

## **Crocker Farm Elementary School**



Derek Shea, Principal

Jennifer Smith, Assistant Principal



**Crocker Farm School**  
**cultivates C.A.R.E.**

Information at your fingertips:

Crocker Farm Office:

Hours: 7:30 AM-3:30 PM

Telephone: 413-362-1600

Fax: 413-256-0835

School website: <http://cf.arps.org/>

Superintendent: Michael Morris

Telephone: 413-362-1810

**Suggested main office contacts:**

Student Records: Catherine Aldrich

Free and Reduced Lunch: Catherine Aldrich

Bus routes and passes: Melissa Conde

Health, medication questions: Sandra Sousa, Nurse

Special Education scheduling: Suzanne Severin

Office and Other Staff:

Principal.....Derek Shea

Assistant Principal..... Jennifer Smith

Administrative Secretary..... Catherine Aldrich

Receptionist/Secretary..... Melissa Conde

Special Education Secretary.....Suzanne Severin

School Nurse..... Sandra Sousa

Head Custodian..... Chris Jones

Kitchen Manager..... Cynthia Rhodes

**School closing or delays:**

District information line: 413-362-1898

\* Any notification to dismiss students during the school day will be made to student's emergency contact numbers and via School Messenger system.

\* Responsibility for closing schools because of snow or other severe weather rests with the Superintendent or the designee. The decision to cancel or delay school due to snow will ordinarily be made before 6:00 a.m.

School cancellation for severe weather or other emergencies will be announced on the following:

Radio stations:

WRNX/WTTT-Amherst 1430 AM

WRNX 100.9 FM

WHMP 1400 AM /99.3FM

WHAI 98.3 FM /1240AM

WHYN 93.1 FM

WPVQ 93.9 FM

Television stations:

WWLP Channel 22

WGGB Channel 40

如需要翻译这件文件, 请联络心理辅导老师郭乃馨电话3621600 日本語の翻訳又は通訳が必要な方は3621600

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 362-1600 y pida hablar al traduc*

## **Principal's Welcome**

*Dear Crocker Farm Families,*

*Welcome to Crocker Farm Elementary School! We are looking forward to a year ahead filled with lots of learning and fun together. Our staff works diligently to prepare an exciting learning environment for your children each and every day. As you take the time to prepare your family for the school year ahead, please take a look at the School Handbook we have prepared. You will find information on daily procedures and answers to frequently asked questions.*

*As always, if you have any questions about the goings on at Crocker Farm, please call our school and we will be glad to help you find an answer.*

*Sincerely,*

*Derek Shea, Principal*

*Jennifer Smith, Assistant Principal*

## **District Mission**

Our mission is the academic achievement of every student learning in a community dedicated to social justice and multiculturalism.

## **Vision**

At Crocker Farm, we collectively build courageous, engaged learners who take responsibility for their community and ownership of their lives.

## **Core Values**

At Crocker Farm our core values are: Cooperation, Accountability, Respect, and Empathy (CARE)

## **Social Justice Statement**

Crocker Farm Elementary School has a long-established commitment to promoting social justice and promoting the inherent worth and human dignity of every person. As individuals and as a school we will:

1. Practice fairness and equality for people of every race, ethnicity, gender, age, sexual orientation, ability, socio-economic status, religious belief, political view, and other identities.
2. Analyze multiple perspectives on historical and contemporary issues.
3. Build a community of critical thinkers who are active in the world.

We are committed to ongoing learning, raising awareness, and fostering dialogue around issues of social justice.

## **Arrival and Dismissal Procedures**

**School Hours:** In school hours are from 8:25am-2:40pm  
Arrival takes place daily between 8:10am-8:25am  
Students are expected to be in class for morning meeting at 8:25am

### **Morning Arrival:**

All buses will now enter the property via the **West Street entrance**.

All cars will now enter the property via the **Shays Street entrance**.

All K-6 parent car drop off can occur between 8:10am-8:25am.

