



We **W**ork Hard

We **A**ct Responsibly

We are **V**ery Respectful

We keep **E**veryone Safe

Family Handbook

2021-2022

Tamera Sullivan-Daley- Principal
Julio Fernández - Assistant Principal



Information at your fingertips:

Fort River Office:

Hours: 8:00 AM- 4:00 PM
 Telephone: 362-1200
 Fax :
 Health Room fax:

Superintendent's Office: Michael Morris
 Telephone: 362-1810

Office and Other Staff:

Principal..... Tamera Sullivan-Daley
 Assistant Principal..... Julio Fernandez
 Administrative Secretary..... Maria Torres
 Receptionist/Secretary..... Elaine Caraballo
 Special Education Secretary..... Lisa Fretwell
 School Nurse..... Pamela Parker

Kitchen Manager.....Donna Baker
 Head Custodian..... Victor Maravilha
 Capacidad After School Program.....Danielle Phillips

Lunch/Breakfast Prices: For the 2021-22 school year all children's breakfast and lunches are free.

Adult lunch: \$3.75

School hours:

Every day 8:10 AM -2:40 PM

Please note: Supervision begins at 8:10 AM and students report to their classrooms.

School closing or delays:

District information line: 362-1898

Radio stations:

WRNX 100.9 FM

WHMP 1400 AM

WHA1 98.3 FM

WHYN 93.1 FM

WRSI 93.9 FM

Television stations:

WWLP Channel 22

WGGB Channel 40

Fort River School website found on <http://www.arps.org/>

如需要翻译这件文件，请联络心理辅导老师郭乃馨

电话362-1400

日本語の翻訳又は通訳が必要な方は3 6 2-1 4 0 0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, favor llamar al 362-1400 y pida hablar con el traductor.

District Non-Discrimination Policy:

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

Principal's Welcome

Dear Fort River Families,

Welcome to the Fort River's Community! We view education as a lifelong process and will instill a learning mindset in our students. We bring a belief that our students are at the center of all school-related decisions. Our experience, openness to learn, and child-centered approach leads our dedication to support our students. We focus on supporting students academically and social emotionally. Because the relationships between families and the school are vital to the success of our students, we encourage you to become involved in every way possible.

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

Tamera

**My Commitment to Our Students and Our
Community:
A vision for the Amherst, Pelham and Regional
Schools
Superintendent Michael Morris**

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

understand technology and languages, and to respect and understand diverse beliefs, cultures and backgrounds.

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

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School Profile

Fort River is a wonderfully diverse community of approximately 323 students in Kindergarten through grade 6. A banner, displaying the message, We Choose Love printed by many colorful handprints of students from Fort River illustrate to anyone that walks through our door that all are welcome and accepted. As such, the Fort River staff developed a pledge to ourselves, you, and your family. [Fort River Staff Pledge to OUR students](#)

School staff works to help each child become her/his personal best in learning and life. We are developing a project-based approach that integrates the arts into all aspects of learning. Multiculturalism is honored and diversity is celebrated through the daily life in the school, as well as in materials chosen, themes studied and festivals held. Fort River supports a robust program for English Language Learners, which incorporates best practices for children learning a new language. Given this, we have the only dual-language program in the district aptly named, Caminantes. We proudly host two district programs, Building Blocks and AIMS (Academic Individualized Mainstream Support) for children with ASD (Autism Spectrum Disorder). Building Blocks is an in-district elementary therapeutic program that utilizes trauma-informed interventions to help students reach their full potential. All students participate in art, music and physical education. Technology is an integral part of learning and students use computers in the computer lab, the library and their classrooms. Instrumental lessons, chorus, band and orchestra are offered to students in the upper grades. We are fortunate to be a training ground for interns from the five colleges in the Amherst area. Parents are our partners and are closely involved in our school through the

School Council, PGO and as “valuable volunteers” in the classrooms. Welcome to Fort River School!

Suggested main office contacts:

Student Records: Maria Torres

Free and Reduced Lunch: Maria Torres

Bus routes and passes: Elaine Caraballo

Health, medication questions: Pamela Parker

Arrival: *Children should not arrive before 8:10, as supervision is not available until then.* We begin our day by children reporting to their classrooms. At 8:10 school staff will open the doors for students to go to their classrooms. Students wishing to eat breakfast will be able to have breakfast in their classrooms.

