; content is not presented as isolated bits of knowledge.
- Values are taught through modeling, role-playing, and simulation.
- Content is responsive to the culture and linguistic diversity of children involved. Representatives of the community come frequently to the school.
- Play is respected as an appropriate way of learning.
- Content is integrated around themes. The theme approach includes activities in language arts, social studies, creative dramatics, music, art, science, math or any combination of these, rather than via short periods of time spent on each subject area.

ELL

Education is a basic right of all children in the United States. The federal No Child Left Behind Act of 2001 (NCLB) added important new educational rights for English language learners and their parents. Federal laws, such as NCLB, Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, and Massachusetts state laws recognize that students who are new to the United States and who are English language learners need extra support. They need help to learn English and, at the same time, to master academic standards.

The Westport Community Schools is committed to ensuring that all educational programs meet the diverse needs of all students. Students who are English Language Learners (ELLs) in grades K-12 are provided with a comprehensive ELL Program that is staffed by highly qualified ELL teachers. These teachers focus on meeting the needs of all students in the program in two areas: becoming proficient in the English language and adjusting to the school and community culture.

State and federal laws use the terms “students with limited English proficiency” (or, LEP students), “English language learners” (or, ELLs), and “English learners” to describe the same group of students.

The Westport Community School’s English Language Learner (ELL) program assists students whose first language at home is not English. Students are supported in language development, particularly in listening and reading comprehension, and language production - speaking and writing.

SPECIAL EDUCATION

The Eligibility Guidelines for Special Education were developed by the MA Dept. of Ed. at the direction of the Legislature as a result of the January 1992 amendment to chapter 71B (the State Law for Special Education). These included the establishment of an effective Pre-referral process; increasing the capacity of regular classroom teachers to make modifications to curricula and instructional strategies and to measure the effectiveness of those interventions. All assessments are an ongoing process of gathering information about the student and the learning environment. It is a problem solving process aimed at generating the kinds of information necessary for effective decision-making and learning

SECTION 504 ACCOMMODATION PLAN

Section 504 of the Rehabilitation Act of 1973 is designed to ensure that individuals with disabilities are not excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program, organization, or activity receiving federal financial assistance, such as a public school district. Section 504 does require school districts to reasonably accommodate students with disabilities so that they may receive the benefits of the school district’s educational programs. Reasonable accommodations do not require major or substantial modification in the school district’s program. A Section 504 Plan is a written plan that outlines accommodations that are necessary in order for a person with a handicap to be able to access general education services.

TITLE I

The Title I Program is one of the key components of the *No Child Left Behind Educational [NCLB] Act* of 2001. Specifically, *NCLB* is working toward the goal that all students will reach high standards, at a minimum,

attaining proficiency or better in reading and mathematics. One of the primary goals of the Title I Program is to help all children become proficient and confident readers in the early grades. This provides a foundation to become better learners throughout their school years and beyond. Your child may receive support provided by one of our interventionists or reading specialists. Selection for this program is based on various assessments, end-of-year testing, and teacher recommendations, all of which help us assess the needs of each child. Services vary according to the needs of students. These might range from receiving extra help in sounding words and spelling, while other students are assisted in vocabulary and comprehension development.

RESPONSE TO INTERVENTION (RTI)

RTI is a school-based, problem-solving group whose purpose is to assist with strategies for working with students who have difficulties in learning and/or behavior. The committee includes the Principal or designee, a regular education teacher, and may include one or more of the following: special education teacher, reading specialist, nurse, school adjustment counselor, school psychologist, behavior specialist, occupational therapist or speech pathologist. The primary role of the committee is to help students with learning and/or behavior problems receive assistance they need within the regular education setting. An intervention plan is developed and put into place for a specified period of time and monitored throughout that period. A follow up meeting is scheduled to evaluate the effectiveness of the plan. If necessary, a second plan can be formulated.

COUNSELING

Macomber Primary School staffs a full time certified School Adjustment Counselor. The counselor may provide student support and consultation to teachers, administrators and parents regarding academic and/or behavioral issues, and he/she may conduct classroom and/or small group lessons. He/She also coordinates special education services for preschool and kindergarten, and facilitates the Early Intervention Transition Process.