Please do not arrive at the property earlier than 8:10am.

Parents should remain in their cars during the drop-off time.

If you arrive at Shays Street after 8:25am, please park on the Shays St circle and walk your child to the front entrance.

### **Afternoon Departure:**

All buses will leave the property via the West Street entrance

All buses will leave the property between 2:40pm and 2:45pm

All cars should arrive for student pick up via the Shays Street entrance

Kindergarten students pick up will be 2:30pm @ Shays Street

First, second and third grade pick up will be 2:35-2:40pm @ Shays Street

Fourth, fifth and sixth grade pick up will be 2:40-2:45pm @ Shays Street

We will dismiss younger and older siblings together for pick-up at the dismissal time of the younger sibling

We politely ask that you arrive for pick up at the designated time. This helps our systems to be effective and safe.

If you are running behind (after 2:45pm), please park on the Shays Street circle and walk to the front of the school to pick up your child.

### **On Early Release Days (12:30 dismissal)**

**First, second, and third** grade pick up will be 12:20-12:25 @ Shays Street

**Fourth, fifth, and sixth** grade pick up will be 12:25-12:30 @ Shays Street

**Kindergarten** student's car pick up will be 12:15 @ Shays Street

Lastly, and importantly, we also want to remind everyone that we have a number of our students who either walk to school or ride their bike to school. With that in mind, please be super careful when driving in all areas of the school property.

Please help us safely monitor student arrival and dismissal by adhering to the following guidelines:

1. Please exit the building as soon as you have gathered your children.
2. For safety reason **dogs are not allowed** on school grounds during the school day and when the after-school program is in session (8:25-5:30)
3. Please do not leave your children unattended on the playground after school.

### **Bus passes:**

Bus passes are granted on a space-available basis. To gain permission for a student to ride on a bus other than his/her own, parents need to send a written request to school, directed to the office or teacher.

### **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. Please take the time to read the attached letter from Dr. Marta Guevara, Director of Student and Family Engagement.

<https://docs.google.com/document/d/1CbyvreJKye8VZ2DrKEuJYplqxDzhyfsz0qdOtnif0es/edit>

### **Early and/or 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 members 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 and/or office staff. If we do not receive a note or a phone call, we will send the student home in the usual manner even if he/she says otherwise. Written permission is required for another adult to pick up your child.

### **Absences**

**Parent/guardians are asked to call the special school number, 362-1659, before 8:25am if their child will be absent.** This is a voice mail system to report absences. Please include the reason for the absence so we can determine if it is "excusable" or not. Please see district policy regarding attendance expectations.

**Tardiness:** Children are expected to be in their classrooms at 8:25 AM 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. Students who are tardy must sign in at the main office and take a late pass to class. If tardiness continues, a conference will be held with parents, administrator, and guidance counselor to develop a plan to improve the child's timelines.

### **Telephone Policy**

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 we 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.

Teachers are not generally available to speak with parents on the phone during the school day. The office staff will take the message from parents so the teacher can return the call at their earliest convenience. Some teachers may correspond via e-mails if parents provide e-mails for such school-related communication. Teachers will notify parents as to the best method of communication in their weekly announcements, or for all school events.

### **Before/After School Program**

The Out-of-School Time partnership between the Amherst Public Schools and the Town of Amherst, the Amherst Before/After School Programs will continue to serve children with

activities and enrichment opportunities that are well-aligned across all three elementary schools. 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.

Families interested in enrolling their children at any of the three Amherst Elementary Schools should contact LSSE at 259-3065 or Dwayne Chamble @ 362-1818. You may ask in the office or leave a written message for more information about this program.

### **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 required 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 a field trip may be returned to school and/or lose the privilege of going on subsequent trips. If there is a cost for a field, families contribute what they can afford, but no student is denied participation due to financial reasons. **A signed and completed permission slip is required for every field trip.**

### **Breakfast/Lunch-Free for 2021-22 School Year**

For the 2021-22 school year children may either bring a lunch from home or receive a free lunch (including milk) at school. [Each month's menu](#) is available on the school's web site, so that parents/guardians may plan accordingly.

