

HAWLEMONT REGIONAL SCHOOL DISTRICT

2021-2022 HANDBOOK



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Website: www.mohawkschools.org

Facebook Page: [@HawlemontElementary](https://www.facebook.com/HawlemontElementary)

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STUDENT CONDUCT

ATKINS, Tracy
BECHTEL, Stephen
BUNKER, Kylee
BUTYNSKI, Heather
CLARK, Abby
COLLINS, Alyssa
DONAHUE, Cynthia
GAJDA, Michelle
GAMMELL, Rachel
GANCARZ, Kelsey
GRAVES, Duane
HAGER, Sherry
JILLSON, Autumn
KELLEHER, Devon
KELLEHER, Tracey
KEEVAN, Emrys
KIERAS, Leanne
KINGSBURY, Julie
LENGIEZA, Heather
LIVELY, Valerie
LOVETT, Shannon
LYDEN, Kari
MANS, Caitlin
MCKENNA, Heather
MEAD, Sue
MILLER, Margaret
PAGE, Barbara
PAGE, Rick
RICKO, Sarah
ROCKSTROH, Vicky
RODRIGUEZ, Lindsay
SHEARER, Tim
SINISTORE, Jennifer
THAYER, Sarah
TULLOCH, Amber
WILLIAMS, Judith

SCHOOL STAFF

Paraprofessional
Sixth Grade Teacher
Art Teacher, Physical Education Teacher, Librarian
Preschool Teacher
Fourth Grade Teacher
Special Education Teacher, SPED Liaison
Paraprofessional
Reading Specialist
Cafeteria Manager
Support Coordinator
Custodian
School Nurse
Psychologist
Counselor
Paraprofessional
Paraprofessional
Occupational Therapist
Paraprofessional
Cafeteria Assistant
Special Education Teacher, SPED Liaison
Administrative Assistant
Speech and Language Pathologist
Math Interventionist
First Grade Teacher
Kindergarten Teacher
Second Grade Teacher
English Language Learner Teacher
Music Teacher
Third Grade Teacher
Physical Therapist
Principal
Paraprofessional
Fifth Grade Teacher
Paraprofessional
Agriculture Coordinator
Paraprofessional

WELCOME TO THE 2021-2022 SCHOOL YEAR

Dear Hawlemont Community:

On behalf of the entire staff, it is a pleasure to welcome you to the 2021-2022 school year. As we move into this year I recognize that there are still many things that will be different about school and many of you are still worried. My job is to keep all staff and students safe and support their learning. This handbook serves as a reference to our programs, policies, and practices. It is meant to provide overall guidance, but does not contain the specific details of the operation of the school. The beginning section is specific to Hawlemont. The Common Chapters section outline policies and procedures of the Hawlemont and Mohawk School Districts. If you have questions regarding the contents, or other areas not covered in the handbook, please contact the school. As we begin to navigate this new school year, I would like to remind you that we are a community of learners, inclusive of parents, staff, and community members. By working together to provide a solid and comprehensive education in a safe and nurturing environment, we can guide our children to become their best emotionally, socially, and academically. Please know that my door is always open to you and I am happy to talk to you about any of your concerns or answer any of your questions.

Sincerely,

Lindsay Rodriguez
Hawlemont Principal

HAWLEMONT'S VISION STATEMENT

- Hawlemont Elementary School is a community of learners where everyone will flourish. To flourish, we will work together to foster positive emotions; demonstrate active engagement and develop strong relationships; engage in meaningful work; and acknowledge these accomplishments.

HAWLEMONT'S MISSION STATEMENT

- Hawlemont Elementary School provides students with high quality education through authentic learning and in partnership with families and community.

H.A.Y. (Hawlemont, Agricultural, & You) MISSION STATEMENT

- Our goal is to provide an innovative elementary education through hands-on, experiential learning that combines agriculture and community involvement with traditional curriculum.

COMMUNICATION

Students and parents/guardians are encouraged to contact teachers and other school staff directly when they have questions or concerns, either by email or telephone. Please refer to the directory of school staff on the website for email addresses for Faculty and Staff. Intake meetings that occur during the first week of school are a great opportunity to meet with your child's teacher.

The intent of the grid below is to direct parents/guardians to the faculty or staff member best able to address their particular concern.