KINDERGARTEN SCREENING

All children entering kindergarten are screened using a standardized screening instrument in the spring. The screening is conducted by one of the early childhood team members assigned to the school. Students found to be “at risk” as a result of the outcomes are referred to the Macomber RTI team for further evaluation. Preschool-age children are screened on an individualized basis on recommendations of the early childhood team and/or parents’ request.

TRANSITION PLANNING

Preschool children who are suspected of having a disability and are being transitioned into the public school system may be referred six months prior to their third birthday. Young children may be referred as a result of their participation in an early intervention program, pediatrician’s recommendation or parental request. For students being transitioned into kindergarten, transition planning begins in early spring. Children identified with special needs are eligible for special needs services, free of charge, at age 3. Parents are included in the transition process and the development of an Individual Education Plan should the child be eligible for special needs services. Children enrolled in preschool or kindergarten may be referred for a special needs evaluation at any time with the consent of a parent/guardian should any developmental concerns arise that are affecting the child’s ability to access the curriculum.

For students transitioning from another school system, parents and/or guardians should have an official transfer slip, signed release of information form from their previous school's administration office and copies of school records. All transfer students must have a signed transfer slip from the administration of the previous school. Parents or guardians should also have a signed release of information form and copies of any special needs service plans if applicable.

ARRIVAL/DISMISSAL PROCEDURES

Students will be dropped off inside the school gymnasium throughout the school year. Parent Drop Off: Parent are to pull into the far lot on Osborn Street and make the loop around towards the cafeteria doors. Once there, a staff member will escort your child out of your vehicle and into the cafeteria. Parents are **not** to enter the building.

Please note, if you have a preschool student as well, you are asked to stay in your vehicle during bus arrival for the safety of all of the students.

Children will be dismissed from the foyer at 2:25pm. Family members are asked to wait in the hallway for their child. If anyone other than the parent is picking up your child, we must have a note. We will also check identification before releasing your child to them.

TUITION

Students who are enrolled in the preschool program are required to pay a yearly tuition, payable on a monthly basis, and due on the first day of each month. In addition, a one-time non-refundable registration fee is due, at the time of registration, to hold the student's slot in preschool. Tuition is used to support the program to include teaching materials, play equipment, "enrichment" activities, entertainment, and for any additional expenses deemed necessary by the early childhood team members. Tuition is due the first of the month. If tuition is not paid by the 15th of the month, your child is not eligible to return the following month. Families may pay for the entire year in September as well.

EXTRA CLOTHES

Each child needs a complete set of extra clothes to be kept in the classroom. Please label everything and put them in a labeled zipper bag.

SNACK

Snack will not be provided. Please send in one healthy snacks with drinks and a lunch with a drink. Cooking is a part of our curriculum. Please let us know if your child has any allergies. Classrooms will limit celebrations (i.e. holidays) that involve food during the school day to no more than one party per classroom per month.

OTHER REQUESTS

Your child will need 2 photographs of himself/herself. We laminate, label and mount these photographs in their cubbies and mailboxes.

A backpack labeled with your child's name and large enough for papers and notes is requested. We check backpacks daily for any "mail" from home.

COMMUNICATION

Visit the Macomber School website to keep up to date on events and school happenings at www.westportschools.org.

You will receive a newsletter during the first week of each month announcing school events and featuring news from our classroom teachers. Individual classroom teachers are encouraged to provide a classroom newsletter to inform families of updates and curriculum focus. The school newsletters will be available on the Macomber website. Please refer to the Macomber Website at www.westportschools.org often for updates and important information.

Visit the district's Facebook account <https://www.facebook.com/westportcommunityschools/> or Twitter account @SchoolsWestport to learn more about school events and exciting news!

Westport Community Schools also utilizes **ONE CALL NOW** to notify parents of school closings, emergencies, etc.. Parents may receive notification via phone, email and texts.

HOMEWORK POLICY

Homework has proven to be an effective supplement to instructional activities introduced at school. Assignments may vary according to grade level and need. Please consult with your child's teacher for her/his specific expectations.

PARENT/TEACHER CONFERENCES

Parent/teacher conferences will be held in November. You are always welcome to request a conference with your child's teacher as needed throughout the year.

REPORT CARDS/PROGRESS REPORTS

Macomber School functions on Trimesters. In November, March and June you will receive a Standards-Based Report Card informing you on your child's progress. Progress Reports are sent home as needed mid-way through the marking periods.