Dismissal: Dismissal announcements are made from the front office over the public address system beginning at 2:35. Students are dismissed by class and then walked to the bus area by their classroom teachers.

Parents/guardian vehicles may only enter the parking lot at the side of the building during dismissal time. Buses load at the front of the school. Parents who are picking up their children at dismissal will stay in their cars and form a line for k-2nd students and 3rd-6th
*****Please note: parents are not parking in the parking lot during this time. ***Please do not circumvent this system by asking your child to meet you on the playground or by requesting that your child be dismissed to the office after 2:30pm.**

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 should send a written request to school directed to the classroom teacher and the teacher will write the bus pass. This pass is then presented to the bus driver by the student.

If anyone other than a parent or guardian is picking up your child on a given day, a written note is required to grant that

permission. Students deliver these notes to their teacher upon arrival. All families will be asked to complete a 'dismissal plan' which will be kept on file at the school. ******In order to ensure a safe, orderly dismissal time and to avoid disrupting the classroom learning, all changes to the dismissal plan, except for emergencies, should be communicated to the school before 12:30 pm each day. In this way, we will be able to communicate these changes to the classroom teachers in a timely way. ******

Student Pick-up

Dismissal time is an especially busy period of the day, and our focus is on the safety of all children. Staff members who are on duty at that time have the responsibility to oversee students safely during this transition, following the procedures outlined on this page. Please help ensure the safety of all children by supervising your child closely on the playground after school.

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

1. **When dropping off and picking up students please use the side parking lot ONLY.** The front of the school is reserved for buses at these busy times.
2. Please follow the painted arrows in the side parking lot.
3. **Please stay in your car during Drop-off.**
4. At dismissal please follow the painted arrows to pick up your child. There will be staff to direct and help during this transition
5. Due to the large number of students in our after school program we ask that you not use the playground with your children between the hours of 2:40 – 5:30 pm each day. Thank you.
6. For safety reasons, dogs are not allowed on school grounds during the school day and when the after school program is in session (from 8:00am-5:30 pm)
7. **Please note that the state law, which prohibits a vehicle from passing a school bus that is loading or unloading children, also applies to buses on school grounds.**

Attendance

Daily attendance is fundamental to a child's success at school. All of the schools in Amherst make a concerted, coordinated effort to improve the attendance of our students and to make certain that they arrive at school on time.

Absences

Caregivers are asked to call the special school number, **362-1401, before 9:10 AM 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. Under Massachusetts law, only the superintendent and/or his/her designee (in this case the principal) can officially excuse absences. Absences due to illness, death/major family crisis, a court case or a religious observance can be excused. Parents/guardians must call the school by the time designated each day (9:10 am) that the student will be out. If you do not call the number above you will receive a message from our School Messenger system, and your child will be marked for an 'unexcused absence.' Absences are tracked daily by our office staff who will be monitoring our attendance records. A doctor's note is required when your child is absent three or more days from school or when concerns have arisen about a child's attendance. After five unexcused absences a letter of concern will be mailed to families. Once a child has reached 10 unexcused absences, a conference will be held involving the principal, assistant principal or the guidance counselor to create a plan to address this concern. Please be aware that three unexcused tardies will equal one absence. When a child accumulates many absences or late arrivals it begins to seriously impact his/her learning. **Therefore, please plan family vacations to coincide with the regularly scheduled school vacation days.**

Tardiness

Children are expected to be in their classrooms at 8:10 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. Tardies will be monitored by the office staff. Once a child has received 10 unexcused tardies a letter will be sent home. At 20 unexcused tardies a conference will be held with parents, administrator, and guidance counselor to develop a plan to improve the child's arrival times.

On-going Absenteeism and Tardiness

A child's attendance and timeliness to school are essential components for academic success. Therefore, once a student reaches 15 unexcused absences or 30 unexcused tardies, the school will consider this level to be a neglect of parental responsibility of ensuring that a child attends school on a regular basis and appropriate follow-up, which could include the Department of Children and Families, will be determined.

Early Dismissal/Change in Dismissal

If a student is to be dismissed before the end of the day or if there is a change in the way he/she will be going home, this information should be sent in a parent note to school ahead of time. Staff 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. 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.

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. We use 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.

Visiting classrooms

In order to maintain the health protocols in the classroom, in-person visitation is not permissible at this time. Please contact the office for extenuating circumstances.