Concern	Contact Person
Health related concerns	Health Office
Student's performance/behavior/attendance in a particular course	Teacher
Social Emotional concerns with student	School Psychologist
Disciplinary/ School safety concerns	Principal Lindsay Rodriguez
If you have contacted a teacher or Psychologist and you feel your concern has not been adequately resolved.	Principal Lindsay Rodriguez
If you feel that your concern still has not been resolved adequately at the building level.	Superintendent of Schools – Sheryl Stanton
School Records	Administrative Assistant in Hawlemont School Office

SCHOOL CLOSINGS

In the event of school closing due to unsafe weather conditions, school announcements will be broadcast, starting at 5:30 a.m. on WHAI, WHMP, WRSI, WHYN, WTTC, WAQY radio stations. School cancellations are also broadcast on TV40, TV3, and TV22, posted at <http://mohawktrailschools.org/>, our Facebook page and are announced via the district's automated phone system, School Reach.

Two-hour delays or early dismissals are possible in inclement weather; access the stations above for current information. When there is a two-hour delay the school day is scheduled to start at 10:45.

DAILY SCHEDULE

The school day **begins at 8:45 AM and ends at 3:15 PM.**

WAYS TO GET INVOLVED

SCHOOL COMMITTEE

The Hawlemont Regional School Committee meets the first Monday of each month, beginning at 4:30 PM virtually. All meetings are open to the public. Agendas are posted before each meeting with the meeting link.

LOCAL EDUCATION COUNCIL (LEC)

The Local Education Council is an advisory board to the building administrator and plays a vital role in shaping the educational direction of the school. This council is responsible for establishing and monitoring the yearly School Improvement Plan.

PARENT TEACHER ORGANIZATION (PTO)

The parent teacher organization is active in providing both educational and enrichment opportunities for all Hawlemont students. The PTO will be holding meetings either outside or virtually. Please stay tuned for a schedule.

HAY PROGRAM

We always have ongoing projects going on in our HAY program and gladly accept help with any of them. Anything from doing barn chores to building shelves. We also have a new weaving program and love volunteers in that.

VOLUNTEERING

All volunteers must have an up to date CORI/SORI and sign our volunteering paperwork. Whether you are volunteering in the HAY program, attending PTO or LEC or helping out in the front office or the library we gladly accept your help. Please be sure to read the volunteer guidelines and expectations document that you receive when you sign up in the office.

EVENTS

To be determined what we can hold.

ATTENDANCE

Our school day begins promptly at 8:45. Students should make sure they have eaten, have all the materials they need for the day and have gone to the bathroom. All students are expected to be in school for the entire day, except for illness, appointment, or religious exemption.

ABSENCES

By state law, the adult in legal charge of a child is responsible for his/her attendance at school. Children who have been out for ten consecutive days must produce a doctor's note for re-admittance to school. Health officials estimate that a normal rate of absences should be no more than seven to nine days for any student during the school year. State law allows for consequences when absences amount to more than seven full days or fourteen half days in a six month period. To assure proper attendance the School Committee has established the following guidelines and consequences for numbers of days of student absences:

1. After **seven absences**, a letter of notification of accumulating absences of the child will be sent home to the parent or guardian in charge.
2. After **ten absences**, a second letter will be sent home that may require parents to meet with the Principal, or to produce a doctor's note for absences.
3. After **fifteen absences**, a third letter will be sent home and a copy may be sent to our school's Truant Officer and Superintendent.
4. After **twenty absences**, the Massachusetts Department of Social Services may be notified for investigation, and a copy forwarded to the Superintendent.

UNEXCUSED Absences from school include:

- Truancy
- Vacations taken while school is in session

EXCUSED absences from school include:

- Religious observance
- Illness; serious, long-term with a doctor's note
- Death of a family member
- Child's Medical appointment with doctor – physician's note
- Court appointment

Please note that the school will ask for documentation for any excused absences.

CLOTHING EXPECTATIONS

Staff and students have a right and responsibility to monitor their dress attire. We recognize that dress and attire are forms of personal expression that bring a rich and creative component to our school culture. However, we expect that staff and student dress will reflect the seriousness to which we and our entire school community takes education. We ask that students and staff think about the context of school when choosing what to wear and strive for their dress to bring a positive impact on student learning, student behavior, and the overall educational environment.

Clothing, hats or jewelry advertising or promoting tobacco, alcohol, violence (including images of weapons) or controlled substances are prohibited. Clothing with messages

demeaning to or oppressive toward groups or individuals is not allowed. Below are guidelines for students and families so that they can make good choices in their attire. Hawlemont Staff realize that trends and style may change over time. If issues arise over such changes, they will be addressed at that time.