FAMILY INVOLVEMENT

You are partners in your child's learning. Our school has many opportunities for you to participate actively.

The WES/MAC PTO (parent-teacher support organization) of both the Westport Elementary School and the Alice A. Macomber School meets regularly once a month. We are fortunate to have the strong support and participation of our PTO through teacher grants, sponsorship of enrichment activities, volunteerism, support for major improvements, field trips, and fundraising.

You will receive an invitation to indicate your area of interest, followed by an organizational meeting. All organization meetings will be posted. You will receive membership information directly from WES/MAC PTO

and frequent updates on WES/MAC PTO activities. Information is mailed home, posted on the bulletin board at school or sent home with students.

There are many opportunities for parent participation through volunteerism at the Macomber School:

- Active participation of the WES/MAC PTO Board
- Attending monthly WES/MAC meetings
- Assisting in the classroom
- Serving as a visiting reader
- Serving as a computer volunteer
- Participating on the School Council

All volunteers: Volunteers must attend a volunteer workshop, complete a CORI check form and complete a volunteer “packet” available in the school office. The packet must be approved by Central Administration prior to service. Volunteers are encouraged to wait until October before volunteering.

FINGERPRINTING

All volunteers who will be attending any school related field trip outside of the school building must have a fingerprint on file with the Central Administration Office. Please call the school office for more information on fingerprinting.

MEDICATION

All medications should be given at home when possible. PLEASE DO NOT SEND MEDICATION TO SCHOOL WITH A CHILD. A RESPONSIBLE ADULT NEEDS TO TRANSPORT ALL MEDICATIONS TO / FROM SCHOOL. Any medication that a student will take in school (whether an over-the-counter or prescription medication) requires an order from a physician in order for the student to receive the medication at school. Medication brought into school MUST be in the original packaging with pharmacy label. A parental consent form is also required. Both of these forms can be found at westportschools.org by choosing the “Health Office” link on the left hand side. The forms are attachments at the bottom of the Health office webpage. You may also obtain copies of these forms from the school nurse.

ILLNESS

Please do not send your child to school when signs of an illness such as a temperature of 100.4 or greater, persistent cough, vomiting or unknown rashes are present. If your child has a fever or is dismissed from school with a fever then they should return to school only after remaining fever free without the use of fever reducing medications such as Tylenol / Motrin for a FULL 24 hours. **Students that are dismissed with a fever must stay home the following day to allow for the 24 hour requirement.** Notify the school nurse if your child contracts any infection or contagious condition such as: strep throat, conjunctivitis (pink eye), scarlet fever, chickenpox, mononucleosis, or whooping cough.

INJURIES

Notify the school nurse if your child has a significant injury that requires a consult with an orthopedic physician. If your child is under an orthopedic doctor’s care, clearance will be needed to return to physical education activity. When you visit the orthopedic physician he / she can provide you with the necessary

paperwork to forward to the school. If your student has a head injury or is diagnosed with a concussion, please call to discuss this with the school nurse. Remember that if a student is unable to participate in physical education then they will also need to stay inside during outdoor recess period and refrain from physical activity during the recess period.

PHYSICAL EXAMINATION REQUIREMENTS

A physical examination is required for **all** students entering **Preschool**, entering **Kindergarten** or **upon transferring into Westport Community Schools**. We also require a physical exam in Grades 3, 6 and 9. If a physical is required for your child this school year, please send in a copy of their physical exam. Notices will be sent home if a copy of your child's physical exam has not been received. The school physician is available late winter / early spring and will perform the physical exam if you wish.

HEALTH SCREENING

Vision Screenings are done in Preschool, Kindergarten, Grades 1-5, Grade 7 and Grade 10. Hearing Screenings are done in Preschool, Kindergarten, Grades 1-3, Grade 7 and Grade 10. Postural Screenings are done in Grades 5-9. Parents will be notified of any concern with a screening that necessitates a medical follow-up with your own physician or optometrist. A response letter with testing results should be forwarded to the Health Office. Height, Weights and BMI's are done in Grades 1, 4, 7 and 10 to monitor growth and development. Please notify the school nurse in writing by the end of September if you do NOT wish for your child to participate in the BMI screening. A request to not participate must be received each year that you opt out of the screening. If you would like a copy of your child's BMI results please let the nurse know and a copy will be forwarded to you.