Phone Messages

We ask parents/guardians to plan ahead so that phoning children at school is unnecessary except in emergencies. We will always deliver phone messages from parents/guardians to their children, but under normal circumstances 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.

After School

For many years the Capacidad Program has provided child care to the Fort River Community. We provide local children with a safe, fun, accepting and varied program that encourages positive growth and development. Our programming includes a range of engaging activities that encourage children to try new things, show/teach what they enjoy and to be physically active while strengthening their minds and bodies.

As a year round program we enjoy the relationships, and the community, we build with the children in our program, their families and our staff. As a community partner, we work closely with parents, families, teachers and school staff to support the growth and development of the whole child.

Lunch

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.

Health Information

HOW TO KNOW WHEN TO KEEP YOUR CHILD AT HOME

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

1.) Fever of 100 or more

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

2.) Vomiting or diarrhea

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

3.) Sore throat

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

4.) Runny nose, cough

Often a day or two of rest, and a light diet with extra fluids will help resolve a cold and will help in minimizing the spread of a 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.) Pink eye or conjunctivitis

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

Please consult with Pamela, our 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 a chemical sensitivity disorder. Their reactions to a variety of fragrances can cause a multitude of symptoms including severe migraines, respiratory difficulty, asthma episodes, vomiting, red itchy eyes, etc. A reaction can be triggered from exposure to the softest scent or to a combination of multiple scents. Each individual responds differently. What we do know is that the reactive person can become very ill.

Amherst, Pelham and Amherst-Pelham Regional Public Schools state that individuals should wear clothing that allows them to participate safely in all school activities including specialized learning spaces, the gymnasium or the playground. etc. Individuals should wear footwear held securely on the feet for protection when on school grounds, aboard school buses and at school events.

Amherst, Pelham and Amherst-Pelham Regional Public Schools state that individuals have the right to freedom of expression through their clothing provided that such right does not cause any disruption or disorder within the school (MA Section 82) or infringe on the rights of others. Disruption, disorder and infringement of rights can include clothing that contains: words, symbols, suggestions or portrayals violence, defamation, illegal acts, illegal substances and/or unacceptable

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.**

Standards of Dress and Appearance

These dress code guidelines encourage individuals to dress, groom and conduct themselves so that they can participate in, benefit from, and access the educational environment. These guidelines respect the rights of all and are based on *Massachusetts General Laws Section 83 Dress and Appearance of Students Protected*, which establishes reasonable standards regards health, safety, and cleanliness

products (such as tobacco, alcohol, or drugs). We ask that students not wear hats or hoods during academic times.

The School Administrators will make final decisions about the implementation of the dress code.

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 a hat, mittens or gloves and warmer clothing when going outside. To walk in snow, students must wear waterproof boots. To play in the snow students must wear snow pants. Please send your child to school with clothing appropriate for varied weather conditions. In particular, please

note that students should have shoes, sneakers or slippers for indoor wear, if they are planning to walk in the snow.

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

Field Trips

Field trips are organized throughout the school year to enhance the 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. If a student does not follow these standards of behavior while on a field trip s/he may be returned to school. Students who exhibit unsafe behaviors at school may lose the privilege of going on future field trips. If there is a cost for a field trip, families contribute what they can afford, but no student is denied participation if his/her family cannot pay the fee. Our P.G.O. helps to offset the price of our field trips. **A signed and completed permission slip is required for every field trip.**

Lost & Found

Lost items are displayed on racks in the hallway on the way to the kindergarten classrooms. Any items unclaimed at the end of the year are bundled up and donated to a local charity. Each year our Lost and Found collects an extraordinary array of costly and useful clothing, none with nametags and many unclaimed. How so many articles of clothing can accumulate in our building is one of the unsolved mysteries of Wildwood

School. Please put your child's name on items that are not likely to stay on the body at school, i.e., coats, sweatshirts, gloves, hats, backpacks, lunchboxes, etc.

Items brought from home

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

No Cell Phone Policy

Cell phones should not be brought to school. Cell phones distract children from their focus on learning at school. If a child has a cell phone out during the school day, the cell phone will be confiscated, and a parent/guardian will be required to pick it up from the main office. Please make sure that your child does not bring a cell phone to Fort River. We also ask all adults to refrain from using cell phones for personal use in public areas in our school.