- Clothing
 - Clothing with inappropriate pictures, words or messages will not be allowed in school.
 - Shorts, skirts and dresses should reach to at least mid-thigh (or no shorter than fingertip reach)
 - Tops should cover midriff and allow no underwear to show. The straps of a top should be wide (spaghetti straps or strapless tops are not acceptable attire)
- Footwear:
 - All students should wear shoes appropriate for multiple activities throughout the school day. Take into consideration that recess is a part of the daily schedule.
 - Remember: students are outside as much as possible, light rain or shine.
 - As part of our HAY program students should have barn boots for chores.
- Other:
 - Perfume and cologne is not allowed at school.
 - Baseball caps can be worn however if it is a distraction in the classroom it is up to the discretion of the teacher and should not be worn in the cafeteria.
 - Sunglasses are not to be worn indoors unless there is a medical need.
 - Winter wear: All students are expected to participate in outside activities, therefore, students should come prepared with a hat, gloves, coat, snow pants and boots on a daily basis. In addition, students must have a second pair of shoes for inside wear other than outside boots.

In the event that students fail to comply with these expectations, they will be asked to change attire. Parents/guardians may be contacted and asked to provide acceptable clothing to the school. In the event that a student refuses to comply with the request of staff or administration, their parents/guardians will be contacted.

SCHOOL-WIDE RULES

At the beginning of the school year staff will present these core values to students. These principles will be presented to the school during an all school assembly and guide us throughout the year. Below are some examples.

Goodwill Responsibility

Integrity
Teamwork

	Goodwill	Responsibility	Integrity	Team Work
H A L L W A Y	<ul style="list-style-type: none"> -Use quiet voices (quiet=low voices) - Respectful with sound QUIET (Proximity, feet, lockers) 	<ul style="list-style-type: none"> -Stay all the way to the right of the hallway -Be aware of 6 ft personal space and the environment around you -RESPECTFUL 	<ul style="list-style-type: none"> -Stay to the right in your lane - Wear your protective gear 	<ul style="list-style-type: none"> - Walk on the right side - Think of stop zones - When stopping make sure you have 6 ft spaces - PURPOSEFUL
L U N C H R O O M	<ul style="list-style-type: none"> -Inside voices(12" voices) -Invite all -Use please and thank you -Use compost bin -Coloring after done eating 	<ul style="list-style-type: none"> - Wash hands on way to the cafe - Sit at a clearly marked spot and stay in your seat -When you are ready to eat then take mask off, put in bag and get hand sanitizer from staff before you eat - After you finish put mask on and sit in your spot - Everyone clears at the end 	<ul style="list-style-type: none"> -Bring what you need - Quiet in line -Take what you will eat -Eat your own food -Clean up after yourself (check floor) -Walking feet 	<ul style="list-style-type: none"> -Raise hand for Bathroom Pass (1boy & 1girl) -Clean up games and books
	Staff <ul style="list-style-type: none"> - Hand out bags as students arrive (use hand sanitizer after you hand out bags) - If students has food to heat up then they get that out and line up at the microwave (mask on) - Lunch duty staff will bring the students out to recess around 12:25 and have them wash their hands on the way out. 			

	Goodwill	Responsibility	Integrity	Team Work
B A T H R O O M	<ul style="list-style-type: none"> -Give each others privacy -Turn off lights if you are last to leave - Use only what you need - soap, toilet paper, paper towels 	<ul style="list-style-type: none"> - 1 in bathroom at a time - Go - Flush - Wash - Leave clean! 	<ul style="list-style-type: none"> -Wash hands with soap and water. -Flush when finished -Use 1-2 paper towels. -1-2 pumps of soap - Enter the bathrooms empty handed 	<ul style="list-style-type: none"> -Tell an adult if you find a mess. -If you make a water <u>mess</u> <u>clean</u> it up.
P L A Y G R O U N D	<ul style="list-style-type: none"> -Include everyone -Use please and thank you -Be aware of others feelings -Be a good sport 	<ul style="list-style-type: none"> - Wear protective gear unless sitting on bench -Return equipment when finished. -Stay within the boundaries. -Keep personal space. -Respond to teachers <u>instruction</u>. -Follow expectations of <u>youngest</u> grade out there. -Be prepared to go outside (go to bathroom, toys, jackets, etc) -Be prepared to come inside: wipe feet before entering building 	<ul style="list-style-type: none"> -Play safely and kindly -Be honest and fair -Shoes stay on your feet -Only climb the marked trees -Use the swings the way they are (no looping around) 	<ul style="list-style-type: none"> -Take turns. -Share equipment -Help and listen to each other. -Line up quickly and safely.
			Other Expectations <ul style="list-style-type: none"> - Up and Down straight Slide / Down twirly slide - Only 1 or 2 going down the slide at the same time - Students can play with sticks as long as they are not running or pointing at others or used as weapons - Students can build forts as long as they welcome everyone - Students will stay on playground and not go in the barn or greenhouse unless there is an extra adult - Whistle blow to indicate time to come in - Designated reset location 	