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

The state of Massachusetts began instituting an administrative system known as Virtual Gateway in September 2012. 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 Michael Gallo-O'Connell, 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 stomachache.

**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 Sandra the school nurse if you have questions about any of the above symptoms.**

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

### **Fragrances**

Some of our staff members suffer from 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 eyes, etc. A reaction can be triggered from exposure to the softest scent or to a combination of multiple scents. Each individual responds differently.

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.

### **Safety Planning and Drills**

Crocker Farm Elementary School has a comprehensive Safety Plan. Emergency procedures are reviewed and as part of our safety preparedness, we have many drills that we conduct with students present. Each room has displayed a well-marked fire exit plan map and evacuation plans and the staff are trained to respond to several specific safety concerns. We conduct fire drills four times during the school year and bus evacuations twice a year. Crocker Farm School also conducts **emergency response** drills with students. Our emergency response drills are focused on lockdown and shelter-in-place procedures. We will conduct one lockdown drill in the fall and one shelter-in-place drill in the second part of the school year.

### **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 School Messenger 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 than 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 outside. 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.

Label clothing.

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**

Any unlabeled and unclaimed items found at school are placed in a large box outside the guidance office. Parents and students may check there at any time. Two times during the school year, Crocker Farm will notify parents that these items will be placed out on tables near the cafeteria in hopes that children recognize and claim them. Any items unclaimed at midyear and the end of the year are bundled up and donated to a local charity. **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.**

### **Cell Phones**

We understand that children carry cell phones for various reasons. However, children are not allowed to use cell phones during the school day. Cell phones should be stored in the student's backpack (out of sight) during the school day.

### **School Bus**

Crocker Farm School is served by six school bus routes. Crocker Farm students should be reminded that respectful behavior toward others is expected at the bus stop and during the bus ride.

### **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, or 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 regular assigned bus stop 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 Crocker Farm School.

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

**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.

**RIDING ON THE BUS**

- A. Be courteous to other pupils
- B. Listen carefully and obey any directions issues by the driver
- C. Remain in your seats at all times
- D. Eating is not permissible on the bus

**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.

**LOSS OF RIDING PRIVILEGES**

- A. Students engaging in inappropriate and/or unsafe behaviors may be required to take a break from riding the school bus for a specific period of time.
- B. Any suspensions will be initiated by the school principal or assistant principal with prior notification to parents/guardians.

**Home-School Partnership**

The relationship between families and the school is centered on our aspirations and goals 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. We encourage you to contact your child's teachers also through email. Individual parent-teacher conferences are scheduled in the fall to discuss your child's progress. ***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!

### **Crocker Farm's Guidance Counselor**

If you have a question or concern about a social or emotional issue, you can also contact Tara Luce, our guidance counselor at 362-1653 or by email [lucet@arps.org](mailto:lucet@arps.org).

### **Parent-Guardian Organization**

The Crocker Farm School PGO works to enhance the educational opportunities of our children through fundraising, parent/guardian education, and community-building events. All Crocker Farm parents and guardians are automatically members of the PGO, and no sign-up is needed. We welcome all parents and guardians to participate in any capacity that is comfortable and convenient for their family. The Crocker Farm PGO welcomes all parents, staff and members of the Crocker Farm community to its *monthly meetings* to discuss issues of interest to the school community. These meetings provide an opportunity to learn more about the family-school relationship and to share ideas, and socialize with friends and neighbors. Every year Crocker Farm School families financially support the school's educational mission in numerous ways. The PGO also sponsors several fundraisers each year to provide scholarships for class trips, non-budgeted items for classrooms, and visiting performers. The PGO also maintains a blog at [www.crockerfarmpgo.blogspot.com](http://www.crockerfarmpgo.blogspot.com)

### **School Council**

A school council is a representative, school building based committee composed of the principal, parents, teachers, and community members required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C. 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.
- Conducting parent surveys.
- Identifying the educational needs of students.
- Formulating a school improvement plan.
- Reviewing the school's annual budget.