If you feel like it is absolutely necessary for your child to have a cell phone before or after school, please set-up a time to talk with the principal or assistant principal to explain why and write a note giving permission for your child to bring a phone

to school. If this permission is granted, your child will be required to turn in the cell phone at the main office at the beginning of the school day and then pick it up at dismissal. Cell phones should be stored out of sight.

Rules When Eating

In keeping with the district's philosophy to provide a climate that promotes healthy interpersonal relationships and to enhance the quality of life for children as well as adults, we believe that everyone has the right to eat in an environment that is clean, positive and safe. During COVID, eating outdoors will be encouraged as much as possible. If necessary, to eat indoors, the following rules will be followed:

1. Masks will be worn if walking in the room.
2. If eating, masks are not worn and students will be seated 6 feet from others. Talking should be minimal.
3. Raise your hand to ask to leave your seat.
4. When done eating, talk with a mask using an 'indoor voice' or do a quiet activity.
5. Eat your own lunch. Do not trade food.
6. Keep the classroom clean by throwing away your trash, stacking your trays neatly, composting in appropriate bins.
7. Treat everyone with respect.

Bus Rules

Respectful and safe behavior, both at the bus stops and on the bus, is essential. The bus is where many of our students begin and end their school days, so we want the bus ride to be a positive experience for all. If your child complains of problems on the bus, please let their 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, and they will be given an assigned seat on the bus. If the problems continue, they may have their bus privileges suspended for a period of time. Eligible riders will not be permitted to get off the bus at any stop other than their usual one, unless they have a note from a parent/guardian.

For their own safety, kindergarten children must be met by a parent/guardian or designated adult at their bus stop or they will be taken back to the school and a parent/guardian will be called to pick them up.

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

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

1.) WAITING FOR THE BUS

- A. Be on time for the bus, but do not arrive at your bus stop earlier than ten minutes before the time at which the bus usually arrives.
- B. Do not allow younger children who are not yet attending school to accompany you to the bus stop.
- C. Observe all safety precautions while waiting for your bus.
 1. Do not play on the road.
 2. If possible, avoid crossing streets.
 3. Whenever you must cross a street, do so only if you are sure that no moving

vehicles are approaching you from either direction.

4. Do not push, pull or chase any other pupils.
 5. Avoid trespassing on private property and being noisy
- D.** As your bus approaches, line up at least six feet off the highway and do not approach the bus until it has stopped and the driver has opened the door. Ensure your face mask is in place. Again, avoid pushing others in line.

2.) LOADING ON THE BUS

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

3.) RIDING ON THE BUS- MASKS ON

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

4.) UNLOADING FROM THE BUS

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

5.) LOSS OF RIDING PRIVILEGES

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

Home-School Partnership

The relationship between families and Fort River is centered on our aspirations and goals for our children. Developing mutual trust is an essential part of this relationship. Families are an integral part of every child's educational team.

We value each family's viewpoint and know that parents/guardians are a child's first teacher, and they offer a unique perspective into the hearts and minds of their children.

Home-School Communication

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

Setting Goals with your child

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

Fort River's Guidance Counselor

If you have a question or concern about a social or emotional issue, you can also contact Ana Encarnacion, our guidance counselor, at 362 -1200 or by email encarnaciona@arps.org

Classroom Placement

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

Key Messages

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

- 1) What we are asking you to do is important.*
- 2) You can do it with effective effort.*
- 3) We are not going to give up on you.*

This is referred to as a **growth mindset**, which translates to intelligence or 'smarts' is something that you 'get' through effort and that your abilities and skills can grow throughout your life.

Habits of Mind

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

Perseverance

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

Becoming Independent Learners

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

Fundraising

Fundraising serves a vital purpose at Fort River in enriching the learning of our students, encouraging staff to explore creative ideas and providing extracurricular opportunities for students who do not have access to such experiences. In our quest to raise funds for our school, it is important for us to be sensitive to how these efforts might also negatively impact our neediest students.

In order to prevent this, the School Council proposes that all fundraising at Fort River meet the following criteria: Fundraising efforts should not prevent children/families from participating fully due to lack of money in their home. This is especially painful when children have to walk by or see things that they know their family cannot afford (i.e – the Book Fair). Fundraising should not have the effect of highlighting the financial inequalities among our families.

-We will not be asking our students to go door-to-door to sell things.