DISCIPLINE GUIDELINES:

The Hawlemont staff believes that children need to be taught and practice social skills. Among others, the social skills of cooperation, assertion, responsibility, empathy, and self-control are vital to the social, emotional, and academic growth of children. Students participate in a rules creation process that allows the entire community to develop, understand, and practice following rules. These rules come alive through interactive modeling and practice. This practice is supported and reinforcing, reminding, and redirecting teacher language.

Children are taught that they will have respectful, relevant, and realistic logical consequences when a rule is broken. Behavior that grossly violates acceptable standards of behavior may require suspension or expulsion. More information about suspension and expulsion can be found in the Common Chapters beginning on page 12 of this handbook. The Code of Conduct includes a tiered levels of response system that includes the use of Restorative Practices. While more than one level may be marked, it is at the discretion of the staff and administration as to which response(s) will be utilized. Should there be chronic behavior exhibited, the levels of response may need to be increased.

Inappropriate and Disruptive Behaviors and Levels of Response				
Key: Use Lowest Level Indicated First				
Level 1: Classroom Interventions/Consequences <i>Teachers use these interventions to help students change behavior in the classroom. Typically used when no or limited prior incidents have occurred. No office referral indicated.</i>	Level 2: Used when Level 1 interventions have been ineffective <i>Supports in the classroom have been in place to address but the behavior is continuing and interfering with the students or classmates learning. Use the following interventions and do a Minor referral form.</i>	Level 3: When level 1 and 2 have been used <i>Used when previous interventions have been ineffective and behavior is escalating and disrupting the learning environment. Major referral form and office notified</i>	Level 4: Detention or In School Suspension* <i>Used when previous interventions have been ineffective and behavior is escalating and disrupting the learning environment. The student has received multiple major referrals.</i>	Level 5: Out of School Suspension or Expulsion* <i>Used when the student's behavior has seriously disrupted the learning environment and created a safety risk in the school.</i>
Restorative Responses or Interventions <ul style="list-style-type: none"> Teacher gives visual reminder Teacher moves next to student Student uses the menu of strategies for student to get back on track Teacher tells student to take a walking break Student takes a break away from classmates 	Restorative Responses or interventions: <ul style="list-style-type: none"> Student uses the recap page to reflect on how actions affect themselves and others Logical Consequence where applicable Teacher conference with student Email or phone call from teacher to parent 	Restorative Responses may include: <ul style="list-style-type: none"> Student uses a recap page to reflect on actions affect themselves and others Consult with psychologist or principal Recess or lunch detention Restorative Circle Mediation Circle Teacher/staff conference Daily check in 	Restorative Responses may include: <ul style="list-style-type: none"> Referral to the office 	

CATEGORY 1

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5
Student uses inappropriate language. Use of replacement words in an aggressive way.	X	X			
Student engages in non-serious, but inappropriate physical contact such as not keeping hands to self, playing roughly on playground, picking up others, etc	X	X			
Student engages in brief or low-intensity failure to respond to adult requests, including work completion. Example: when asked to do something, student says, "No, I don't want to."	X	X			
Student engages in brief to low-intensity verbal or non-verbal displays of rudeness or discourtesy, including personal and physical spaces. Examples: arguing, tone of voice, eye rolling, cutting in line, etc	X	X			
Student engages in low-intensity, but inappropriate disruptions such as noises, misuse of fidget tools, side conversations, tapping pencils, blurting out, etc	X	X			
Disregard to school-wide expectations. Examples: running in halls, inappropriate voice, taking turns, etc	X	X			
Student engages in low-intensity misuse of property such as writing on books, using playground equipment improperly.	X	X			
Taking items without permission. Examples: taking pencils from another student, borrowing without asking, taking items from the teacher's supplies without permission	X	X			
Technology misuse - Failure to follow district's responsible use policy	X	X			
Student leaves the classroom or assigned area without permission	X	X			