Parent volunteers are encouraged to serve.

### **LIBRARY**

Literacy development is the cornerstone of the Crocker Farm 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. Wind, brass and percussion lessons are available for students in grades 4, 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 is able to provide a limited number of wind and string instruments at a minimal maintenance fee, and other instruments are available for rental at local stores, at reasonable cost, for families who are willing and able 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.

### **Homework (see district guidelines)**

As a school community, we believe that homework creates an opportunity to create a link between school and home as well as the promotion of life-long learning skills. Specifically, homework can help students to develop skills (e.g., reading comprehension, study habits, computational fluency) related to student achievement. Homework can support students to become responsible for their own learning. Homework serves as a communication tool between home and school. Toward this end, teachers provide feedback to students. Teachers monitor the frequency and quality of completion to inform instruction and to facilitate school-home communication. Homework completion information is communicated to students and parents/guardians.

### **Social Justice Commitment**

The ability to take the perspective of others is an important developmental task for all children to accomplish. At Crocker Farm 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.

### **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 not only the use of computers but cell phones which have internet connections, since many young people use cell phones 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 that 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. 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 or images, 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 us 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 our children from the potential consequences of these activities.

Children 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.
- 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.

### **Harassment 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.

Massachusetts law clearly states that:

'Bullying', the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria workers, custodians, bus drivers, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

If you need to report a bullying incident, you can contact our school guidance counselor, Tara Luce, or you can use the Amherst Schools online reporting program.

<http://arps.censeoschool.com/public/>

### **School Safety Plan**

In conjunction with all of the Amherst-Pelham 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 and UMass 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 Crocker Farm.

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 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 Crocker Farm, the student academic data that we examine includes: Teachers' College reading and writing assessments, AIMS web, Benchmark Assessment System (BAS), the end-of-unit math assessments, Superkids Progress Tests. Based on this 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.

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

School officials shall not abridge the rights of students as to personal dress and appearance except if such officials determine that such personal dress and appearance violate reasonable standards of health, safety and cleanliness.

### **Questions or Concerns**

All questions or concerns may be initially directed to our secretarial staff. In most cases they will be able to help you immediately.

We suggest taking the following steps when you have other questions or concerns:

1. Make an appointment to see your child's teacher if your questions or concerns involve

your child or your child's classroom. For example:

If you have a concern about your child's performance in school, or if an unexpected event occurs at home that may affect your child in school (e.g. death in family or a separation)

2. Make an appointment to see an administrator if repeated efforts to resolve problems directly unsatisfactory.

**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 counselors and classroom teachers, teach, model, practice and reinforce skills in empathy, impulse control, problem solving, and anger management. The Steps to Respect program also teaches upper grade students to recognize, refuse, and report bullying, while being assertive, and building healthy friendship model, practice and reinforce skills in empathy, impulse control, problem solving, and anger management.

### **Progress Reports/Conferences**

Progress is reported formally twice a year with the distribution of report cards to children in grades 1-6 at the beginning of February and at the close of the school year in June. Individual conferences for all grades are offered in late autumn, primarily during the early release days on October 21 and October 22. Spring conferences are scheduled at the discretion of either the teacher or the parent/guardian. Parent/guardians are strongly urged to use these conference times to discuss their child's progress. While these are specific occasions to discuss concerns, please contact your child's teacher any time you have a question.



## PBIS

Crocker Farm 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. Crocker Farm established four core values (Cooperation, Accountability, Respect, Empathy) and we will be teaching these values in a variety of contexts in the school settings. We will be teaching these values in the classroom, the hallways, the cafeteria, and on the buses and playground. At the same time, we will focus on noticing positive behaviors that children exhibit every day.