-We will not set-up competitions between classrooms by giving away prizes or parties to classrooms who earn the most money.

- We will de-emphasize consumerism.
- We will examine the percentage of money we are getting from each fundraiser.
- Fundraisers should not complicate teachers' busy lives and take time away from their instruction.
- We endorse opportunities for passive fundraising through Stop and Shop, Target etc.

School Photos

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

Box Tops for Education

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

'Passive' fundraising

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

School Governance Council

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

Volunteering in the Amherst-Pelham Regional Public Schools

The Amherst-Pelham Regional Public Schools provide a rich array of volunteer opportunities, which address the educational needs of all students and support educational programming and school community needs. By fostering language, literacy, social and initiative skills volunteers fortify school success for all students. Community members, college students and parents are encouraged to become volunteers to support learning and to facilitate positive community involvement, partnership and collaboration. Typically, there are many volunteer opportunities in our schools throughout the year. Due to pandemic restrictions, volunteering will be limited to activities outside the building and need to be carefully reviewed by the principal or assistant principal before approval. Examples are classroom/office/clerical support,

afterschool programs, athletic coaching, community events, music, and Parent/Guardian Organizations.

Application and additional information can be found on www.arps.org website or by contacting the main office at 413-362-1200.

Parent Guardian Organization (PGO)

The Fort River PGO works to enhance the educational opportunities for our children through fundraising, parent/guardian education, and community-building events. Our PGO ‘class parents’ serve as a contact to keep all families notified of upcoming activities and events. We welcome all parents and guardians to participate in the PGO in any way that is comfortable and convenient for their family. Events and ways to be involved will be included in our school’s monthly publication, the Fort River Window and the PGO blog at [Welcome to the New Fort River Blog!](#)

LIBRARY

Literacy development is the cornerstone of the Fort River 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 3, 4, 5, and 6 and 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 provides string instruments to beginners at a minimal maintenance fee, and other instruments are available for rental at local stores, at reasonable cost, should families choose to rent. Information regarding sign-up and rental options will be sent from the music department to students at the beginning of each school year. In the past, they had wonderful winter and late spring band/orchestra concerts during the school day. There were also evening concerts for the convenience of our families. Due to pandemic restrictions, large gatherings are not possible but alternatives will be offered.

ARTS & SPECIAL PROGRAMS

The Arts team at Fort River consists of the Art, Technology, Music, Library and Physical Education teachers. These professionals work with students on a rotating basis, and are in partnership with faculty to integrate the arts into curriculum whenever possible. Students are encouraged to make multicultural connections while developing a foundation for lifelong learning in the arts.

Creating a Positive School Climate

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

Social Justice Commitment

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

A school community is a perfect laboratory for children to learn concepts of justice and equity. Whether it is through daily interactions between peers, conflicts during a game at recess,

or by participating in an all-class problem-solving meeting, children are constantly constructing their own ideas of how to be socially responsible human beings.

The Amherst-Pelham Public Schools have made a commitment to social justice. We have begun to create a developmental framework for teachers to use to facilitate their students’ thinking about social justice issues in the classroom and in the larger world outside of our schools. In doing so, we hope to give our children the skills necessary to be active citizens in a pluralistic, democratic society.

Assemblies

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

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

Responsiveness Initiative

The Amherst Public Schools has established a comprehensive *Responsiveness Initiative* to ensure that we have a safe learning environment in which all children know that it is “okay to tell” when they feel uncomfortable about a situation at school or in their lives. The message that we want to give to children is that talking to a trusted adult about a concern is the responsible thing to do. We are striving to create a school where our students know that they can speak up about teasing, bullying or anything that is giving them an uncomfortable feeling without fear of retribution, and that adults will listen and respond to remedy the situation. All adults working in the schools have been trained to be a “First Responder” who will listen to our children and then pass on the concerns to a “Second Responder” who is a member of each school’s Responsiveness Committee. At Fort River the “Second Responders” are Michelle Hernandez/Principal, Tamera Sullivan-Daley/Assistant Principal, Ana Encarnacion/guidance counselor, Pat Schumm and Jessica Rudnick, Ruthie Killough Hill school psychologists and adjustment counselors and Pamela, School Nurse. This group will make sure that each concern is examined and addressed in a timely fashion. Of course, parents and guardians can also communicate to the school any issues that their children bring to their attention.