CATEGORY 2

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Police Must be Informed
Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way that is directed at someone.	X	X				
Student engages in actions involving serious physical contact where injury may occur. Examples: hitting, punching, throwing objects, etc.		X	X			
Student engages in continuous refusal to follow directions, talks back, and/or delivers socially rude interactions, repeatedly and/or intentionally disruptive.		X	X			
Student engages in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc	X	X	X	X	X	
Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes	X	X	X	X	X	
Repeated disregard for school-wide expectations.			X	X		
Misuse of bathrooms, aggression with furniture/supplies, damaging or intentionally defacing property	X	X	X loss of computer privileges	X	X	X
Taking items without permission. Example: repeated taking or borrowing items without asking, or theft of valuable items.	X	X	X	X	X	X
Failure to follow district's responsible use policy	X	X	X			
Student delivers message that is untrue and/or deliberately violates the rules	X	X	X			
Student leaves the building without permission or supervision and/or repeated minor elopement						
Behavior that is materially disruptive to the educational process		X	X	X	X	
Disruption of a school assembly		X	X	X	X	

CATEGORY 3

Bullying, Harassment, Vandalism, etc.	Level 1	Level 2	Level 3	Level 4	Level 5	Police Must be Informed
Bullying, cyber-bullying, retaliation or acts of intimidation. (see Anti- Bullying Policy)		X	X	X	X	X
Vandalism; misuse of school property		X	X	X	X	X
Larceny, theft, possession of stolen property		X	X	X	X	X
Fighting, Assault and/ or battery on a student; (including threats.)		X	X	X	X	X
Harassment <ul style="list-style-type: none"> • Harassment: Non-Sexual—The delivery of disrespectful messages in any format related to gender, gender identity, ethnicity, race, religion, disability, physical features or other protected class (Multiple instances will prompt bullying investigation) • Harassment: Sexual—Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. 		X	X	X	X	X
Hazing		X	X	X	X	X
Use/Possession of dangerous substances (matches, lighters, firecrackers, gasoline, lighter fluid)			X	X	X	X
Possession, use, distribution of drugs, alcohol, tobacco products, vaping materials or drug paraphernalia on school grounds (see Drug policy for definitions)				X		

CAFETERIA

BREAKFAST PROGRAM

Hawlemont offers breakfast to all students for free. The cafeteria is open each morning from 8:15 until 8:45. Students may select from the a la carte selections, which may include juice, fruit, cereal, bagels, muffins, waffles, etc.

LUNCH PROGRAM

Hawlemont offers lunch to all students for free.

2021-2022 school prices:

Adult lunch:	\$
Adult salad bar:	\$

HEALTH OFFICE

Please feel free to contact the health office with any health related questions. If your child has a doctors appointment it is an excused absence with a doctor's note. Please make sure you turn those into the school nurse.

Hand Sanitizing / Hand Hygiene Protocols

Students, staff, and any visitor entering the building are expected to sanitize their hands upon arrival into the building, before eating, after using the bathroom, when visibly dirty, and before leaving the building each day. Handwashing with soap and water is preferable. Sinks are available in bathrooms and most classrooms for washing hands with soap and water. Hand sanitizer stations will be available throughout the school in areas of high visibility of staff, in classrooms that do not have a sink, and at entrances to buildings.

If parents do not wish for their student to use the hand sanitizer provided by the school, please send in an opt-out letter to the nurses office to have on file. Students with this letter will be expected to wash their hands using soap and water throughout the day.

TELEPHONE POLICY

In order to keep the Hawlemont telephone as free as possible, we discourage children from calling home. We ask that parents cooperate in helping children with organization and make their after school plans prior to the start of the school day and send in a note with your child. If a student has a cell phone they **must** keep it off in their backpack at all times. If this is not followed the teacher will hold it in their desk or it will go to the front office until the end of the day. If their cell phone continues to be an issue, the parent will need to pick up the cell phone.

TECHNOLOGY

Hawlemont has one to one ipads/chromebooks for students in grades PreK to 6th. It is our expectation that students use the technology with respect and follow the directions from the teachers. If the technology is being misused as you saw in the above section then the student will lose the privilege to use the technology for a period of time. Other forms of technology that do not belong to the school must stay in their backpack. If the devices do not stay in their bag then it will be sent to the office. The first time the student can pick it up but after that a family member will need to pick up the device.

RECORDING DEVICES

Recording devices (both audio and video) are not permitted in classrooms without prior consent of the teacher and the administration. Unauthorized use of digital images, both still and video, will be considered a violation of the code of conduct.