	Playground	Hallway	Cafeteria	Bathroom	Bus	Classroom	Assembly
<b>Cooperation</b> <b>"We work together."</b>	<b>We:</b> Share with others Follow game rules  Follow game rules  Follow directions	<b>We:</b> Walk on the right side facing forward  Use a "0" voice level when with a class  Use a "1" voice when with a small group	<b>We:</b> Use a "1" voice  Follow directions  Stay seated	<b>We:</b> Use a "1" voice  Keeps the facilities clean	<b>We:</b> Stay seated  Keep aisles clear  Use a "1" voice" level	<b>We:</b> Listen to speakers  Follow directions	<b>We:</b> Enter and exit quietly with our class  Listen to speakers  Stay seated
<b>Accountability</b> <b>"We are responsible."</b>	<b>We:</b> Report unsafe or inappropriate behavior  Ask adults in charge before going inside  Play safely	<b>We:</b> Get where we are going on time  Go straight to where we need to go	<b>We:</b> Eat our own food  Recycle  Clean up after ourselves	<b>We:</b> Go back to class quickly  Wash our hands	<b>We:</b> Stay safe by telling a grown up when there is a problem  Keep all food and drinks in our backpack or bag	<b>We:</b> Complete our work	<b>We:</b> Learn at assemblies  Represent Crocker Farm well

<b>Respect</b> “We treat others and the space well.”	<b>We:</b>  Keep hands and feet to yourself  Use appropriate language	<b>We:</b>  Keep hands and feet to yourself  Use appropriate language	<b>We:</b>  Keep hands and feet to yourself  Raise our hands if we need something  Stay in our own space	<b>We:</b>  Flush the toilet  Respect the privacy of others	<b>We:</b>  Keep hands and feet to ourselves  Use appropriate language	<b>We:</b>  Keep hands and feet to ourselves  Use equipment and materials appropriately  Treat others well	<b>We:</b>  Keep hands and feet to ourselves  Eyes on speakers performance  Clap and acknowledge people politely
<b>Empathy</b> “We are kind”	<b>We:</b>  Include all who want to play  Accept all skill levels and encourage others to do their best	<b>We:</b>  Let younger students go first	<b>We:</b>  Include others  Use kind words	<b>We:</b>  Report problems	<b>We:</b>  Share seats	<b>We:</b>  Accept skill differences  Give help or get help if it is needed.	<b>We:</b>  Accept and appreciate other efforts and contributions Help others to be successful

## *Amherst-Pelham Public Schools*

### *Code of Conduct Introduction*

*We believe everyone deserves a safe, supportive, and orderly learning environment.*

*We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur.*

*We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.*

In Amherst-Pelham Public Schools, students have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps to build a climate essential for learning. All of the elementary schools have identified core values as part of the implementation of Positive Behavioral Interventions and Supports (PBIS).

*The purpose of the Code of Conduct Handbook is two-fold:*

1. To illustrate expected appropriate and respectful student behaviors
2. To describe inappropriate or disruptive behaviors and the levels of interventions and consequences associated with the behaviors

Equally important to sharing what is expected of students is that school and district instructional practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors is best achieved through collaborative partnerships with school, home, and community organizations and agencies. Some important character traits we can assist students in learning are: **responsibility, respect, trust, citizenship, and caring.**

**Responsibility** is demonstrated by doing your best, thinking about consequences, being accountable for choices, and doing what one is expected to do. **Respect** is shown by treating others the way you wish to be treated, using good manners and appropriate language, dealing peacefully with anger, insults, and disagreements, and accepting differences among people. **Trust** is built by keeping promises, telling the truth, being reliable, and building a good reputation. **Citizenship** has to do with making your school and community a better place, obeying laws and rules, and respecting authority. And finally, **caring** is showing concern for the well-being of others around you.