Please note that school staff members are mandated reporters who must communicate concerns that may impact a child’s safety to the MA. Department of Children and Families.

The Right to Be Safe, Included and Visible

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

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

Internet Safety and Social Networking Site

The internet is a wonderful and wide reaching tool for adults and children alike. However, it can also pose dangers if precautions are not taken. Unsupervised access can put both your child and your own data at risk from predators. This includes 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 have become especially popular with children and teens and can have both benefits and hazards which should be addressed. Though many social networking sites do have age limits, children as young as 7 and 8 have been known to violate the age limits by signing up with false birth dates and/or names. Young people often post their full names, contact information and other revealing facts about themselves on their pages. 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 emails, 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 harmful 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 Michelle or Tammy 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: [wired safety](#), [stay safe online](#), [web host](#)

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 email, chat, or other communications. Report any such communication to local law enforcement. Do not delete the offensive email.
- 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.

When is it harassment or bullying?

According to Massachusetts State Law: “Bullying means the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:

- (i) causing physical or emotional harm to the other student or damage to the other student’s property;
- (ii) placing the other student in reasonable fear of harm to himself or of damage to his property;
- (iii) creating a hostile environment at school for the other student;
- (iv) infringing on the rights of the other student at school; or
- (v) materially and substantially disrupting the education process or the orderly operation of a school.” It is harassment when a student talks inappropriately about a person's ethnic or national origin, race, color, religion, physical appearance, gender, sexual orientation, or handicap. Examples include, but are not limited to:

- calling a person names and/or putting a person down
- writing comments about a person; for example, on a wall or in a note

- teasing a person about his/her body
- Intentionally omitting a person from an activity

Please let Michelle, Tammy, Ana or any school staff member know if you believe your child has been a victim of bullying or harassment. You can also file a bullying report online using this link at the ARPS website: [online bullying report](#)

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 will be conducting regular safety drills, which will be led by our Safety Team, with our students.

We will always communicate with you about any incidents during which we 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.

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 Fort River, the student academic data that we examine may include ongoing reading and writing assessments, AIMSweb and AVMR progress monitoring, the end-of-unit math assessments, Developmental Reading Assessments (DRA) and MCAS scores. 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.

This model is based on the understanding that students may need extra time and/or help to develop mastery of skills and concepts. As educators and parents we can give our children key messages about learning such as, *we all have strengths and weaknesses* and that *the way to ‘get smarter’ is by sustained, focused effort*. We strive to teach children that with the right combination of support and effort they can master skills that they previously thought were challenging.

The Response to Intervention Model does promise to provide a structure for us to meet the needs of our students in a timely way. If your child is receiving this extra help you will be contacted by the school and informed about what specific skills he/she is working on and how you can support this learning at home.

Second Step and Steps to Respect

The Second Step Program teaches social and emotional skills to reduce impulsive and aggressive behavior in children and increase their level of social competence. The lessons, which are taught by our school guidance 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 friendships.

Developing a Positive School Climate

Fort River utilizes a PBIS (Positive Behavior Interventions and Supports) framework 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. We surveyed our staff to reach an agreement as to what we believe are the most important qualities to nurture in our students. We then incorporated what the children stated in their Fort River Promises. The main feedback that we heard from the parent/guardian survey was that all of the positive values were important and that you wanted your children to embody most of the characteristics that we listed. After some discussion, it was agreed that that four values for Fort River would be: **Work Hard, Act Responsibly, (be) Very Respectful, and (keep) Everyone Safe**. Using the phrase “Catch the WAVE” reminds us all to always represent our ‘best self’.

We teach these values in a variety of contexts in the school: in the classroom, the hallways, the cafeteria, and on the buses and playground. At the same time, we focus on noticing positive behaviors that children exhibit every day. As parents and guardians you can join us by discussing with your children what it means to ensure the safety of others at school, what it looks like to try your best, how one can act responsibly, and how one can demonstrate respect for all. Throughout our school we introduce these ideas in classrooms at a developmentally appropriate level and celebrate the different ways that our students are “catching the wave” at our assemblies.

Learning How to ‘Take a Break’ at Fort River

Throughout the school we strive to create an optimal atmosphere for learning in every classroom setting. When a child’s behavior interferes with the learning of others our teachers give them an opportunity to regain self-control within the classroom. Children are taught how to take-a-break and designated areas are assigned for this purpose. Teachers introduce a variety of self-regulation techniques, such as taking a deep breath, to help children learn how to calm down and refocus.