MISCELLANEOUS

- Please do not send cough drops into school with your child. Cough drops may contain medication (which requires a doctor's order) or pose a choking hazard. Instead of cough drops, we recommend sending in a water bottle so your child can take frequent sips of water to soothe a sore throat or dry cough.
- Proper footwear is necessary to help prevent injuries during outdoor recess. Students that wear flip-flops or shoes without backs will NOT be permitted to use the playground equipment or athletic fields / courts.
- Students should come to school dressed for the weather as students go out for recess or for physical education.

BREAKFAST

Macomber School offers a "Grab n' Go" breakfast for those interested. The "Grab n Go" breakfast is available to all Kindergarten through 2nd grade students. As students enter school each morning, those interested will be directed to the cafeteria to retrieve their "Grab n Go" breakfast before heading to their respective classrooms. Students will receive 2 whole grain rich items and one cup of 100% fruit juice. Students have the option to take a fruit over the fruit juice. **Please note: If your child does not qualify for the free or reduced lunch program, and has a negative lunch balance, they will not be allowed to purchase breakfast.**

Full breakfast	\$ 1.75
Qualifying Free breakfast	.00
Qualifying reduced breakfast	.30

LUNCHES

The Macomber School serves wholesome and nutritionally sound meals daily to all students. Application for free or reduced price lunches are available at any time during the school year should your financial status or household size change. Our school has special menus designed for the nutritional needs and preferences of young children. Monthly menus are sent home and are posted in the school foyer as well as the school website for you to plan lunch choices with your child. The costs are as follows:

Full lunch including milk	\$ 3.00
Reduced lunch	.40
Lunch milk only	.50

SCHOOL BUS TRANSPORTATION

Parents are responsible for transporting their children to and from the Integrated Preschool Program each day. Parents are encouraged to set up car pools with each other.

Transportation will be provided to Macomber School from home to school and from school to home for students in kindergarten through second grade.

One alternate destination will be granted for daycare or emergency purposes only. A “Bus Assignment Change Request Form” must be submitted to the Principal no later than 24 hours in advance and must be signed by a parent or legal guardian. These forms are available at the school office or at the district’s web site: www.westportschools.org.

Examples of what would not be allowed are:

- a) Riding an unassigned bus to visit with a friend or relative.
- b) Riding an unassigned bus to attend a meeting or party.
- c) Having more than one alternate drop for daycare purposes.

We ask for your cooperation, as this policy must be strictly enforced at each school to ensure the safe transportation of all students.

A parent or guardian must be at the bus stop for all kindergarten, 1st and 2nd grade students. If no familiar adult is present, the student will be brought back to school or, if no one is available, to the Westport Police Station. The parent will have to make arrangements to have the student picked up. A parent may be charged a fee or lose bus privileges for 3 days after a child has been returned 3 or more times to school. All other students will be dropped off at their assigned bus stops.

Video surveillance may occur on district school buses. Video recordings may become part of a student’s educational record or a staff member’s personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

POLICY FOR EMERGENCY TRANSPORTATION

Procedures suggested are based upon the *Massachusetts Dept. of Public Health* handbook policies. All parents are required to fill out emergency information forms at the start of the school year. This information contains names and numbers of person(s) to be notified in the event of an emergency, physicians' names and numbers, any pertinent medical information. Emergency transportation may be called. Parent/Guardian is always contacted (see Emergency Procedures Handbook).

FIELD TRIPS

Educational field trips are taken in conjunction with the curriculum at the various grade levels. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community. Parents will receive notices of field trips well in advance of the scheduled trip date and will always be asked to sign field trip permission forms. Parents **MUST** sign and return permission slips in a timely fashion in order for their child to participate. Failure to do may exclude a child from attending. Please be cognizant of the time the field trip is scheduled for departure.

TOYS

Toys are not to be brought to school. Besides being distracting to classroom instruction, toys are often lost or misplaced at school. Toys include: electronic games, skateboards, yo-yos, trading cards or anything that disrupts the teaching/learning environment.

LOST AND FOUND

Please put your child's name on everything that he/she brings to school. This includes lunch boxes, hats, mittens, coats, boots, shoes, and school bags, etc. Parents are welcome to check for missing items in the ***Lost and Found***, which is located in the main hallway in front of the office. Also, please encourage your child to check for lost items. Any student who loses an item on the school bus should contact the bus driver the next time the student rides the bus.

DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not interfere with the educational process. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. This does not mean that student, faculty, School Council, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

CLASS ASSIGNMENTS

Our class placement procedure is extremely child-centered and begins with extensive conversations about each individual child. Our goal is to create classes which address both the fit between the individual student and teacher AND to create a classroom environment which is conducive to learning for all students. Our teachers spend many hours and put much professional thought and effort into placing their present students into next year's classes. Teachers identify if a student is

academically strong, average or challenged by the grade level material. Teachers also identify students who may need special assistance, whether it is remediation or extension of the grade level curriculum. In addition to academic performance, teachers also make note of student behavioral skills, identifying those who are strong leaders with their peers, in need of peer support, or challenged by group interactions. Teachers also consider those children who need to be separated.

We respect tremendously that you know your child in ways we could not possibly know them. We likewise ask that you trust that your child's teacher also has knowledge about your child's academic, social, emotional and behavior needs that may vary significantly from what you see in the home setting. Here at Macomber, we ask that parents do not request a specific teacher. You may, however, share additional information to further assist us in this placement process. Parents may submit this information by letter only, addressed to the principal. Examples of the kind of information that can help in configuring classes include: changing family dynamics which could impact the classroom, newly diagnosed or potential learning difficulties, specific learning styles, peer relationships in or out of school, and any other factors which we might be unaware of that relate to your child's learning. Please note that we do not accept letters that specify individual teachers by gender, experience level or name. Thank you for your trust and support!

RETENTION/PROMOTION

Research, common sense, and our own life experience show us that social promotion (assignment) and retention in grade are not effective solutions to the problem of underachieving or underperforming students. While social promotion does provide the advantage of socializing peers of the same chronological age, social promotion sidesteps the achievement problem because students enter the next grade unprepared and the gap between expectations and performance widens each year. Only infrequently, where a child's social/emotional maturity or developmental readiness is an issue, will retention bring about expected results. The problem of underachieving students should be viewed in context, and individual plans should be developed to match individual solutions to individual achievement problems. A student's failure in school must be reviewed in multiple contexts. The family, the health care provider, the school, the classroom, and the peer group impact on a student's ability to cope with the academic program.

Finding the answer to underperformance; means viewing the student in these many contexts. Students must be prepared to meet the challenges of each grade level and are expected to demonstrate mastery of skills and content as reflected on standardized tests, MCAS scores, and teacher grades.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with the law and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements. The temporary record of each student will be destroyed five years after the student transfers, graduates, or withdraws from the school district. Former students desiring information from their records may obtain it by requesting such information from the Director of Pupil Personnel Services. The Committee wishes to make clear that all individual student records of the school system are confidential including individual addresses and telephone numbers.

INVITATIONS

It is the policy of the Macomber School to hand out invitations for special occasions only if all members of the classroom are receiving one.

SCHOOL SECURITY

For the security and safety of the children, our staff, and our school building, we would like to share the following policies and procedures:

All school entrances are locked during the school day. The building can be entered only through the door adjacent to the parking lot on the north side of the school. Please ring the doorbell and you will be greeted as promptly as possible. Please note the school doors do not open to students/families until 8:30 a.m.

CHANGE OF INFORMATION

If at any time during the school year there is a change of address, telephone number, place of employment, etc., **you must notify the school** so that our records can be kept up-to-date.

FIRE DRILLS/EVACUATION PLANS

A minimum of 6 fire/evacuation drills are held during the school year. Each classroom has a “fire drill and evacuation plan” posted in the classroom showing at least two exits. All staff are required to participate in training regarding the location and use of fire extinguishers.

More than one type of incident can cause a school building to be evacuated; fire, bomb threat, civil emergencies, natural disaster, and so on.

Special evacuation drill activities related to fire safety or other emergencies will be planned and implemented by each principal in coordination with the central office and/or civil authorities to insure orderly movement of students to the safest available space in the event of a true emergency or disaster (WCS Ed. Policy Code: EBC).

In addition, Macomber School may also conduct drills based on other types of emergencies as directed.

BULLYING AND HARASSMENT

Any student who intimidates or threatens another student through verbal, physical, mental, or written bullying will be subject to disciplinary action up to and including long-term suspension. The principal, dean, or his/her designee will implement this regulation in compliance with the district’s Code of Discipline. For more information, visit our district website for our district plan (www.westportschools.org).