We support appropriate student behaviors that facilitate learning and minimize disruption in several ways. *Second Step*, a social skills program which is designed to teach empathy, problem solving skills, self-regulation, and emotion management, is taught in our elementary schools. The Positive Behavioral Intervention & Supports (PBIS) framework enables our schools to work towards the development of a culturally responsive climate that promotes positive student learning outcomes with a focus on prevention of behavioral challenges that may interfere with learning.

The focus of this Code of Conduct Handbook is to guide student behavior, to link interventions to improve student behavior, and inform others that will assist school staff in creating safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent, fair, proactive, corrective, and instructive strategies will be implemented in every classroom and every school, and opportunities for teachers to teach and students to learn will be achieved. As a result, students, staff, and parents/guardians all benefit.

### ***Levels of Interventions***

The Amherst-Pelham Schools utilizes the Positive Behavioral Intervention & Supports (PBIS) framework which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a tiered system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

*(Center for Positive Behavior Intervention Supports, University of Oregon)*

### **Three Levels of Intervention**

#### **Level 1—All Students**

Includes:

- General curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

#### **Level 2—Targeted Interventions**

Focus on:

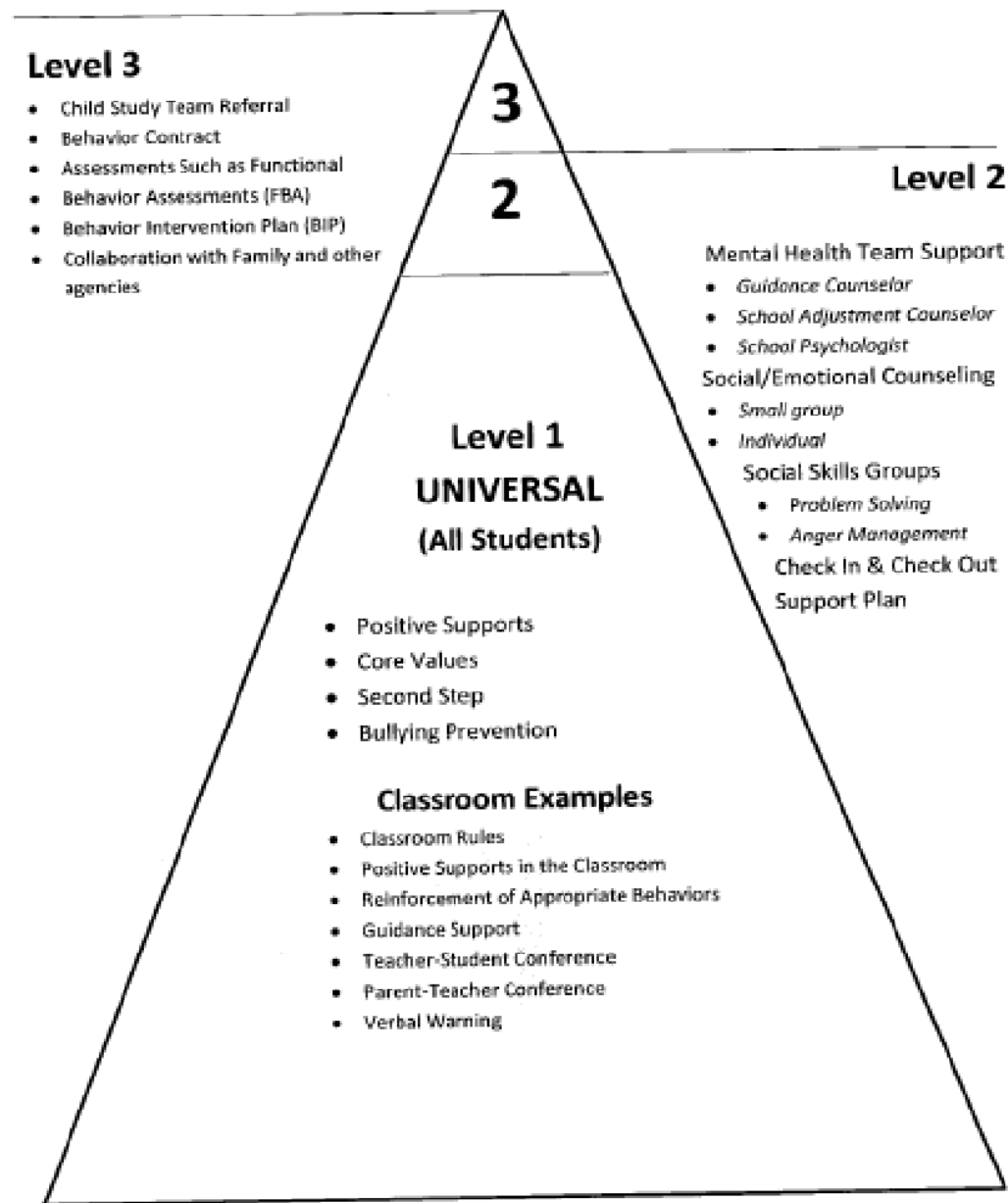
- Specific interventions for students who do not respond to universal efforts
- targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