Fort River “Catch the Wave” BEHAVIOR MATRIX

School Wide Expectations	All settings	Classroom	Cafeteria	Hallway	Bathroom	Playground	Bus / Vans
Work Hard	<p>Strive to be the best person you can be.</p> <p>Effort makes for success!</p>	<p>Complete all classwork & homework</p> <p>Actively listen & participate</p>	<p>Raise your hand for an adult’s attention</p>	<p>Stay in line with your class</p>	<p>All trash in trash cans</p> <p>Return to class quickly</p>	<p>Agree on rules before starting & follow them</p> <p>Line up quickly and quietly</p> <p>Invite & include others in play & games</p>	<p>Encourage other students to follow the rules</p> <p>Leave the bus clean</p>

Act Responsibly	Interrupt and report unkind words and actions	Be prepared with all materials Manage your time Be a positive learning partner	Eat your lunch Clean up after yourself Separate trash from recyclables Ask permission to leave the cafeteria	Walk quietly Keep coat hook and boot well neat	Flush Alert adults to problems Turn off water	Care for and return equipment Alert adults to unsafe situations	Stay at designated bus stop area Have all belongings with you Follow all bus rules
Very Respectful	Treat others kindly Respond to every adult in the building	Use inside voice Use positive statements Support others to learn their own way/pace	Use Inside voices Say please and thank you Follow adult directions Be kind to those serving you	Keep hands at your sides away from walls	Respect privacy of others Clean up after yourself	Accept skill differences Take turns and be a good sport Use kind language (no put-downs)	Use inside voice Wait for your bus Calmly Greet and thank the bus driver Use kind language (no put-downs)
(Keep) Everyone Safe	Stay in control of your body at all times.	Always Walk Carry materials safely Use furniture properly	Walk slowly Eat only your own food Stay seated	Walk on the right Walk facing forward Watch where you are going	Always walk Keep water in sink Use facility properly Wash hands with soap and water	Stay within boundaries Use equipment correctly Keep hands and feet to yourself	Walk on/off the bus Stay seated Keep body to yourself Walk directly to your destination

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 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.

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

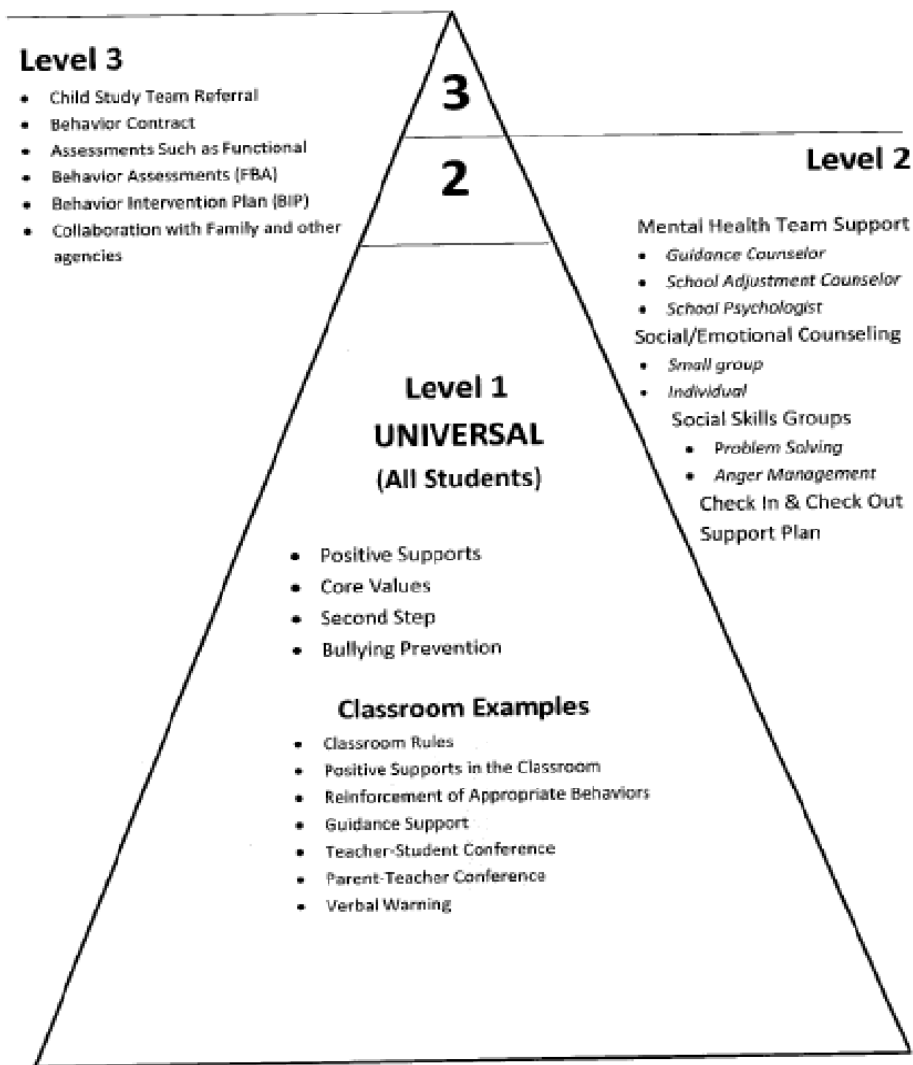
Focus on:

- 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 plans



The three levels of Intervention (Interventions may include, but are not limited to these examples)

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 of 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 2016-17* 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	Levels of Disciplinary Responses for Violations of the Code of Student Conduct Framework-PBIS & Restorative Practices Revised June, 2015	
1	Classroom Interventions/Consequences <i>Teachers use these intervention/consequences to help students change behavior in the classroom. Typically used when no or limited prior incidents have occurred.</i>	
	Classroom Interventions	Consequences for students who engage in the negative behavior
	<ul style="list-style-type: none"> • Give behavioral choices • Use planned ignoring of negative behavior • Review core values/expectations • Skill building-lessons using PBIS Core values/2nd Step/books • Skill practice/role play • Class problem solving meeting • Modify classroom environment (seat change, proximity) • Provide take a break space (sensory center, peace corner, calming down space) • Teach and practice self-regulation strategies • Incentive for appropriate behaviors • Use school-wide PBIS Ticket system 	<ul style="list-style-type: none"> • Reinforce appropriate behaviors • Provide Rule Reminders or redirection • Give a warning • Loss of privileges (connected to behavior) • Seat change • Apology/repair • In-class time out • Buddy classroom • Written reflection about incident (Think sheet) • Teacher conference with student • Parent contact

2

Used when frequency/duration of the behavior increases <i>or when the intensity of the behavior poses significant physical/emotional harm</i> . Referral to support staff personnel or the administrator is necessary when level 1 intervention and consequences have been put in place and have not been successful.		
Classroom/Individual student Interventions		Consequences for students who engage in the negative behavior
<ul style="list-style-type: none"> ● 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 		<ul style="list-style-type: none"> ● 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

3

In School Suspension

Used for extreme or intensive disruptive behavior that poses significant physical/emotional harm to self and/or others.

Classroom/Individual student Interventions	Consequences for students who engage in the negative behavior
<ul style="list-style-type: none"> • Behavior/EH documentation review • Functional Behavior Assessment and Behavior Intervention Plan • Observation and consultation with Behavior Specialist • Referral for Special Education Evaluation • Consultation with District Programs • Consultation with outside service providers/agencies 	<ul style="list-style-type: none"> • In-School Suspension • Parent/guardian notification required • 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) • Restricted participation in activities

4

Out of School Suspension

Used for extreme or intensive behavior that seriously disrupted the learning environment and created a safety risk in the school. *Used very rarely at administrator's discretion. Parent/guardian notification is required. Upon re-entry the following interventions and/or consequences should be considered.*

Classroom/Individual student Interventions

Consequences for students who engage in the negative behavior

- Re-entry plan with school staff that includes specified interventions supports.
- Follow protocols for Manifestation Determination for students with an IEP.
- Risk Assessment if necessary
- Behavior/EH documentation review
- Observation and consultation with Behavior Specialist
- Functional Behavior Assessment and Behavior Intervention Plan
- Referral for Special Education Evaluation
- Consultation with District Programs
- Consultation with outside service providers/agencies

- Behavior contract with counselor and/or administration (with incentive as needed)
- Teacher and/or administrator conference with student and/or parent
- Restorative practices (problem solving circle meeting, repair/community service)
- Restricted participation in an activity