SALE OF GOODS IN SCHOOL

Students are not permitted to purchase or sell items from other students in school, including, but not limited to, electronic items, food or drink.

LIBRARY BOOKS AND SCHOOL MATERIALS

Students will visit the library at least one time per week. Students are encouraged to check out a book for their own enjoyment. We ask families to help students care for and return library books and school materials.

NEWSLETTERS/SCHOOL FOLDERS

Hawlemont has adopted a home/school communication folder system, which serves as our most important vehicle for delivery of important notices and information to families each week. Every Thursday, students bring these folders home for families to review. Folders contain important classroom notices, weekly newsletters, and other school related information. It is good practice for families to review contents on Thursday evenings and send any needed information back on Fridays. In addition, the newsletter is posted on the Hawlemont's school website.

ALL SCHOOL MEETINGS

All grades join together for an All School Meeting in an effort to build/maintain a positive social community. Students greet each other, share projects and events, and sing.

PARENT RESPONSIBILITY AND INVOLVEMENT

Parent involvement is a vital part of a successful school experience. Parents are encouraged to participate in school activities. We ask that all visitors come to the office to sign in. Please contact the teacher to schedule a formal visit.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences are an important part of the partnership created between home and school. There will be an intake meeting at the beginning of school on September 2nd and September 3rd from 1:00 to 3:30. Conferences happen in November and April.

ASSESSMENT

Students participate in assessments in the fall, winter, and spring that help teachers determine students' strengths and weaknesses. Appropriate interventions are implemented to target specific needs. In addition, students in grades 3-6 take the MCAS (Massachusetts Comprehensive Assessment System) in the spring.

PUPIL SERVICES

Hawlemont offers the following special support services to students who have needs which cannot be met exclusively in the regular classroom.

1. Title I: Title I is a federally funded regular education program. A School wide Program is one in which districts have elected to use Title I funds in combination with other federal, State, and local funds to upgrade a school's entire educational program. The eligibility criteria are based on the percentage of children living in the area from low-income families or the percentage of students enrolled in the school from low-income families.

2. Special Education Services: Outlined in Common Chapters portion of this handbook.

3. Child Study Team: Hawlemont has established a child study team that meets weekly or as needed. This team is made up of teachers, special education service providers, school psychologist and principal. The purpose of this team is to support educators, by making recommendations for interventions to assist with individual students who are showing signs of difficulty at school. If the recommendations are unsuccessful, parents are contacted. A second child study meeting includes parents to assist in resolving school concerns. Parents are welcome to access this team if they find their child is showing signs of difficulty with any aspect of his/her school experience.

SCHOOL IMPROVEMENT PLAN GOALS

A complete copy of the School Improvement Plan is available at the school office and on the website.

The four areas addressed in the School Improvement Plan are:

- Effective instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include the use of appropriate research-based reading and mathematics programs; the

school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

- Aligned curriculum: The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
- Student assessment: The school uses a balanced system of formative and benchmark assessments.
- Family-school engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional wellbeing.

MOHAWK TRAIL REGIONAL SCHOOL SYSTEM

MOHAWK TRAIL REGIONAL SCHOOL DISTRICT

HAWLEMONT REGIONAL SCHOOL DISTRICT

Acknowledgment and Permission Form

Student(s) Name(s) (please print): _____

Student(s) Grade(s): _____

Parent or Guardian's Name (please print): _____

Please complete and then sign this form. It should be returned to school within 10 days.

_____ We have received, read and reviewed this Handbook.

_____ We have received, read and reviewed the Bullying Prevention and Intervention Plan contained in this _____ Handbook.

_____ We have received, read and reviewed the Transportation Policy contained in this Handbook.

_____ We have received, read and reviewed the Internet Acceptable Use and Safety Policy contained in this _____ Handbook.

_____ We have received, read and reviewed the Sexual Harassment Policy contained in this Handbook.

_____ We have received, read and reviewed the Drug and Alcohol Policy contained in this Handbook.

____ Yes ____ No I give permission for my child(ren) to use the Internet at School.

____ Yes ____ No I give permission for my child(ren)'s picture(s) and first name(s) only to be posted on _____ district web pages and social media platforms.

____ Yes ____ No I give permission for samples of my child(ren)'s school work and first name(s) only to be _____ posted on school web pages.

____ Yes ____ No I give permission for my child(ren)'s picture(s) and first name(s) only to be included in _____ press releases.

____ Yes ____ No I give permission for my family's telephone number to be included in a School _____ Telephone Directory.

Parent or Guardian's Signature _____

Date _____