#### **Level 3—Intensive Individualized Interventions**

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors
- diminishing problem behaviors and increasing the student's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plan

**The Three Levels of Intervention:** Interventions may include (but are not limited to) the examples below;



**The Code of Student Conduct shall apply to all students at all times on school property, including:**

- in school buildings
- on school grounds
- in all school vehicles
- at all school, school-related, or Board-sponsored activities, including but not limited to:
  - school field trips

– school sporting events (*whether such activities are held on school property or at locations off school property, including private business or commercial establishments*)

### **Levels of Interventions and Consequences for Violations of the Code of Student Conduct**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation the Code of Student Conduct. The levels, shown on the following page, guide administrators to use progressive interventions to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed.

### **Levels of Disciplinary Response**

When students are disruptive or behave inappropriately, school personnel respond logically, appropriately and consistently. The Amherst-Pelham Public Schools *Code of Conduct 2014-15* describes four levels of possible response to inappropriate or disruptive behavior. Each inappropriate or disruptive behavior category is assigned to one or more of these levels of intervention and response. School personnel should use only the levels suggested for each behavior. If the inappropriate or disruptive behavior is assigned to two or more levels, then the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school personnel should first use intervention strategies and responses in Level 1 before moving to Level 2. When school personnel respond to student misbehavior, they are expected to take into account the age, health, or special education status of the student; the appropriateness of the student's academic placement; the student's prior conduct and record of behavior; the student's willingness to repair the harm; the seriousness of the behavior and the degree of harm caused; and the impact of the incident when determining the level of intervention and consequences **Repeated chronic or cumulative offenses may require higher levels of interventions/consequences.** For serious violations, interventions/ consequences may begin at a higher level.

Level	Options
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The summer team is recommending that the district add BOTH interventions and consequences (identified in the Revised Levels of Disciplinary Response) to the drop down menu for Actions.

Level <b>1</b>	<b>Levels of Disciplinary Responses for Violations of the Code of Student Conduct Framework-PBIS &amp; Restorative Practices</b> Revised by <b>Toby Bobbitt, Ana Encarnacion, Justin Ganesin, Ruth Killough-Hill, Naihsin Kuo, Rhonda Morrison</b> <b>June 23-25, 2015</b>	
	<b>Classroom Interventions/Consequences</b> <i>Teachers use these interventions /consequences to help students change behavior in the classroom. Typically used when no or limited prior incidents have occurred. If the behavior continues to occur (3 or more times), Educator's Handbook <u>documentation</u> is highly recommended.</i>	
	Classroom Interventions	Consequences for students who engage in the negative behavior
	<ul style="list-style-type: none"> <li>• Give behavioral choices</li> <li>• Use planned ignoring of negative behavior</li> <li>• Review core values/expectations</li> <li>• Skill building-lessons using PBIS Core values/2<sup>nd</sup> Step/books</li> <li>• Skill practice/role play</li> <li>• Class problem solving meeting</li> <li>• Modify classroom environment (seat change, proximity)</li> <li>• Provide take a break space (sensory center, peace corner, calming down space)</li> <li>• Teach and practice self-regulation strategies</li> <li>• Incentive for appropriate behaviors</li> <li>• Use school-wide PBIS Ticket system</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce appropriate behaviors</li> <li>• Provide Rule Reminders or redirection</li> <li>• Give a warning</li> <li>• Loss of privileges (connected to behavior)</li> <li>• Seat change</li> <li>• Apology/repair</li> <li>• In-class time out</li> <li>• Buddy classroom</li> <li>• Written reflection about incident (Think sheet)</li> <li>• Teacher conference with student</li> <li>• Parent contact</li> </ul>