The Alice A. Macomber School is available for a variety of uses. All inquiries should be made through the Macomber School office well in advance of the date on which you wish to schedule your activity. There is a facility fee for activities. For more information, please call the school office at 508-678-8671.

AHERA (Asbestos Hazard Emergency Response Act)

A copy of the AHERA Management Plan for the schools is maintained at the central administrative office located at 17 Main Road and at each of the school's administrative offices. The management plan is available, during normal business hours, without cost or restriction, for inspection by representatives of the EPA, the State, the public, including teachers, other school personnel and their representatives, parents, employees and subcontractors. The Westport Community Schools shall charge a fee to make copies of the management plan.

Family Acknowledgement and Receipt of the Family / Student Handbook 2018 – 2019

I acknowledge that I have received a copy of the *Macomber School Family/Student Handbook*. I understand that it contains important information on policies and procedures. I realize this handbook is not intended to cover every situation which may arise but it is simply a general reference guide.

I understand that it is my responsibility to familiarize myself with the information and that I agree with the policies and rules of the school.

I further understand and acknowledge that Macomber may change, add or delete any policies or provisions in this handbook as deemed necessary and given approval by the School Council and School Committee.

I acknowledge and understand that this Family/ Student Handbook supersedes and replaces any and all prior handbooks previously distributed.

Student Name _____ Teacher _____

Parent/Guardian Printed Name _____ Date _____

Parent/Guardian Signature _____

EQUAL EDUCATIONAL OPPORTUNITIES

State and federal laws as well as School Committee policy guarantee that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of a public school on account of actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, homelessness, disability, sexual orientation, gender identity or expression, age, family care leave status, pregnancy or any condition related to pregnancy, or military/veteran status.

This law makes it clear that all aspects of public school education must be fully open and available to all students, without discrimination. We may not exclude students from any course, activity, service or resource available on account of actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, homelessness, disability, sexual orientation, gender identity or expression, age, family care leave status, pregnancy or any condition related to pregnancy, or military/veteran status."

The Equal Educational Opportunity Regulations, adopted by the Massachusetts Board of Education in 1975, address five areas of school policy: school admissions, admission to courses of study, guidance services, course content, and extra-curricular and athletic activities.

If you have any questions or concerns regarding this law and how it affects your children, please contact your school principal, or the Superintendent of Schools, at 508 636-1140 x 4001, or the Department of Elementary and Secondary Education. Copies of the law and the regulations can be obtained from the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148-5023, [617 388-3300x285](tel:6173883300) or x242, and are also available on the Internet at <http://info.doe.mass.edu>.

The Title IX Coordinator and the Civil Rights Coordinator, is the Director of Special Education. Direct any complaints regarding any found discrimination to the Superintendent of Schools, Westport Community Schools, 17 Main Road, Westport, MA 02790 or phone [508-636-1140](tel:5086361140).

NONDISCRIMINATION

It is the policy of the Westport Community Schools to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, homelessness, disability, sexual orientation, gender identity or expression, age, family care leave status, pregnancy or any condition related to pregnancy, or military/veteran status.

NONDISCRIMINATION ON THE BASIS OF PHYSICAL CHALLENGE

The School Committee has designated the Student Services Supervisor as the responsible employee to coordinate school district compliance with Section 504 of the Rehabilitation Act and its administrative regulations. The Student Services Supervisor, as the district's Section 504 compliance officer, shall be responsible for continuing compliance with Section 504 and its administrative regulations. Any student has a ready means of resolving any claim of discrimination on the basis of physical challenge in the educational programs or activities of the district. In the event a student believes that there has been a violation of Section 504, s/he shall deliver to the Student Services Supervisor a written statement setting out the alleged violations, describing the incident or activity

involved, the individuals involved and the dates, times and locations involved. The Student Services Supervisor shall provide the individual filing the written statement an opportunity to discuss the matter personally, if requested. The Student Services Supervisor shall make such investigation as is necessary to determine the complete facts involved. The Superintendent shall then take action as appropriate to bring the district in compliance with all federal and state regulations or refer the matter to the School Committee for action as appropriate. If the student submitting the written statement of an alleged violation is not satisfied with the handling of the matter by the district, s/he may present the matter directly to the School Committee by contacting the Committee Chairperson.