Level

2

**Used when frequency/duration of the behavior increases or when the intensity of the behavior poses significant physical/emotional harm.**

*Referral to support staff personnel or the administrator is necessary when level 1 intervention and consequences have been put in place in the classroom to address the behavior and have not been effective. The behavior is continuing and interfering with the students or classroom learning. Educator's Handbook documentation is required.*

**Classroom/Individual student Interventions**

- Parent/guardian involvement (Daily home/school communication)
- Conference with counselor
- Give behavioral choices
- Conflict resolution
- Schedule change
- Peer mediation
- Restorative problem solving circle meeting
- Student support plan including:
  - Scheduled breaks
  - Check In/Check Out
  - Social/emotional/behavioral or academic skill building
  - Mentoring (including meeting with mentors, younger/older students, silent mentoring, etc.)
- In-class coaching by counselor or paraprofessional
- Use school-wide PBIS Ticket system
- Implement Class-wide behavior goal/incentive
- Grade-level Guidance meetings
- Child Study Team
- Functional Behavior Assessment Behavior Intervention Plan Short Form
- Observation – Consultation with counselor or psychologist
- Consultation with outside service providers/agencies

**Consequences for students who engage in the negative behavior**

- Conference with parent/guardian
- Phone call/letter to parent or guardian
- Behavior contract with counselor and/or administration (with incentive as needed)
- Teacher and/or administrator conference with student and/or parent
- Office referral /Office time out (student comes with work)
- Restorative practices (problem solving circle meeting, repair/community service)
- Working lunch

Level

3



<b>Level</b>  <b>4</b>	<ul style="list-style-type: none"> <li>• <b>Out of School Suspension or Expulsion</b></li> <li>• <b>Used for extreme or intensive behavior that seriously disrupted the learning environment and created a safety risk in the school. <i>Used very rarely at administrator's discretion. Parent/guardian notification is required. Upon re-entry the following interventions and/or consequences should be considered.</i></b></li> </ul>	
	<b>Classroom/Individual student Interventions</b>	<b>Consequences for students who engage in the negative behavior</b>
	<ul style="list-style-type: none"> <li>• <b>Re-entry plan with school staff that includes specified interventions supports.</b></li> <li>• <b>Follow protocols for Manifestation Determination for students with an IEP.</b></li> <li>• <b>Risk Assessment if necessary</b></li> <li>• <b>Behavior/EH documentation review</b></li> <li>• <b>Observation and consultation with Behavior Specialist</b></li> <li>• <b>Functional Behavior Assessment and Behavior Intervention Plan</b></li> <li>• <b>Referral for Special Education Evaluation</b></li> <li>• <b>Consultation with District Programs</b></li> <li>• <b>Consultation with outside service providers/agencies</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Behavior contract with counselor and/or administration (with incentive as needed)</b></li> <li>• <b>Teacher and/or administrator conference with student and/or parent</b></li> <li>• <b>Restorative practices (problem solving circle meeting, repair/community service)</b></li> <li>• <b>Restricted participation in an activity</b></li> </ul>
